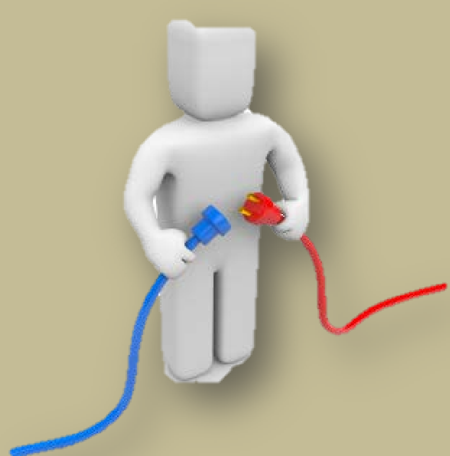
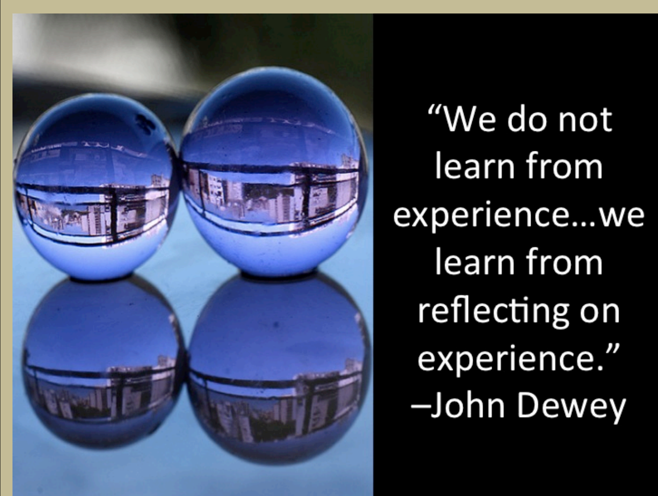
Social & Behavioral Sciences

LEARNING

REFLECTION





INTEGRATION

SHOWCASING

Electronic Portfolio Manual

2013-2014

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MyeFolio Objectives

An electronic portfolio is a tool for learning, reflection, integration, and showcasing, all through the container of your own professional web site:

- **Learning**: Developing an electronic portfolio is a learning process, a way to deepen your understanding of critical public health concepts, to put your coursework and field experience into perspective, to demonstrate the knowledge and skills you have obtained, and to assess your own mastery of the core competencies in your chosen concentration and field.

- **Reflection**: The electronic portfolio will give you the opportunity to reflect on what knowledge, skills, and attributes you have gained inside and outside the classroom, to make connections between what you have learned, where you are, and where you want to go professionally in the future, and to identify what skills and qualities you have to offer as a public health professional and how you can make a personal contribution to the advancement of the public's health.

- **Integration**: The electronic portfolio allows you to integrate all the different parts of your experience at BUSPH – from the classroom to the research laboratory to the community. It allows you not only to look backwards, but to look ahead, to set goals for your future, and to bridge the gap from your MPH program to the public health world.

- **Showcasing**: The electronic portfolio is an opportunity and platform for you to showcase your skills and talents in public health, to collect and share your work with prospective employers, colleagues, friends and family, and to begin the task of connecting with the larger local, national, and international spheres of the public health world.

Social and Behavioral Sciences Concentration Culminating Experience

I. Objectives

The culminating experience in the Social and Behavioral Sciences concentration is designed to achieve the following objectives:

1. To illustrate how students have synthesized and integrated knowledge acquired in their coursework in the analysis and resolution of a significant public health problem;

2. To illustrate how students have applied social and behavioral sciences theories and principles to the assessment of a public health problem and the development of a proposed approach to address that problem;

3. To serve as a means by which the Department can judge whether or not a student has achieved proficiency in the core competencies for the social and behavioral sciences;

4. To serve as a means by which students can articulate and present the specific ways in which they have achieved proficiency in the core competencies for the social and behavioral sciences; and

5. To help students formulate their own professional mission statement and to assemble an integrative electronic portfolio that will aid them in moving from their public health training to the workforce.

II. Requirements

The culminating experience in the Social and Behavioral Sciences concentration requires the development of an integrative professional electronic portfolio:

Electronic Portfolio

Students are required to design and develop an electronic portfolio using the myeFolio system produced by Avenet Web Solutions. Upon matriculation into the Department, each student is provided with their own portfolio site. The intent is that students will develop the portfolio gradually during their time at the School, and perform the final synthesis and integration activities on the site during their final semester.

The portfolio contains the following sections – the purpose and required contents of each section are listed, along with the semester by which you should complete each section.

Section	Purpose and Contents	Semester By Which Initial Draft of Section Should Be Completed
Professional Mission Statement	To concisely frame the individual student's expertise and focus in public health and how they plan to market themselves for employment as a public health practitioner.	First semester
Resume	To provide a concise overview of the student's training, experiences, research, employment, skills, and qualifications for employment in the public health field.	First semester
Use of Social Sciences in Public Health	To demonstrate that the student can synthesize and integrate the material learned in the concentration and apply social and behavioral sciences theories and principles to the assessment of a public health problem and development of an intervention to address that problem. This section should include a personalized statement about the student's understanding of how social and behavioral sciences can improve the practice of public health, based on the synthesis of material the student has learned in all of their public health courses. The major component of this section will be the student's final paper for SB721 (Social and Behavioral Sciences for Public Health), which critiques a public health intervention or approach based on social and behavioral sciences principles, models, theories, and research.	First semester (concurrent with SB721)
Assessment	To demonstrate how the student has achieved proficiency in the use of social and behavioral sciences to assess public health problems. This section should list the course(s) the student took to fulfill the assessment selective requirement in the concentration and should include a copy of the public health assessment produced by the student for that class. Students who developed or implemented public health assessments during their practicum should include a description and summary of the experience here, as well as supporting documentation and copies of any assessment tools or reports produced.	Concurrent with Assessment Selective
Intervention	To demonstrate how the student has achieved proficiency in the use of social and behavioral sciences to develop interventions to address public health problems. This section should list the course(s) the student took to fulfill the intervention selective requirement and should include a copy of the intervention protocol produced by the student for that class. Students who developed or implemented public health interventions during their practicum should include a description and summary of the experience here, as well as supporting documentation and copies of any intervention protocols or reports produced.	Concurrent with Intervention Selective

Evaluation	To demonstrate how the student has achieved proficiency in the evaluation of public health programs. This section should list the course(s) the student took to fulfill the evaluation requirement in the concentration and should include a copy of any evaluation protocols that the student developed. Students who developed or implemented public health program evaluations during their practicum should include a description and summary of the experience here, as well as supporting documentation and copies of any evaluation tools or reports produced.	Concurrent with SB822 (Program Evaluation)
Integration	To require students to reflect on how they have integrated the knowledge and skills acquired in their coursework to the analysis and resolution of public health problems in the community. In this section, students will be asked to respond to a series of reflection questions that explore how the students have integrated their coursework and acquired skills to the application of social and behavioral sciences in the analysis and resolution of a public health problem.	During semester in which you complete your practicum
Social and Behavioral Sciences Core Competencies	To document proficiency in the core competencies for social and behavioral sciences and to articulate how each competency was met. This section must include a list of the core competencies and for each, the student must provide documentation of proficiency in the competency and explain how proficiency in the competency was obtained. Because the methods for achieving these competencies will differ for each student, this section of the portfolio will vary widely depending on the student's trajectory while at the School.	During final semester – due by mid-semester
Practicum	To describe the student's practicum experience and demonstrate the skills acquired. This section will include a description of the practicum, summary of skills acquired, and examples of work products from the practicum experience.	During semester in which you complete your practicum
Additional Examples of Work Products	Students may feature examples of other work products that demonstrate the SB core competencies.	During final semester – due by mid-semester
Leadership Skills	To document that the student has developed leadership skills in public health. This section should include: (a) professional papers, reports, and presentations; (b) a description and documentation of personal skills, strengths, and abilities; and (c) examples of community service and civic engagement.	During final semester – due by mid-semester

In each of the SB core and selective courses, the instructors will cue the students as to what content should be placed on their electronic portfolio sites. The sites will thus be developed as students move along in the program.

III. Advising and Approval

The student's faculty advisor will serve as the primary source of advice and guidance throughout the culminating experience. Faculty advisors will guide students in the development of their electronic portfolios. Final approval of the electronic portfolio presentation will be the responsibility of the student's academic advisor. It is expected that students will work with their faculty advisors throughout their entire time at the School, sharing the portfolio at various stages upon the way to completion. The department's academic coordinator will maintain a database showing each student's progress toward completion of the various sections of the portfolio. This will allow us to make sure that students are progressing appropriately.

IV. Guide to Developing Each Section of the Electronic Portfolio

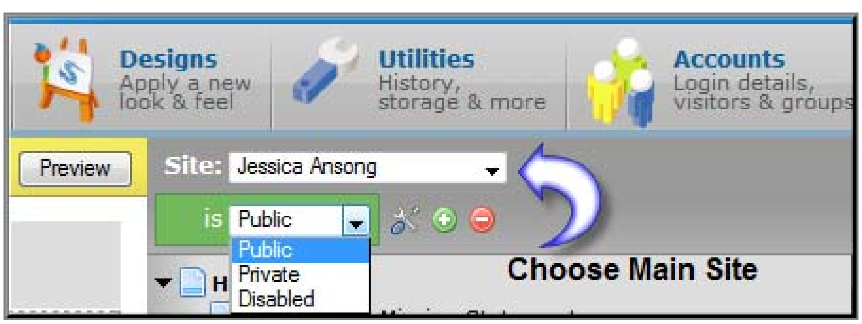
The following pages will help you understand what we are looking for in each of the different sections in your electronic portfolio. Each section of the portfolio is covered on a separate page. For each section, we outline the purpose of that section, the contents of the section, and then provide hints for developing that section. If you have any questions about the content aspect of your e-folio, your SB concentration faculty advisor is the person to contact to seek advice, guidance, and help.

Each of these sections will consist of a sub-page under your main welcome page. The menu at the left side of your portfolio will allow the reader to link to any of these sub-pages (sections). For one of the sections (social and behavioral sciences competencies), there are 5 second-level sub-pages: one for each of the 5 competencies. These sub-sections are also accessible from the links at the left side of each e-folio page.

While some of the sections cannot be fully completed until you near the completion of your work in the concentration, the best way to develop your portfolio is to start near the beginning of your studies and allow the site to develop as you progress through the program. You can always make changes as your understanding of the content and framework becomes more refined. The last thing we want you to do is to wait until your final semester and then try to complete your portfolio all at the last minute. This is designed to be an exercise that takes place throughout your entire time at the School and which develops as you develop as a public health student and practitioner.

Confidentiality of Portfolio Site: Your portfolio site, by default, is password protected so that only you can access it. You have the option, however, **after your faculty advisor approves your final portfolio**, to make your site publicly available by removing the password protection. In addition, you may leave it password protected but provide the password information when you apply for particular jobs or want someone in particular to see your site. Nevertheless, in the experience of many other public health students, having their sites publicly available has been an outstanding way for them to network, share information, and market themselves.

Remember; please do not open your site (remove the password protection) until after it has been approved for publication to the web by your faculty advisor. Once approved you can make your site public and share content with Facebook, etc.



Public—Choose this option to make your site available to the general public.

Private—Choose this option to allow only individuals with a password to access your site.

Disabled—Choose this option to remove your site from searches by the general public, but still keep your content online.

Home Page

Your home page – the page upon which readers will land when they visit your portfolio – is your own. You are free to introduce your portfolio in whatever way you wish. We recommend making use of pictures to make your site attractive and limiting the text to a brief introduction which entices readers to explore your site.

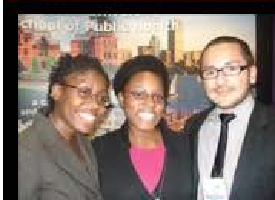
Structure

The basic structure of your site is shown in the example below. The links at the left represent all of the sub-pages of your site. They will appear on each page in your site so that the reader can navigate to any page easily.

Note that the core competencies sub-page contains 5 individual pages within it, shown in the 2nd picture, where the core competency sub-links are broken down.

- Home
- Professional Mission Statement
- Resume
- Use of Social Science in Public Health
- Assessment
- Intervention
- Evaluation
- Integration
- Social & Behavioral Science Core Competencies
- Practicum
- Additional Work Products
- Leadership Skills

APHA 2008



July 2012 Go

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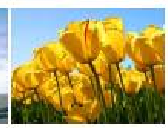
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	**24** *	25	26	27	28
29	30 *	31	1	2	3	4

Boston University School of Public Health
Department of Community Health Sciences

Introduction

Welcome to my e-folio! My name is Jessica Ansong. I am currently pursuing a Master of Public Health degree in the Social and Behavioral Sciences at the Boston University School of Public Health. Here you can find papers and projects that I have completed as a student at BUSPH. With a concentration in SB, I have taken courses that have provided me with the skills and training in assessment as well as program implementation and evaluation.





Jessica Ansong

Google Translate

Select Language
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Jessica Ansong

Masters of Public Health Portfolio

BU

Boston University School of Public Health
Department of Community Health Sciences

Home

Professional Mission Statement

Resume

Use of Social Science in Public Health

Assessment

Intervention

Evaluation

Integration

Social & Behavioral Science Core Competencies

Access & analyze data to assess a public health issue

Apply social & behavioral theories to public health interventions

Develop evaluation trials to assess public health interventions

Communicate findings to the public and policy makers

Advocate for evidence-based public health programs

Example of Reflective Statement and Summary of Experience for a Core Competency

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Reflective Statement

Communication theory is an important social sciences theory that can be used to help inform the development of more effective public health interventions. One of the most central of all communication theories is McGuire's communication-persuasion matrix. In this model, McGuire postulates that there are five critical considerations in the development of any health message: (1) the source; (2) the receiver; (3) the message; (4) the channel; and (5) the destination. In my work with the Massachusetts Tobacco Control Program, helping to develop public health campaigns to prevent youth smoking, I have drawn heavily upon McGuire's communication-persuasion matrix. The way in which I applied communication theory to the development of this public health campaign illustrates how a knowledge of social science theories can be useful in designing an effective public health campaign.

The source of a health message is important because the relevance and believability of the message depend upon the credibility of the perceived source. With anti-smoking messages directed at youths, it is important that the message not be perceived as coming from the government or from adult authority. Rebelliousness is an important core value of adolescence, and if youths believe they are being told to do something by adults, they have a tendency to rebel by doing the opposite. Research on psychological reactance theory reveals that youths do the opposite of what adult authority tells them to do specifically to retain their sense of personal control over their lives. For this reason, the campaign I helped to develop relied upon peers to deliver the message.

Professional Mission Statement

Purpose: To concisely frame the individual student's expertise and focus in public health and how they plan to market themselves for employment as a public health practitioner.

Content: A concise statement of your individual, focused purpose in your public health career and the specific contribution that you hope to make.

This is where we ask you to do some reflective thinking regarding your goals and how your particular knowledge, skills, and experience will help you achieve those goals. In addition, you need to reflect on what you have to offer professionally as a public health practitioner and what specific contribution you can make to the public health field. You then need to articulate these thoughts into a concise professional mission statement that will reflect your goals, focus, skills, and contribution you wish to make to the field as a public health practitioner.

Hints: Try to be as focused and specific as possible. For example, do not just write something like: "To improve the public's health." That's something everyone in public health wants to do. You need to distinguish yourself from other public health practitioners by indicating your specific area of focus and the specific way in which you hope to contribute to the overall goal that all practitioners share.

You may want to consult the following resources which describe how to write an effective professional mission statement:

1. *A Professional Mission Statement: True North on Your Career Journey*. By Nina Ham, CPCC, LCSW, Success from the Inside … Out, 2004. Available at: http://www.successfromtheinsideout.com/e_letters/mission_stmnt.html.

2. *My Professional Mission, Vision and Values*. From Americans for the Arts. Available at: http://www.artsusa.org/pdf/events/2005/conv/elpreconference_prework.pdf.

Resume

Purpose: To provide a concise overview of the student's training, experiences, research, employment, skills, and qualifications for employment in the public health field.

Content: An updated resume or curriculum vitae.

Hints: Here are a number of web resources that may help you in crafting and writing a resume:

1. *Ten Easy Ways to Improve Your Resume*. From Quintcareers. Available at: http://www.quintcareers.com/improving_resume.html.

2. *What Resume Format is Best for You*. From Quintcareers. Available at: http://www.quintcareers.com/best_resume_format.html.

3. *How to write a Masterpiece of a Resume*. From Rockport Institute. Available at: http://www.rockportinstitute.com/resumes.html.

4. Sample Resume. From How to Write a Resume.org. Available at: http://www.how-to-write-a-resume.org/Project_Manager_Resume.htm.

5. *How to Write a Resume*. From Mahalo.com. Available at: http://www.mahalo.com/how-to-write-a-resume.

Use of Social Sciences in Public Health

Purpose: To demonstrate that the student can synthesize and integrate the material learned in the concentration and apply social and behavioral sciences theories and principles to the assessment of a public health problem and development of an intervention to address that problem.

Content: This section should include a personalized statement about the student's understanding of how social and behavioral sciences can improve the practice of public health, based on the synthesis of material the student has learned in all of their public health courses. The major component of this section will be the student's final paper for SB721 (Social and Behavioral Sciences for Public Health), which critiques a public health intervention or approach based on social and behavioral sciences principles, models, theories, and research and proposes an alternative approach or intervention that the student argues will be more effective.

In this section, students need to reflect on how knowledge of the social sciences can inform the development of more insightful assessments of public health problems and more effective interventions or approaches to those problems. This is your opportunity to let a prospective employer know why it is that your concentration in social and behavioral sciences is valuable and how it will allow you to be a more effective public health practitioner.

Hints: Your paper (the critique) from SB721 is the centerpiece of this section. However, you also need to include a reflective section in which you explain to the reader why your concentration in social and behavioral sciences makes you a valuable potential employee in the public health field. In addressing this question, you may wish to provide a brief summary of your SB721 paper. You also may want to include other work from your BUSPH experience. You may also want to include an integrative section which ties together your coursework by explaining how your training in the use of social sciences has improved your ability to effectively analyze and resolve public health problems.

Assessment

Purpose: To demonstrate how the student has achieved proficiency in the use of social and behavioral sciences to assess public health problems.

Content: This section should list the course(s) the student took to fulfill the assessment selective requirement in the concentration and should include a copy of the public health assessment produced by the student for that class. Students who developed or implemented public health assessments during their practicum should include a description and summary of the experience here, as well as supporting documentation and copies of any assessment tools or reports produced. If students have completed public health assessments in other courses, research experiences, or other field work, the results of that work should also be included in this section.

Hints: In addition to including the above content, you should include a narrative section that summarizes the skills you have obtained in assessing public health problems and the experiences – both inside and outside the classroom – that you have completed in the assessment arena.

Intervention

Purpose: To demonstrate how the student has achieved proficiency in the use of social and behavioral sciences to develop interventions to address public health problems.

Content: This section should list the course(s) the student took to fulfill the intervention selective requirement in the concentration and should include a copy of the intervention protocol produced by the student for that class. Students who developed or implemented public health interventions during their practicum should include a description and summary of the experience here, as well as supporting documentation and copies of any intervention protocols or reports produced. If students have developed or implemented a public health intervention in other courses, research experiences, or other field work, the results of that work should also be included in this section.

Hints: In addition to including the above content, you should include a narrative section that summarizes the skills you have obtained in developing and implementing public health interventions and the experiences – both inside and outside the classroom – that you have completed in the intervention arena.

Evaluation

Purpose: To demonstrate how the student has achieved proficiency in the evaluation of public health programs.

Content: This section should list the course(s) the student took to fulfill the evaluation requirement in the concentration and should include a copy of any evaluation protocols that the student developed or evaluations that the student conducted. Students who developed or implemented public health program evaluations during their practicum should include a description and summary of the experience here, as well as supporting documentation and copies of any evaluation tools or reports produced. If students have completed public health evaluations or developed evaluation protocols in other courses, research experiences, or other field work, the results of that work should also be included in this section.

Hints: In addition to including the above content, you should include a narrative section that summarizes the skills you have obtained in evaluating public health programs and the experiences – both inside and outside the classroom – that you have completed in the evaluation arena.

Integration

Purpose: To require students to reflect on how they have integrated the knowledge and skills acquired in their coursework to the analysis and resolution of public health problems in the community.

Content: In this section, students will be asked to respond to a series of reflection questions that explore how the students have integrated their coursework and acquired skills to the application of social and behavioral sciences in the analysis and resolution of a public health problem.

The integration questions for dual degree MPH/MSW students are different than those for MPH degree students. Please answer the questions that correspond to your degree status.

Integration Questions:
***(For MPH degree students only)*:**

1. In what ways is the current practice of public health limited by a failure to incorporate social sciences concepts, theories, models, principles, and research?
    a. How is the failure to incorporate social sciences leading to limitations in the assessment of public health problems?
    b. How is the failure to incorporate social sciences leading to limitations in the development of effective interventions?

2. What are some examples of specific social sciences concepts, theories, models, principles, or research that you have encountered which could be employed to improve the practice of public health? What is the underlying concept and what is its origin? What are the implications of that concept for public health practice?
    a. How could the concept help you to develop more effective assessments of public health problems?
    b. How could the concept help you to develop more effective interventions and approaches to public health problems?

3. Provide examples of how social science concepts, theories, models, principles, or research has been used to effectively analyze and resolve a public health problem. Ideally, this should come from some aspect of your experience while at the School, or from the integration of various elements of your experience at the School.

4. What specific skills, derived from your training while at the School, have you gained that you can apply to the analysis and resolution of public health problems? Provide examples of how you have done this in your coursework, research, or field work during your time in the program, and how you might do this in your future career as a public health practitioner.

Integration Questions
(**For dual degree *MPH/MSW students only***):

1. What is public health social work and what is the unique contribution of public health social workers to the improvement of human health?

2. How does public health social work integrate the public health and social work disciplines to prevent, address, and solve social health problems?

3. What are the various methods that you have been trained to use, such as research, policy, advocacy, clinical and macro approaches and what skills have you gained in each of these areas?

4. How do your social work and public health skills combine to put you in a unique position as a public health social worker?

Social and Behavioral Sciences Core Competencies

Purpose: To document proficiency in the core competencies for social and behavioral sciences and to articulate how each competency was met.

Content: This section must include a list of the core competencies and for each, the student must provide documentation of proficiency in the competency and explain how proficiency in the competency was obtained. Because the methods for achieving these competencies will differ for each student, this section of the portfolio will vary widely depending on the student's trajectory while at the School.

Structure: This section consists of 5 sub-pages: one for each of the 5 core competencies for the social and behavioral sciences. Each sub-page consists of two parts:

(1) A reflective statement in which the student describes, explains, and illustrates the importance of that particular competency to the practice of public health, based on the knowledge and experience they have gained in coursework and fieldwork during their program; and

(2) A summary of experience the student obtained through which he or she was able to demonstrate proficiency in that core competency. This experience includes coursework and field work, research, internships, or other academic experiences during the student's time at the School.

Hints: Write your reflective statement as if you are writing the introduction page for part of a chapter in an academic textbook about the core competencies of social and behavioral sciences. Provide the appropriate context for the reader to understand why that core competency is critical. Explain the role that particular skill plays in public health practice and why it is important from a public health research and/or a public health practice perspective (or both). You may frame the competency in a way that relates specifically to your particular field of interest or experience within public health.

The Social and Behavioral Sciences core competencies are as follows:

1. Access and analyze archival and other data to assess a public health problem for a specific place and population.

2. Apply social and behavioral theories and quantitative and qualitative methods to the development of innovative and effective public health intervention programs.

3. Develop rigorous evaluation trials to assess the efficacy of public health interventions.

4. Communicate findings to the public and to policy makers.

5. Advocate for the institutionalization of evidence-based public health programs.

Example of Reflective Statement and Summary of Experience for a Core Competency

2. Apply social and behavioral sciences theories to public health interventions.

Reflective Statement

Communication theory is an important social sciences theory that can be used to help inform the development of more effective public health interventions. One of the most central of all communication theories is McGuire's communication-persuasion matrix. In this model, McGuire postulates that there are five critical considerations in the development of any health message: (1) the source; (2) the receiver; (3) the message; (4) the channel; and (5) the destination. In my work with the Massachusetts Tobacco Control Program, helping to develop public health campaigns to prevent youth smoking, I have drawn heavily upon McGuire's communication-persuasion matrix. The way in which I applied communication theory to the development of this public health campaign illustrates how knowledge of social science theories can be useful in designing an effective public health campaign.

The source of a health message is important because the relevance and believability of the message depend upon the credibility of the perceived source. With anti-smoking messages directed at youths, it is important that the message not be perceived as coming from the government or from adult authority. Rebelliousness is an important core value of adolescence, and if youths believe they are being told to do something by adults, they have a tendency to rebel by doing the opposite. Research on psychological reactance theory reveals that youths do the opposite of what adult authority tells them to do specifically to retain their sense of personal control over their lives. For this reason, the campaign I helped to develop relied upon peers to deliver the message.

The receiver of a message, and the consistency of the message and the values of the audience - are important to consider because one must account for the core values of the demographic group being targeted. In the case of adolescents, the most central core value is freedom and independence. In developing the campaign, I needed to figure out a way to frame smoking as taking away, rather than providing, freedom and independence. The tobacco companies frame smoking as a way to achieve independence. The Marlboro cowboy, for example, is the penultimate symbol of rugged individualism, autonomy, and control. Messages which try to convince adolescents that smoking is unhealthy are unlikely to work because they do not directly confront the tobacco advertising which frames tobacco use as being a symbol of independence. To counter this advertising and appeal to the core value of freedom, my campaign emphasized smoking as an addiction and focused on the way in which addicts are stripped of their sense of control. For example, one of the ads I created depicted a youth who was trapped in a cage and could not get out. When the camera pans back, the viewer sees that the youth is being guarded by a Marlboro executive, who has the key to the youth's freedom, or lack of it.

Message channels must also be consistent with the target audience. Because we were targeting youths, we relied heavily upon television advertisements and internet social networking sites to deliver our messages. For example, our campaign utilized public service announcements that aired during popular youth television shows. We also placed ads on Facebook which were specifically delivered to adolescents under the age of 18.

The destination of a health message is the specific action that one desires the audience to take. It can involve a change in attitude or beliefs or a change in behavior. In my campaign, our goal was to get youths to log on to a website – in which we portrayed smoking as a way of losing one's freedom and exposed the many ways in which the tobacco companies are depriving youths of freedom by trying to get them addicted to cigarettes. We were able to monitor the number of hits on the web site, which gave us an effective way of monitoring the success of the campaign and also of evaluating the effectiveness of various elements of the campaign.

Summary of Experience

I did my practicum with the Massachusetts Skin Cancer Prevention Program. There, I worked with a team of public health practitioners to help develop a statewide youth sunscreen use promotion campaign. The development of our campaign was informed by a number of social sciences models and theories; one of the most critical was framing theory.

Framing theory posits that the way an issue is framed in the media affects the way people perceive an issue, and that an issue frame may be more influential on health behavior than knowledge or attitudes about that behavior. Specifically, the frame may be what shapes the key attitudes towards the behavior in a powerful way.

I began by conducting an extensive evaluation of six previous skin cancer prevention campaigns. I analyzed each campaign to determine the frame that was used in the health messages that were delivered. In all six campaigns, the frame used was health-based. That is, the basic message was that youths should use sunscreen in order to avoid skin cancer which might occur 30 or 40 years in the future. Because adolescents tend to have high rates of discounting, a frame based on the risks in the long-term future is unlikely to be effective.

As an alternative approach, I designed a campaign that re-framed the use of sunscreen from the core value of health to the much stronger and more relevant core value of sex and sexual attractiveness. My campaign was entitled "Protection for Your Pleasure," and it framed sunscreen as a part of increasing sexual attractiveness. Just as condoms provide protection during sex, sunscreen was framed as the form of protection one uses in having summer fun. I developed a 30-second commercial which depicted an adolescent couple on a beach. The male was gradually disrobing in a provocative fashion. Suddenly, the female stops him and states: "Wait – do you have protection." The male hesitates, then smiles and pulls out a bottle of sunscreen. "Perfect!" the female exclaims. The happy couple then runs along the ocean holding hands and skipping along, while the song "I Just Want to Make Love to You" plays in the background.

This campaign illustrates how I was able to use framing theory to develop a campaign that will likely be more effective than health-based campaigns to encourage sunscreen use among adolescents. Focus group results indicated that the "protection for your pleasure" message resonated highly with adolescents in contrast with a "health protection" message which was viewed by adolescents as being irrelevant and ineffective.

Practicum

Purpose: To describe the student's practicum experience and demonstrate the skills acquired.

Content: This section will include a description of the practicum, summary of skills acquired, and examples of work products from the practicum experience.

Additional Examples of Work Products

Purpose and Content: Students may feature examples of other work products that demonstrate the SB core competencies. This may include both work done while at the School and work done prior to entering the program.

Leadership Skills

Purpose: To document that the student has developed leadership skills in public health.

Content: This section should include: (a) professional papers, reports, and presentations; (b) a description and documentation of personal skills, strengths, and abilities; and (c) examples of community service and civic engagement.

Examples of Public Health Student Electronic Portfolios

The electronic portfolios of students who have graduated from the Boston University School of Public Health with a concentration in Social and Behavioral Sciences may be accessed from the following link:

http://goo.gl/7ITTi

January 2011 Graduates

- Christine Beckwith
- Susanna Cooper
- Katie Church
- Paula Drelick
- Alexis Marbach
- Amanda Shortell
- Miriam Sznycer-Taub

Spring 2011 Graduates

- Jason Blanchette
- Joanna Diloreto
- Susan Joh
- Jeremy Kidd
- Katherine Kim
- Robert LaFollette
- Joanna Matwiejczuk
- Giac Nguyen
- Vanessa Oliveira
- Maile Shoul

Summer 2011 Graduates

- Eric Stratton
- Preeti Gupta

Fall 2011 Graduates

- Whitney Taylor
- Hailey Tipton
- Adam Chu
- Catherine Taylor

Spring 2012 Graduates

- Kira Armajani
- Siobhan Brown
- Alexandra Black
- Katharine Mooney
- Sharon Odametey

Summer 2012 Graduates

- Emily Hyman
- Adrianna Sicari
- Chetan Virmani

Winter 2013 Graduates

- Sarah Voorhees
- Kathryn Power
- Lynn Ibekwe
- Jennica Allen
- Elizabeth Schmit
- Eileen Evans

Modifications of Electronic Portfolio Content for Dual Degree MSW/MPH Students

As public health social workers, dual degree MSW/MPH students bring a unique perspective and a mix of disciplines to their masters in public health experience. They also take different coursework than single degree MPH students. For these reasons, there are several modifications to the content of the electronic portfolio site for dual degree MSW/MPH students.

The two major modifications are as follows:

1. **Section on Use of Social and Behavioral Sciences in Public Health**

   Since dual degree students do not take SB721, they will need to draw from other coursework and experiences in explaining how social and behavioral sciences can inform the more effective practice of public health. Students will not be able to provide a paper from SB721, but instead, can provide coursework from any of the other courses they have taken which teach social science theories and their application to public health assessment or intervention.

   The following courses in the MSW program may provide appropriate assignments upon which students may draw for this section of the electronic portfolio:

   MP759: Communities and Organizations: Analysis and Intervention
   MP781: Community Organizing
   HB720: Human Behavior in the Social Environment

2. **Section on Integration**

   Instead of the integration questions listed above, students may choose to address an alternative set of integration questions specific to public health social workers:

   a. What is public health social work and what is the unique contribution of public health social workers to the improvement of human health?
   b. How does public health social work integrate the public health and social work disciplines to prevent, address, and solve social health problems?
   c. What are the various methods that you have been trained to use, such as research, policy, advocacy, clinical and macro approaches and what skills have you gained in each of these areas?
   d. How do your social work and public health skills combine to put you in a unique position as a public health social worker?

2

CULMINATING EXPERIENCE REQUIREMENTS

Components and Timeline

Section	Purpose and Contents	Semester By Which Initial Draft of Section Should Be Completed
Professional Mission Statement	To concisely frame the individual student's expertise and focus in public health and how they plan to market themselves for employment as a public health practitioner.	First semester
Resume	To provide a concise overview of the student's training, experiences, research, employment, skills, and qualifications for employment in the public health field.	First semester
Use of Social Sciences in Public Health	To demonstrate that the student can synthesize and integrate the material learned in the concentration and apply social and behavioral sciences theories and principles to the assessment of a public health problem and development of an intervention to address that problem. This section should include a personalized statement about the student's understanding of how social and behavioral sciences can improve the practice of public health, based on the synthesis of material the student has learned in all of their public health courses. The major component of this section will be the student's final paper for SB721 (Social and Behavioral Sciences for Public Health), which critiques a public health intervention or approach based on social and behavioral sciences principles, models, theories, and research.	First semester (concurrent with SB721)
Assessment	To demonstrate how the student has achieved proficiency in the use of social and behavioral sciences to assess public health problems. This section should list the course(s) the student took to fulfill the assessment selective requirement in the concentration and should include a copy of the public health assessment produced by the student for that class. Students who developed or implemented public health assessments during their practicum should include a description and summary of the experience here, as well as supporting documentation and copies of any assessment tools or reports produced.	Concurrent with Assessment Selective
Intervention	To demonstrate how the student has achieved proficiency in the use of social and behavioral sciences to develop interventions to address public health problems. This section should list the course(s) the student took to fulfill the intervention selective requirement and should include a copy of the intervention protocol produced by the student for that class. Students who developed or implemented public health interventions during their practicum should include a description and summary of the experience here, as well as supporting documentation and copies of any intervention protocols or reports produced.	Concurrent with Intervention Selective
Evaluation	To demonstrate how the student has achieved proficiency in the evaluation of public health programs. This section should list the course(s) the student took to fulfill the evaluation requirement in the concentration and should include a copy of any evaluation protocols that the student developed. Students who developed or implemented public health program evaluations during their practicum should include a description and summary of the experience here, as well as supporting documentation and copies of any evaluation tools or reports produced.	Concurrent with SB822 (Program Evaluation)
Integration	To require students to reflect on how they have integrated the knowledge and skills acquired in their coursework to the analysis and resolution of public health problems in the community. In this section, students will be asked to respond to a series of reflection questions that explore how the students have integrated their coursework and acquired skills to the application of social and behavioral sciences in the analysis and resolution of a public health problem.	During semester in which you complete your practicum
Social and Behavioral Sciences Core Competencies	To document proficiency in the core competencies for social and behavioral sciences and to articulate how each competency was met. This section must include a list of the core competencies and for each, the student must provide documentation of proficiency in the competency and explain how proficiency in the competency was obtained. Because the methods for achieving these competencies will differ for each student, this section of the portfolio will vary widely depending on the student's trajectory while at the School.	During final semester – due by mid-semester

Graduation Deadlines

January 2014 Graduation	
CE Mid Semester Review	Monday, October 28th
CE Completion Form, and Advisor Evaluation (advisor will complete)	Monday, December 9th

May 2014 Graduation	
CE Mid Semester Review	Monday, March 17th
CE Completion Form, and Advisor Evaluation (advisor will complete)	Monday, April 28th

September 2014 Graduation	
CE Mid Semester Review	Monday, July 14th
CE Completion Form, and Advisor Evaluation (advisor will complete)	Monday, August 18th

Boston University School of Public Health
Department of Community Health Sciences
801 Massachusetts Ave, Crosstown Center 3rd Floor
Boston, Massachusetts 02118
T 617-638-5160 F 617-638-4483
http://sph.bu.edu

BOSTON UNIVERSITY

Culminating Experience Mid-Semester Approval Form

Student Name:____

Academic Advisor:____

Date of Enrollment into MPH:____________ Expected Date of Graduation:____________

___________________ has submitted their Electronic Portfolio for a mid-semester review
(Student Name)

and will be subject to a final review and evaluation to be completed by ______________
(Faculty Advisor)

prior to graduation.

Signatures	Date
Student: ______________________________	______________
Academic Advisor: ______________________________	______________

Boston University School of Public Health
Department of Community Health Sciences
801 Massachusetts Ave, Crosstown Center 3rd Floor
Boston, Massachusetts 02118
T 617-638-5160 F 617-638-4483
http://sph.bu.edu

BOSTON UNIVERSITY

Culminating Experience Completion Form

Student Name:____

Academic Advisor:____

Culminating Experience Reader:____________________________________

This certifies that the Culminating Experience requirement has been met by

_________________________.
(Student Name)

A copy of the evaluation with reader's comments is attached.

Signatures	Date
Student ____	____________
Academic Advisor ________________________________	____________
C.E. Reader (if different): ___________________________	____________

3

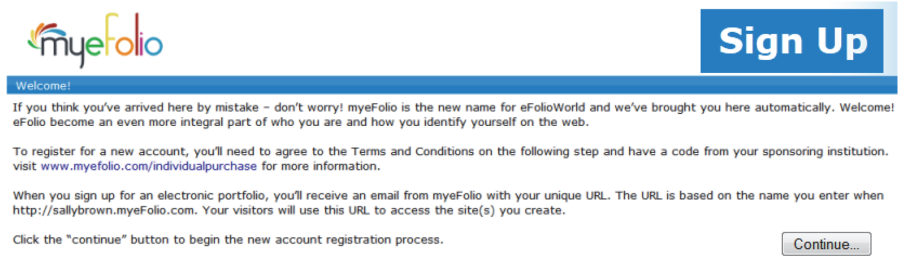
MYEFOLIO TECHNICAL GUIDE

Overview *Creating an account using **myeFolio**™ provides you with certain privileges and access to the tools and features of the Web-based portfolio interface as long as you maintain eligibility.*

① Go to https://signup.myefolio.com/ using your preferred Web browser.

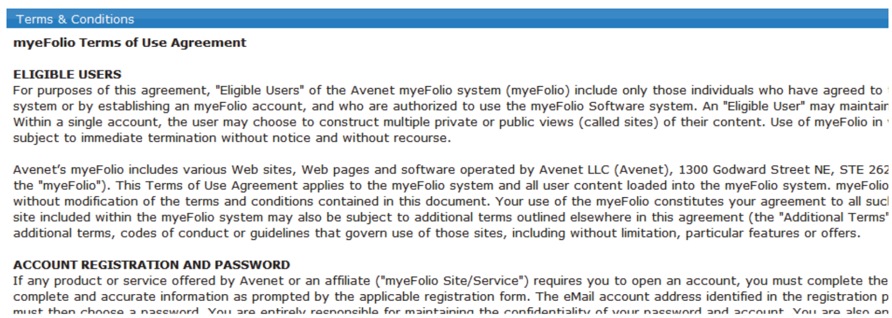
Read the **Welcome!** Text.

Then, click the **Continue…** button to move to the next screen.



② Read the **Terms & Conditions** for eligible users.

Then, click the **Continue…**button to move to the next screen.

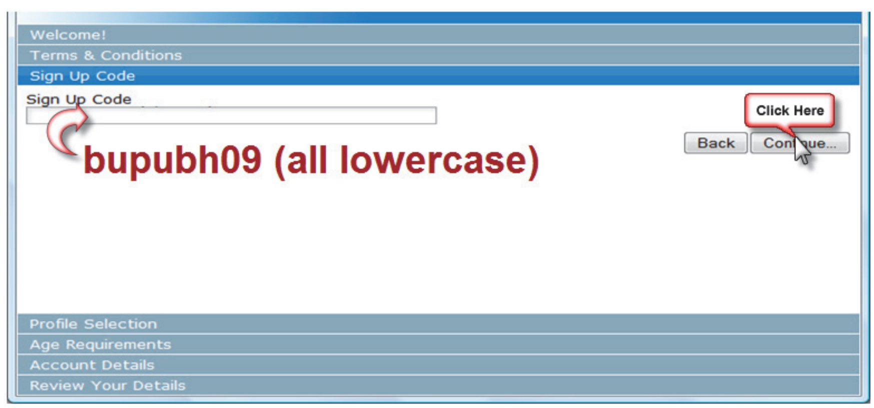


③ If you have a "**Sign Up Code**" provided below, enter it at this time using the field provided.

BUSPH "Sign Up Code" is:
bupubh09 (all lowercase)

[Note: For myeFolio accounts, field completion is required.]

Then, click the **Continue…** button to move to the next screen. If entered in error you will receive the following message:



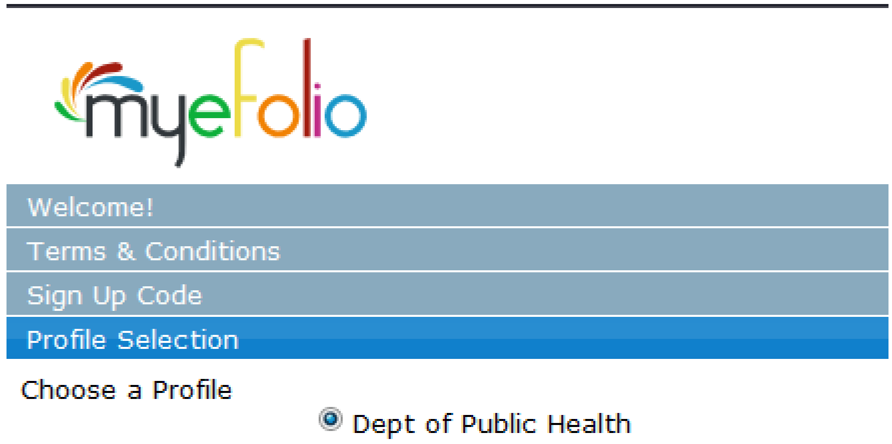
You've entered an invalid or incorrect code. If you typed the code yourself, return to the previous step and retype the code. If the code was already entered for you, contact the help desk or your school/institution for more assistance.

4 A profile is often determined by the "sign up code" you entered in the previous step.

Choose the **Profile Selection for "Dept. of Public Health**."

Then, click the **Continue…** button to move to the next screen.

Note: The profile you select (in this step) usually provides you with a set of "To Do" items and default pages when you access your new account.

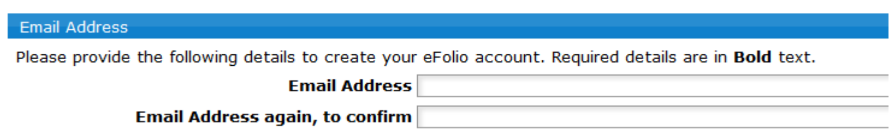


5 Answer the question about your current **Age** and click the **Continue…** button to move to the next screen.

6 You will need to provide a valid email address in this next step.

***Note: Your email address will be your account login** (in combination with the password you identify).*

Click the **Continue…** button to move to the next screen.

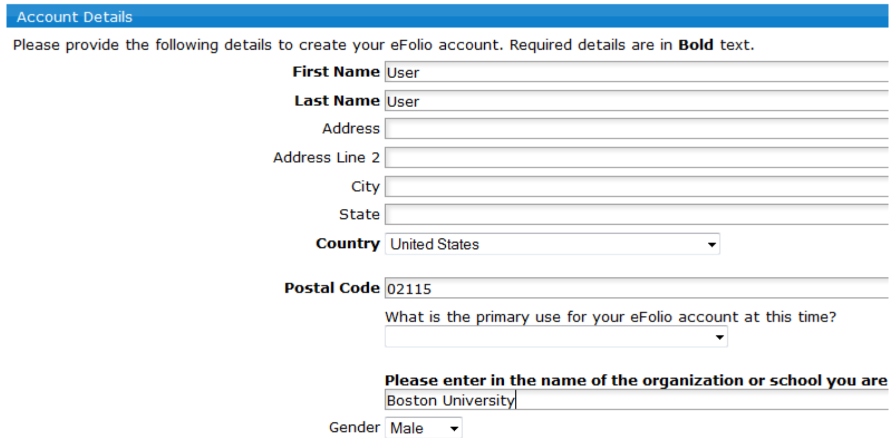


Complete the **Account Details** by entering your information into each field.

Fields where the **label is bold are required**.

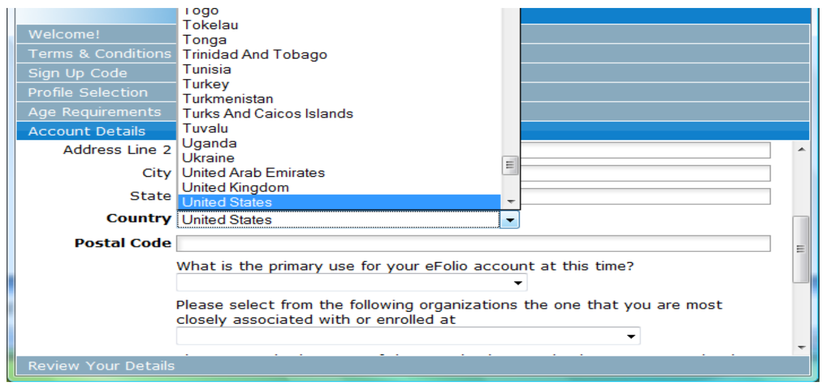
Some information in this section is optional.

If entered, those details are used as demographic information that informs us so we can better serve your myeFolio needs now and in the future.

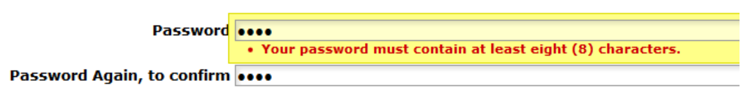


Some choices are available from a drop-down listing and others should be entered using the text entry field.

Select your Country of residence before you enter your Postal Code as that will determine the acceptable format *(ex., Zip Code format for those who select United States from the Country listing)*.



Finally, add your password information. (must contain at least 8 characters)



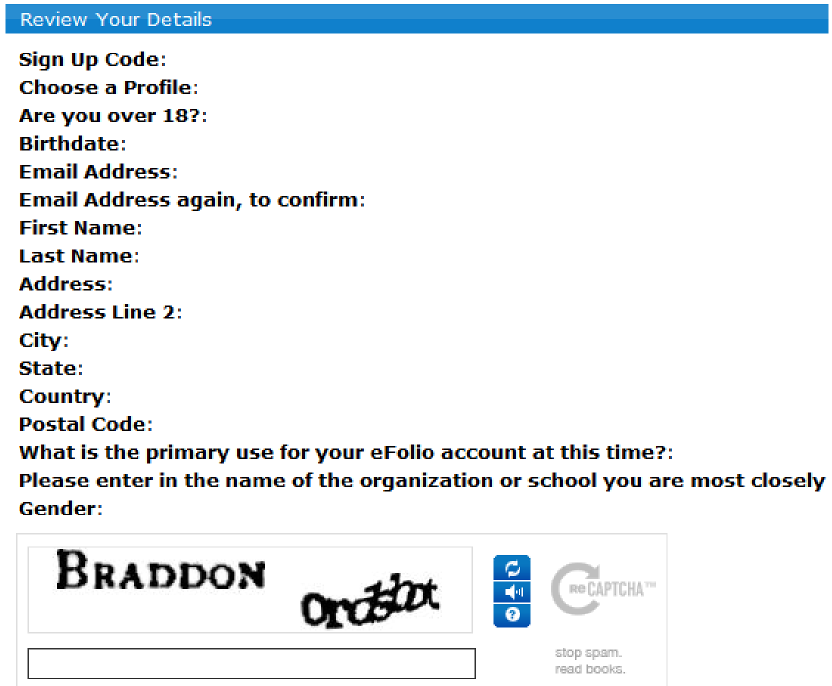
Click the **Continue…** button to move to the final screen.

⑦ Verify the details you provided. If anything needs to be corrected, do it at this time by clicking on a previous section link or using the **Back** button.

Enter the characters for the alpha/numeric sequences shown in the “ReCAPTCHA” word images.

Finally, click the **Save** button.

(Unless some required information is missing or you incorrectly entered the ReCAPTCHA characters, you will advance to the final screen.)

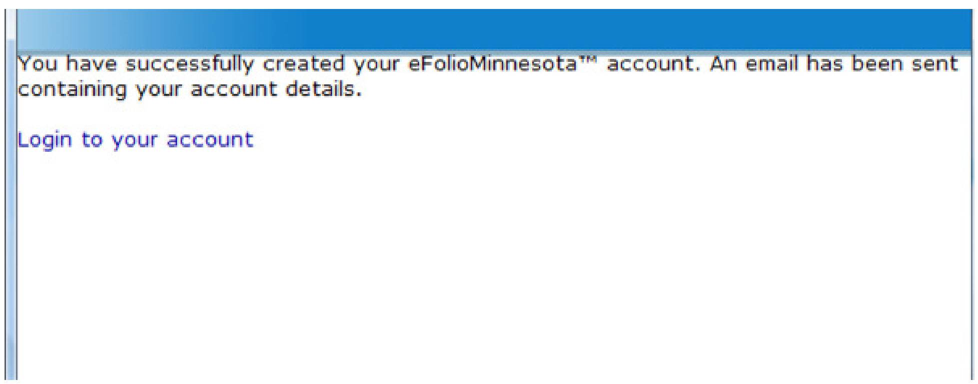


⑧ You may log in to your **myeFolio™** account by clicking the hyperlink text as displayed.

Note: Your account details are included in the email that was sent to your account as entered during the Sign Up process.

Some email programs filter unrecognized or “no reply” type messages. You may find it necessary to check your “Junk” mail folder.

Keep the message as it will provide you with additional links and account help.



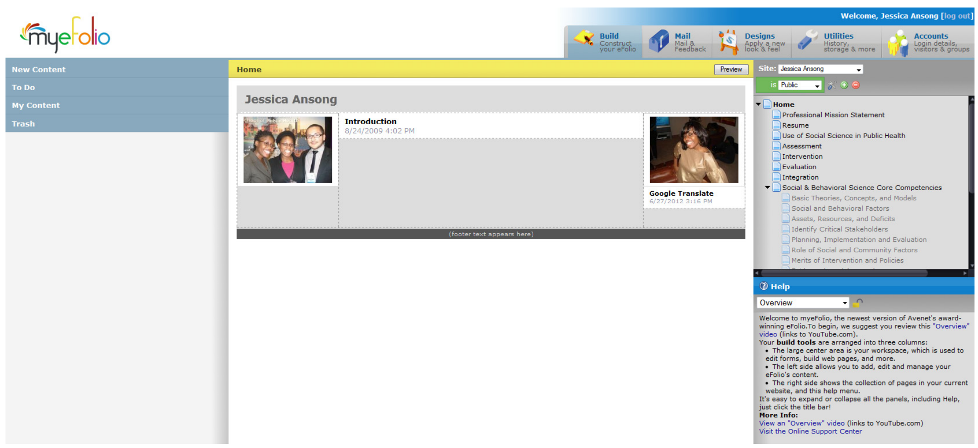
⑨ Login to your account using the email account and password you provided during the sign up process.

A successful log-in should take you to the “build” view of your **myeFolio™** account.

Bookmark the following hyperlink for future login use:

https://login.myefolio.com

In the above URL (login) will be replaced with your specific username created during account setup.



ⓘ More information

- Assistance is available at http://www.myefolio.com where you will find FAQs, live chat and a customer support form.
- Remember to refer to additional reference sheets as you begin to build your Web-based portfolio.
- The text-based version is designed for users who prefer keyboard-based control, screen readers, or use of mobile devices.
- The mouse-based version is designed for site administration in the traditional browser-based interface.

TUTORIAL --- Learning About Your eFolio Space

Designed to Assist a First-Time User...Available to All

Overview

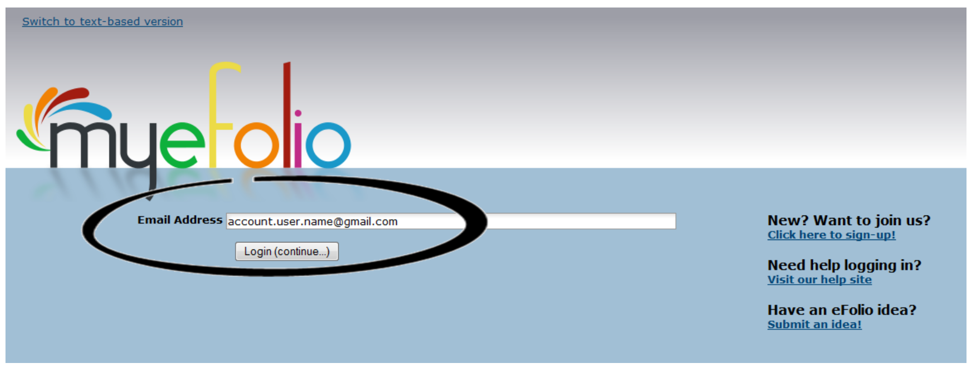
*From the moment you log in to your "just created" **myeFolio** account, you will find help notes to guide you in learning about your eFolio space.*

*A series of 8 steps, called the **Tutorial**, will appear as an overlay to your screen. Each step is designed to acquaint you with screen sections and tasks you will soon be using most every day! Sections you will encounter are outlined in greater detail throughout this reference guide including:*

- ***New Content***
- ***To Do***
- ***My Content***
- ***Placing Content onto a Page***
- ***Designs***
- ***Site Settings***
- ***Page Tree***
- ***Help***

*We suggest that you complete each of the 8 **Tutorial** steps in your first encounter. However, you may also re-visit it each time you log in. Once you have completed all 8 steps, you have control over future **Tutorial** visibility. Additionally, a link to the **Tutorial** allows you to review it again at a future time.*

The following preview will demonstrate how it works.

"First Log In" Actions	*Visual Appearance of Screen in Browser Window*
• *Log in to your account* ○ *Enter your **Email Address** as provided when you signed up for your account* ○ *Click the button labeled* **Login (continue…)** *to reveal the password field*	
• *Complete your Log-In* ○ *Enter the **Password** as confirmed during sign-up* ○ *Click the button labeled* **Login (continue…)** • *Your eFolio site should now load*	

Any errors encountered will be reported on your screen. Most errors at this point are caused by typos so take time to enter your log-in credentials accurately.

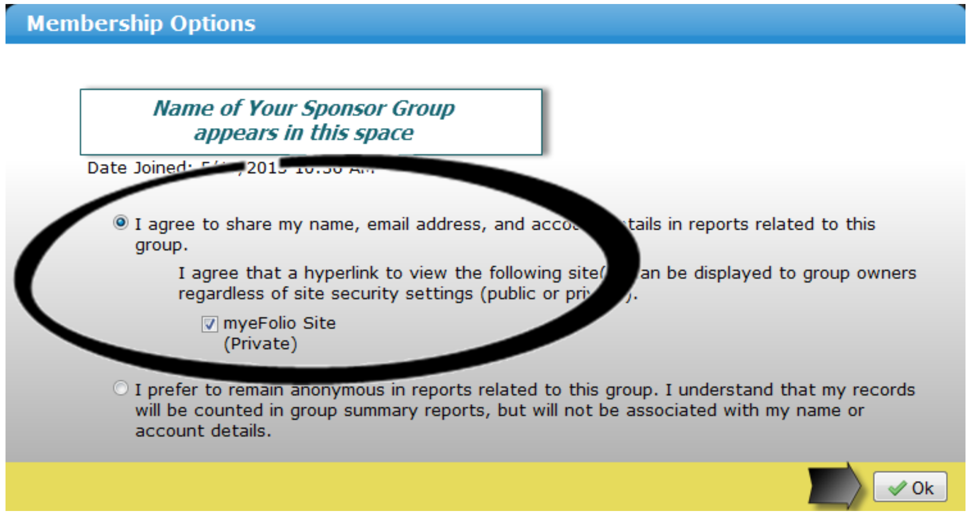
*Note: Links to resetting a forgotten password or to the **myeFolio Help Site** are provided.*

- ***Confirm Group Membership***
    - *Screen appears as overlay*

SUGGESTED SETTINGS

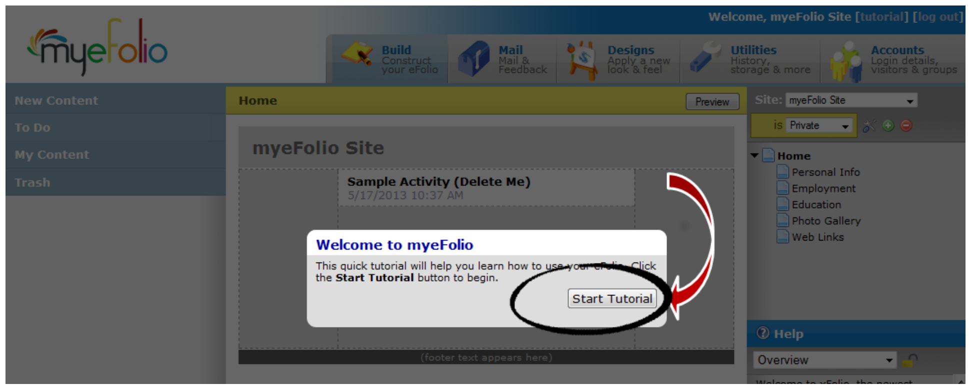
-
    - *Keep the **"I agree to share…"** default selection unless otherwise advised by your organization or college program staff*
    - *Add a checkmark to your primary site (first and only one in the listing initially) as this optimizes access to feedback you will receive*
    - *Click the **OK** button*

Future setting changes can be controlled from the Accounts tab through the Groups selection.



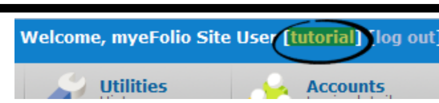
- *At this point, your eFolio workspace appears in the browser window and the **Tutorial** option will be offered to the first-time user.*
    - *You may notice a "**Sample Activity**" on the page …more about that later*
    - *Click the **Start Tutorial** button to begin with Step 1*

Each step of the Tutorial will introduce you to a new section or task—8 steps will be presented.

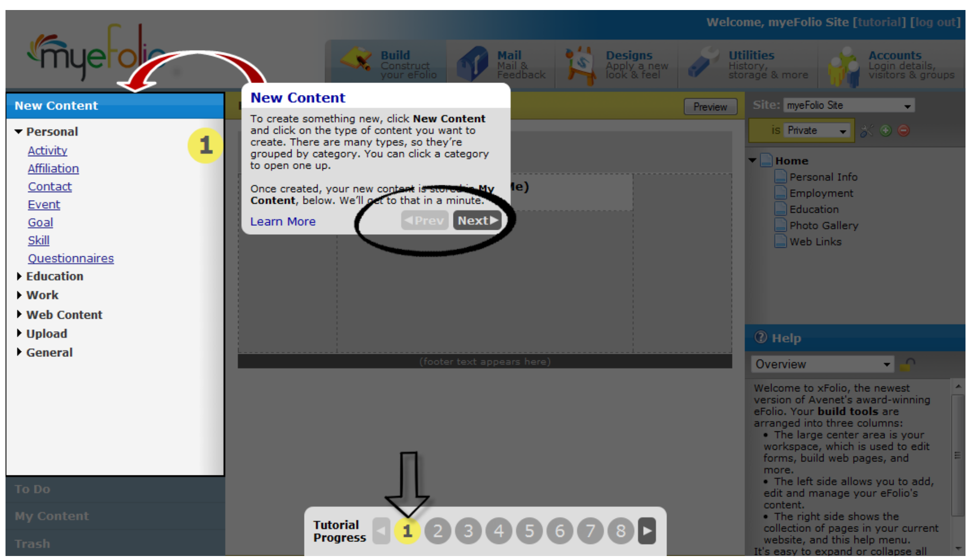


- *If this is not the first time you logged in to your account, and you want to view the Tutorial*

*…simply click the "**tutorial**" link (see the **Welcome/ Log out** control line) – the Tutorial will begin with Step 1 as it overlays the current status of your site*



- ***Step One***
    - *Take time to read the explanation in the overlay for **New Content***
    - *Notice that **New Content** is a heading for that panel located at the left of your screen. When you are not in tutorial mode, clicking the heading expands that section.*
    - *Your **Tutorial Progress** bar (at the base of the screen) helps you see what step you are viewing and how many steps remain*
    - *Click the **Next▶** button to move on to Step 2*

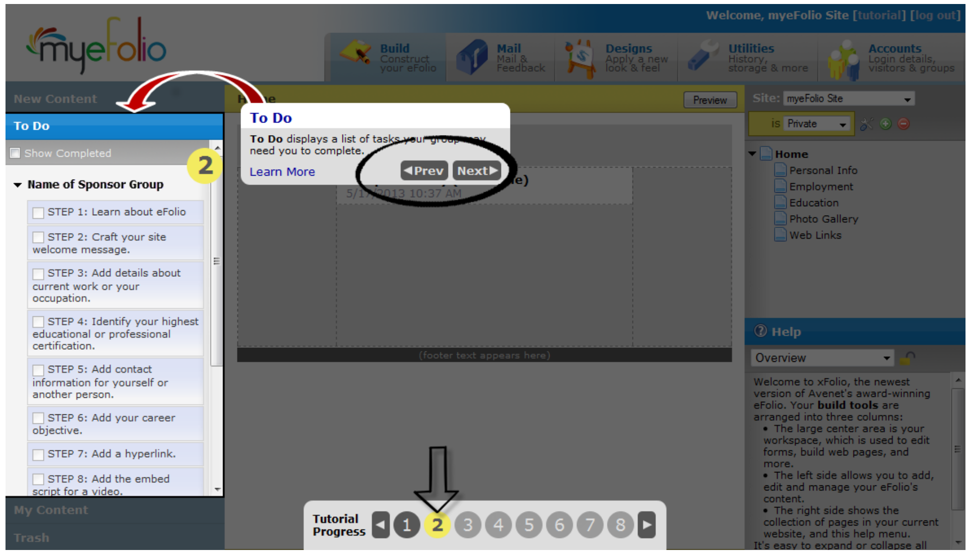


- ***Step Two***
  - *Take time to read the explanation in the overlay for the **To Do** listing*
  - *Notice that **To Do** is a heading for that panel located at the left of your screen. When you are not in tutorial mode, clicking the heading expands that section.*

The To Do listing displays both the group name aligned with your account and steps you will work with later as you begin to build your site.

  - *Click the **Next▶** button to move on to Step 3*

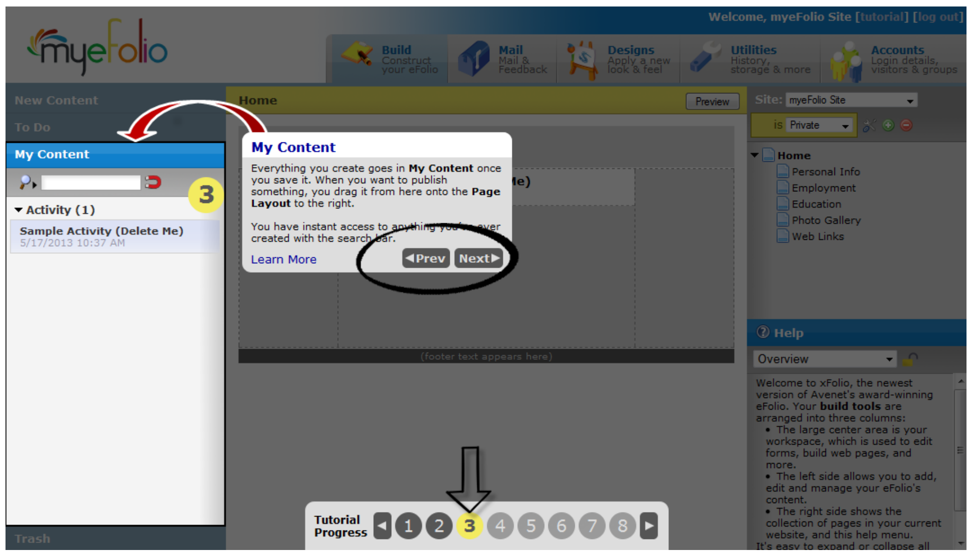
As before, the Tutorial Progress bar indicates what step you are viewing and gives you viewing selection controls.



- ***Step Three***
  - *Take time to read the explanation in the overlay about **My Content***
  - *Notice that **My Content** is a heading for that panel located at the left of your screen. When you are not in tutorial mode, clicking the heading expands that section.*

A Sample Activity is displayed in the listing if this is the very first time you logged in to your new eFolio account. You will be able to delete that object later. (If you previously created or uploaded content, it is visible in the Tutorial.)

  - *Click the **Next▶** button to move on to Step 4*

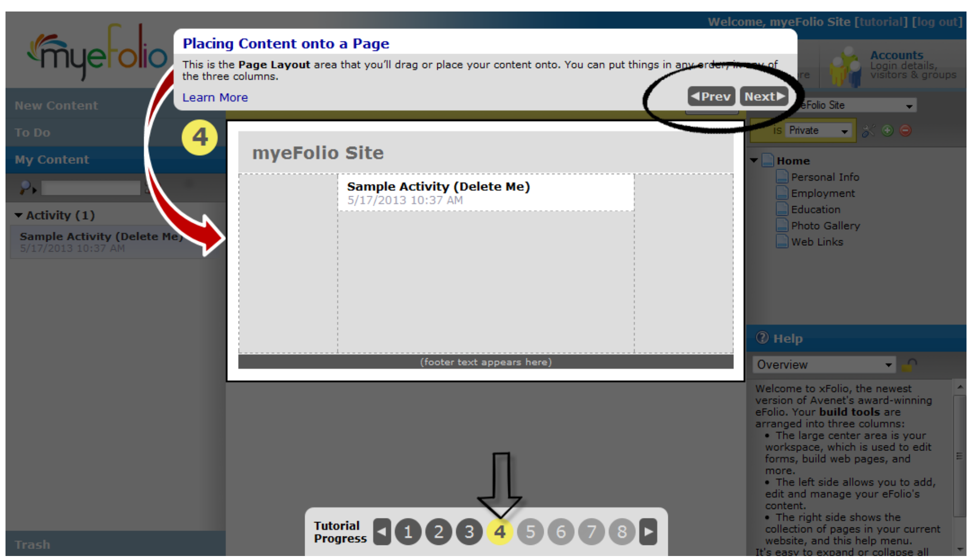


*The **Tutorial Progress** bar will always be displayed – we will review it again in the final steps.*

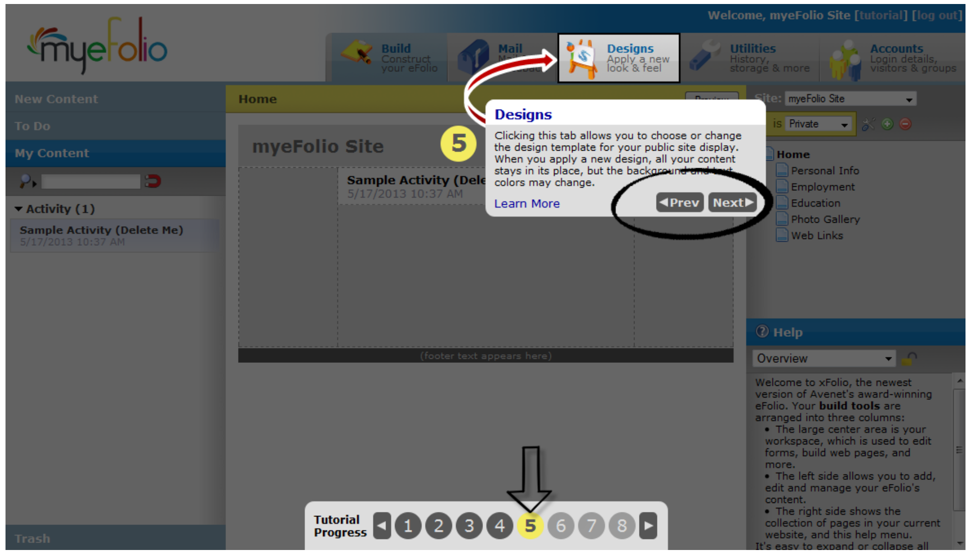
- ***Step Four***
  - *Take time to read the explanation in the overlay about **Placing Content onto a Page***

Note: The Sample Activity appears on the page if this is the very first time you logged in to your new eFolio account. When you delete the object from My Content (this guide will show you how), the Sample Activity will also be removed from the page. (If you previously added content to the page, your unique page objects are visible.)

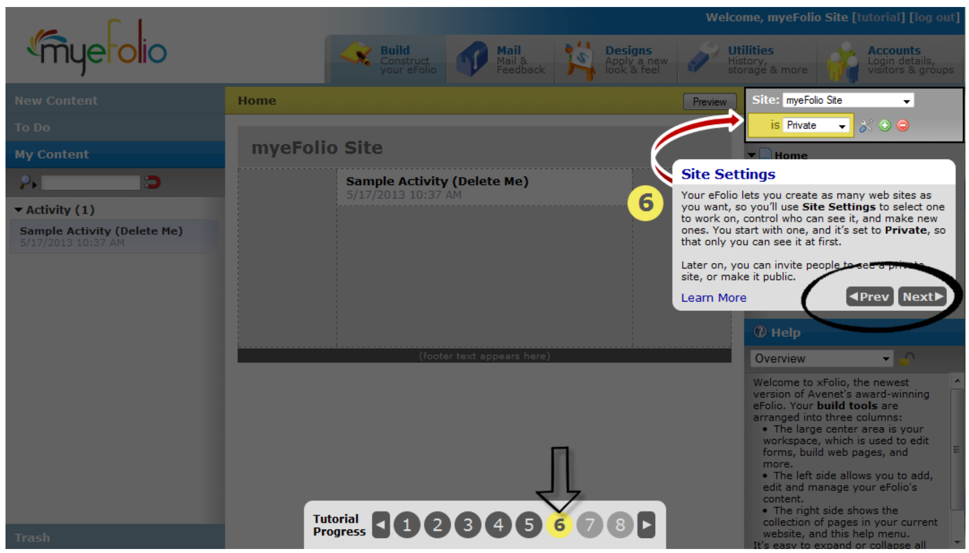
  - *Click the **Next▶** button to move on to Step 5*



- ***Step Five***
  - *Take time to read the explanation in the overlay about* ***Designs***
  - *While a specific design has been applied during account sign-up, you may change the selection at any time for any of your sites*
  - *Click the* **Next▶** *button to move on to Step 6*



- ***Step Six***
  - *Take time to read the explanation in the overlay about* ***Site Settings***
  - *If you are preparing one site, or adding many sites to your account, using these control icons (located in the upper right panel space) will target more than site visibility*
  - *Click the* **Next▶** *button to move on to Step 7*

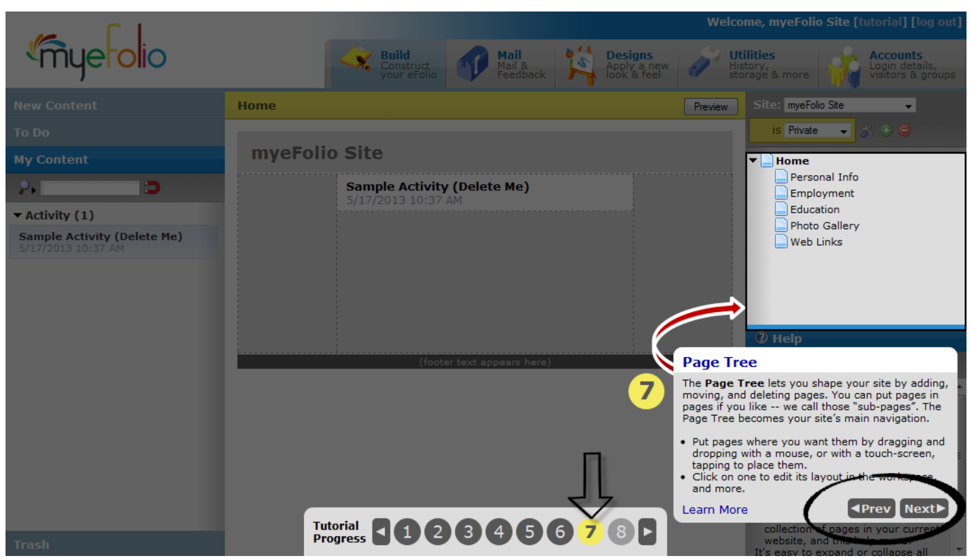


- ***Step Seven***
  - *Take time to read the explanation in the overlay about the* ***Page Tree***
  - *Notice that the* ***Page Tree*** *appears at the right of your screen (directly below* ***Site Settings****)*

A default Page Tree is displayed in the listing if this is the very first time you logged in to your new eFolio account. While the page names and sequence of pages in your primary site are pre-set by your organization or program, you may customize either as you build your site.

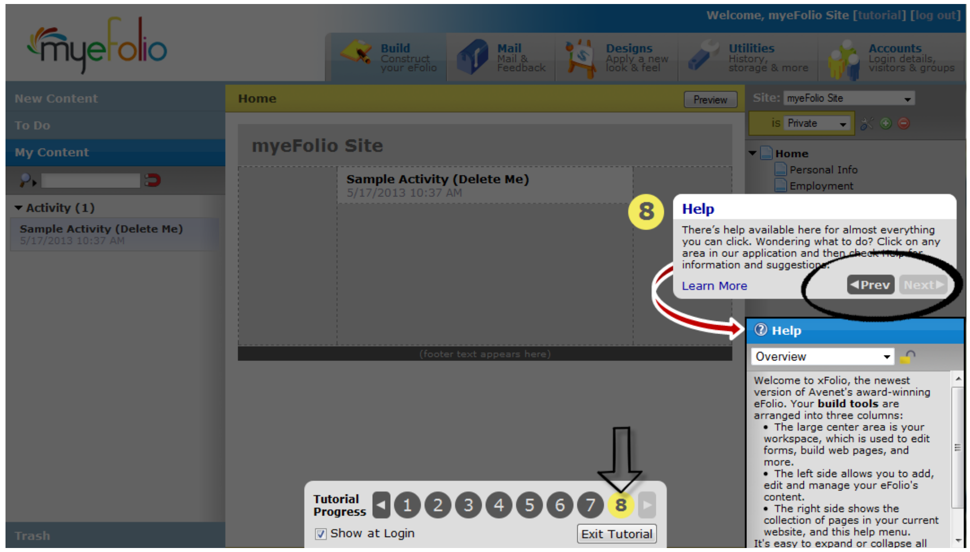
  - *Click the* **Next▶** *button to move on to Step 8*

If you previously edited the Page Tree, your page choices are visible in the Tutorial.



- ***Step Eight***
    - *Take time to read the explanation in the overlay about **Help***
    - *Notice that the **Help** panel appears at the right of your screen (directly below the **Page Tree**)*

By default Help is open to display when you first log in to your account. eFolio Help is available in this space for almost any object or field you can click. Links within Help extend your learning about specific features in FAQ or video format.



- *You may click the **◀Prev** button or any of the numbers in the **Tutorial Progress** bar to review prior content.*

Note: You may collapse Help by clicking the panel heading at any time or expand it by clicking the panel heading again.

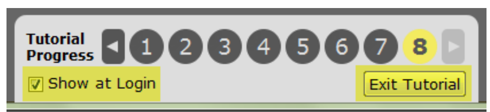
*In the next section, you will learn about your **Tutorial** completion options.*

- ***Before you Exit the Tutorial***

Do you wish to see the tutorial screens the next time you log in to your account?

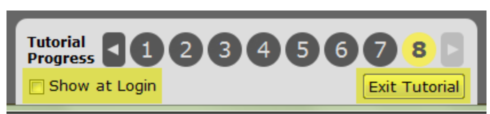
- *If "**Yes**" do the following:*
  Leave the checkmark for "Show at Login" and click the Exit Tutorial button

If your action is set to have the Tutorial "Show at Login," each time that you log in to your account, the Tutorial will display beginning at Step 1.



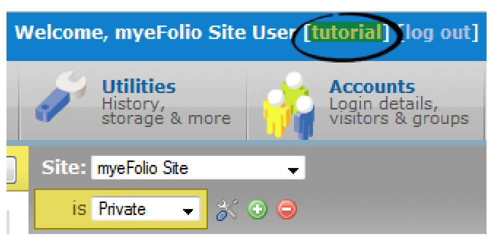
- *If "**No**" do the following:*
  Remove the checkmark for "Show at Login" and click the Exit Tutorial button

If your action is set not to have the Tutorial "Show at Login," the Tutorial can be activated by using the controls explained below:



- ***To Activate the Tutorial***
    - *Click the "**tutorial**" link located in the **Welcome/Log out** controls in the upper right section of the eFolio screen (above the **Accounts** tab)*

You can review the Tutorial steps at any time.



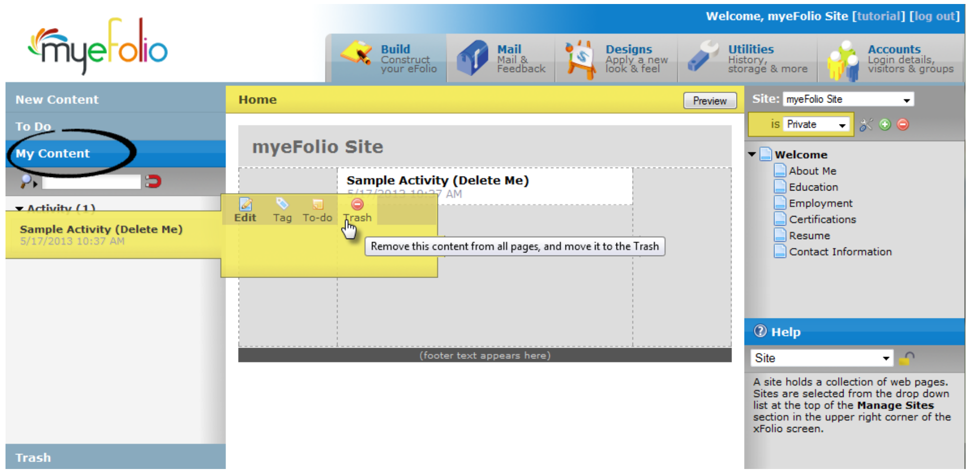
- ***To Delete the Sample Activity***

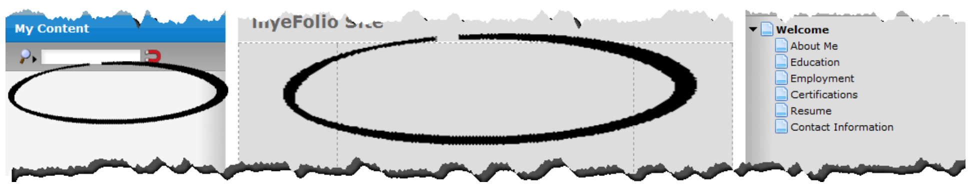
If this was your very first log-in to your new eFolio account, one object was auto-added to make the Tutorial experience more realistic.

As it has no value to your future use, you may wish to delete it. Steps to do so are illustrated in the right column but listed below:

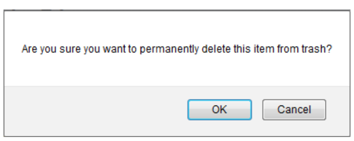
  - *Exit the **Tutorial** if you have not already done so*
  - *Click **My Content** heading*
  - *Click on the **Activity** category*
  - *Click on "**Sample Activity**"*
  - *Click the **Trash** action to remove this object from all pages and move it to the **Trash***

Note: The object is now removed from both My Content and the page(s).

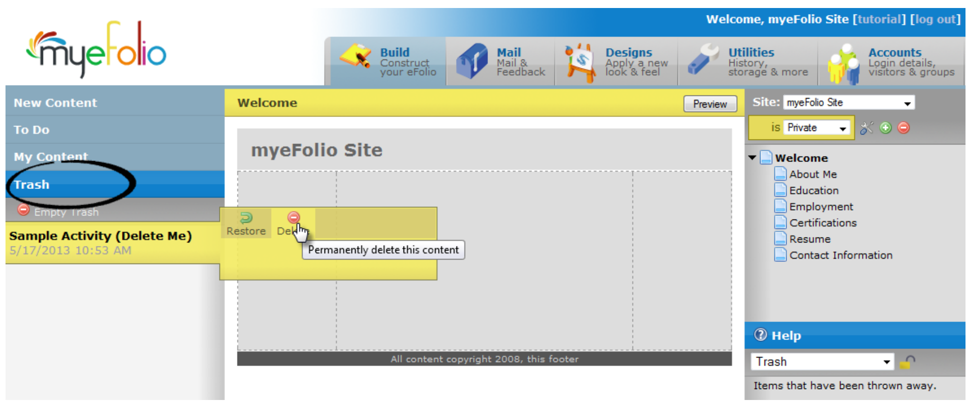




- ***To purge the object from your site***
  - *Click the **Trash** heading*
  - *Click on "**Sample Activity**"*
  - *Click the **Delete** action to permanently remove the object*
  - *An overlay message will appear asking your confirmation…*



  - *Click the **OK** button*



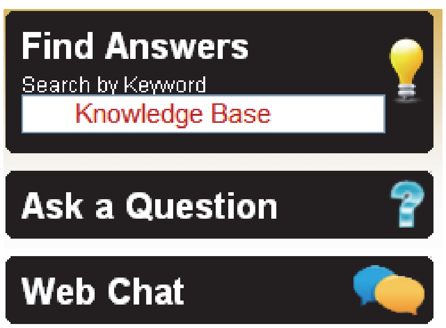
Note: If you wondered about the "Restore" action (shown as an option in the Trash panel), selecting it would return the deleted item to My Content but not restore it to any pages where it had been previously posted.

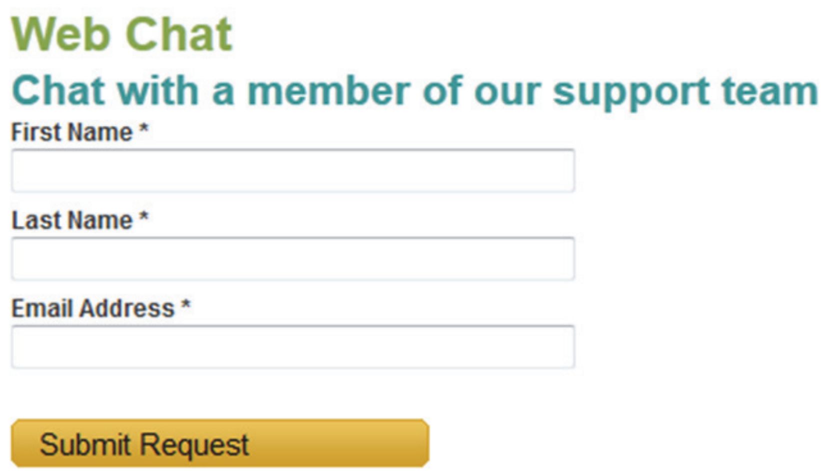
- ***A few extra notes about the Tutorial experience***
  - *If you activated the Tutorial after first using your account, your screens may not match the screen snapshots used in this reference guide.*
  - *The **Tutorial** is an overlay to your site – it mirrors the current status of your existing content, pages and site settings.*

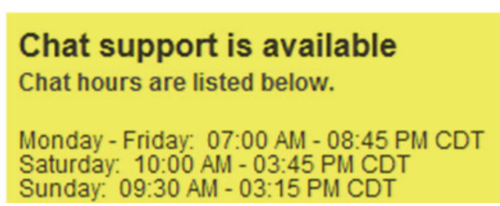
Additional guides for using myeFolio are available to you online at http://www.myefolio.com from the Resources link or at the [YouTube channel](#) for eFolio Tutorials. In addition, the "Learn More" links found within each of the tutorial steps will target additional details that the user may find helpful in understanding the specific eFolio feature or task.

What if I Need Human Help?

- A variety of customer support options are available at https://efolio.custhelp.com including:
  - **Web Chat**: similar to instant messaging (hours are highlighted below).
  - **Ask a Question**: https://efolio.custhelp.com/app/ask
  - **Email:** Any questions or comments to eFolio@custhelp.com. A response from the support center will be returned as quickly as possible.
  - **Find Answers:** A Knowledge Base which can be searched by keyword.







Frequently Asked Questions (FAQ):

(Number indicates FAQ ID which can be submitted to "Find Answers" Knowledge Base at http://eFolio.custhelp.com or click hyperlink if viewing electronically)

1) Welcome to eFolio Online Support
   a. Who we are #1834
   b. How to use Knowledge Base for help – using advanced search: You'll see the topics organized in a logical manner – Getting started helps you get *to* your site while the "Building an eFolio" will help you flesh out the site.

2) Welcome to your owner site
   a. #1747 Overview of eFolio

3) Exploring your workspace
   a. #1893 Touring the eFolio Workspace
   b. #2574 Defining icons in eFolio

4) Where to begin Building an eFolio
   a. #1607 Begin by adding New Content
   b. #1594 Efficient Use of 50 MB Storage Capacity

5) The difference between left and right… Content and Pages/Sites
   a. #1586 Worry about content first – then begin building pages

6) Checking the preview
   a. #1582 You are *LIVE*!
   b. #1599 Public vs. private…

7) View Account Profile
   a. #1772 Multiple sites?
   b. #1777 Protecting your Identity

Web Building Resources

1. **Zamzar** – http://www.zamzar.com/
   - Free online file conversion. Convert files without the need to download software.

2. **Minus** – https://minus.com/
   - Upload and share your files instantly. Photos, music, videos, and documents all in one place.

3. **MorgueFile** – http://www.morguefile.com/
   - Free images for your inspiration, reference and use in your creative work, royalty free.

4. **Picture Resizer** - http://www.picresize.com/
   - Resize or crop your photos using this free website.

5. **Neevia PDF Compress** - http://convert.neevia.com/pdfcompress/
   - Reduce the size of large PDF documents online (please note an upload limit of 5 MB).

6. **Google Translator** - http://eportfolio.sfsu.edu/translate.php
   - Instructions on how to put a language translator on your eFolio site.

7. **Online HTML editor** - http://www.quackit.com/html/online-html-editor/
   - Use this online editor to create HTML snippets or even whole HTML pages.

8. **Google Analytics** – http://www.google.com/analytics
   - A free service offered by Google that generates data about site visitors.

   b) To use analytics follow the steps below:
      - Create a new (or use an existing) GMAIL account.
      - Sign in @ http://www.google.com/analytics.
      - Go to **Add a website profile**.
      - Choose **Add a Profile to an Existing Domain**.
      - Enter your eFolio web address (located in Account Summary under the Accounts tab).
      - Click finish;
      - Next enter a profile name; this name can be anything. Then click on continue;
      - **Copy the code Google** provided;
      - Log into your eFolio account: http://login.myefolio.com.
      - Go to the **Utilities** tabs and **select Google Analytics.**
      - Paste the code copied from above into the Google Analytics Code box.
      - Click on save.
      - It should take approximately 24 hours for Google Analytics to start tracking visitors on your site.

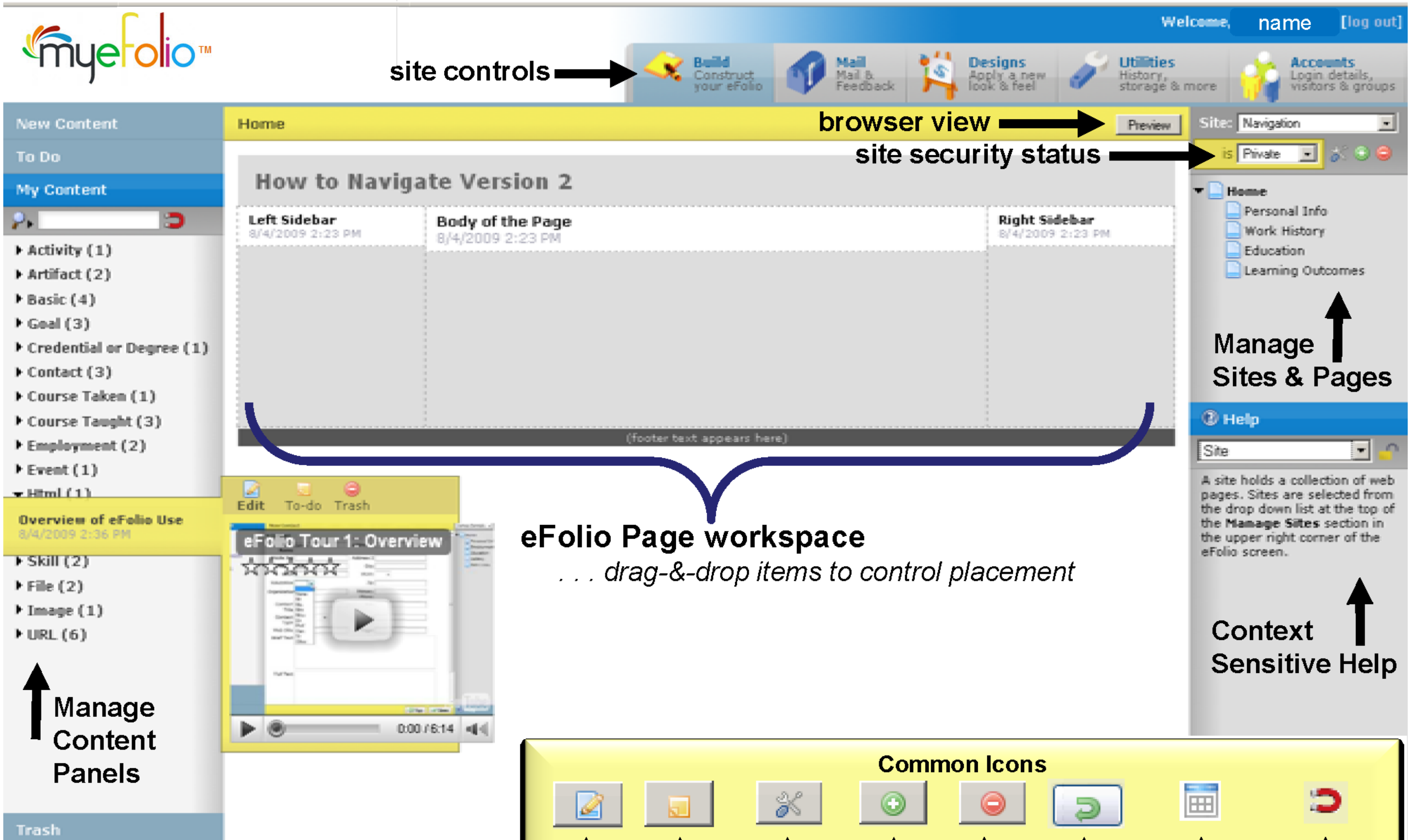
The "Build" view of your myeFolio workspace is made of three panels.

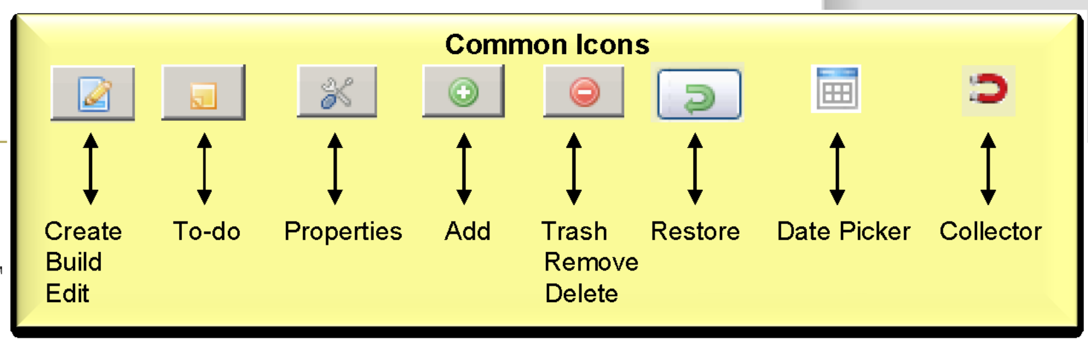
The left hand side is your **Content panel** which allows you to create and edit data you have added to your efolio.

The middle space is your **eFolio workspace** in which you add content to your individual pages by dragging and dropping items from your content panels.

The right hand side is the **Site & Page workspace** in which you can create individual pages for your portfolio.*

* Some pages will be automatically created based on your sign-up code template.





Style Your Text

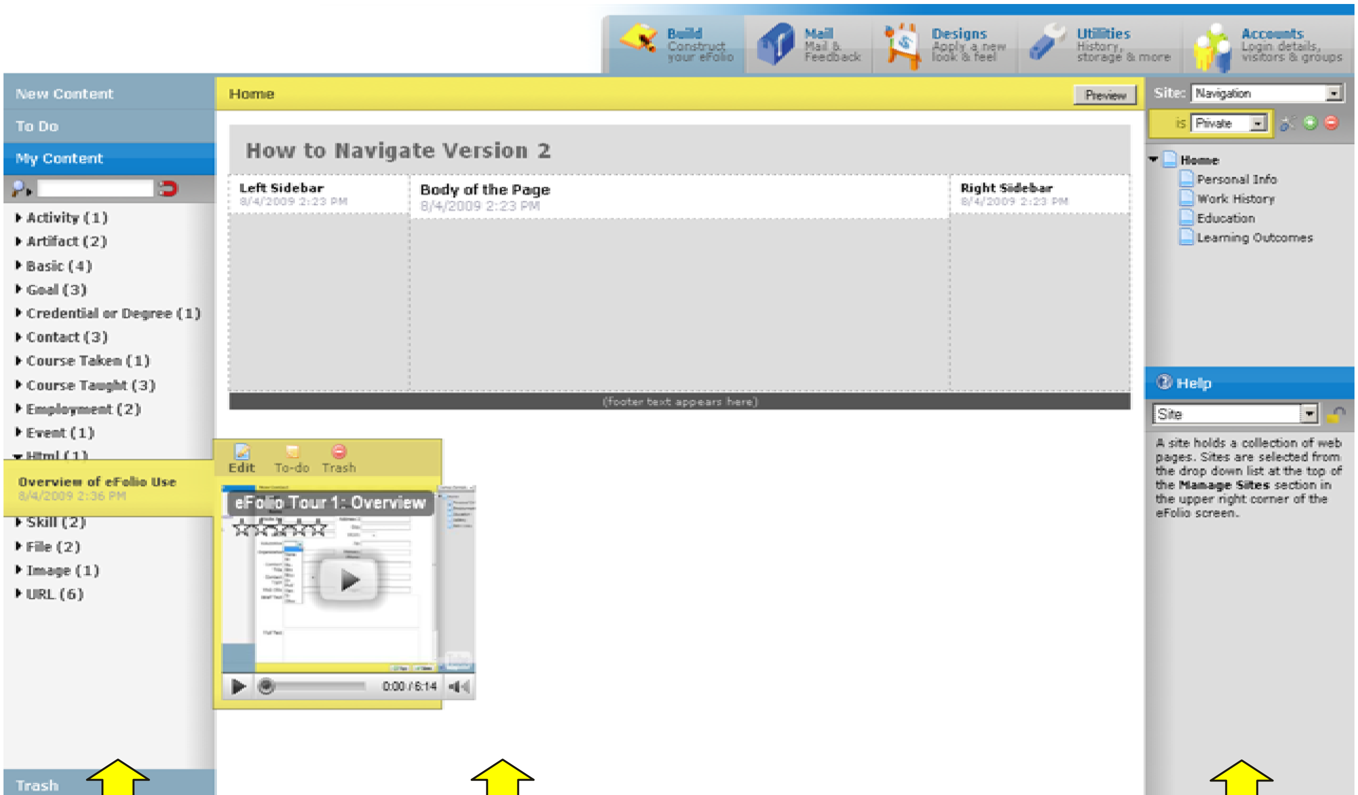
Using the Formatting Toolbar

Bold	Applies "strong" or bold formatting to selected text. **Example**
Italic	Applies "emphasized" or italic formatting to selected text. *Example*
Strikethru	Draws a horizontal line through selected text. ~~Example~~
Text Color	Click to view a palette of available colors, and click again to choose one to apply to your selected text. Example
Highlighted Text Color	Click to view a palette of available colors, and click again to apply a "highlight" (background) color to your selected text. Example
Align Paragraphs, Left	Click to align selected paragraphs to the left edge.
Center Paragraphs	Click to center the selected paragraphs.
Align Paragraphs, Right	Click to align selected paragraphs to the right edge.
Bulleted Text	Applies bullets (small discs) in front of each paragraph of selected text.
Numbered (Ordinal) Text	Applies consecutive numbers in front of each paragraph of selected text (1, 2, 3, etc.)
Subscript	Reduces the size, and vertically lowers the selected text. Useful for footnotes or other reference markers. Example$_{23}$
Superscript	Reduces the size, and vertically raises the selected text. Useful for exponents, legal marks, etc. Example^{TM}
Insert/Edit Hyperlink	Opens the "Hyperlink" dialog (must have text selected). Type or paste a valid web address (example: http://www.google.com) into the **URL** field. Choose if your hyperlink should open a new browser window, or stay in the current window (forcing visitors to click "back" to return to your website). Finally, type a **Label** to properly identify the destination of your hyperlink (labels are usually visible as "roll over" text).
Remove Hyperlink	If you have a hyperlink selected, click this button to "strip" the hyperlink, leaving only plain text.
Font size	Applies a size to your selected text. NOTE: Different browsers render "Font Size" in different ways, and can provide unpredictable results.
Font family	Applies a different typeface to your selected text. NOTE: It is possible to apply a font to your text that your visitors may not have or support. Use caution when selecting a typeface that is less common.
Insert Symbol	Provides a dialog containing common symbols or small pictures. Click a symbol to insert it. Example: ®
Insert Table	Provides a dialog to help create a grid, or **Table** for your content. For more details on HTML table settings and attributes, consider visiting W3Schools.com.
Insert Plain Text	Provides a dialog with a large text entry area. Type, or paste text from any source (MS Word, another web site, etc.), and click Insert. All tags, formatting, and other hidden attributes will be removed.
Insert "Cleaned" MS Word Text	Provides a dialog with a large text entry area. Type, or paste text from Microsoft Word and click Insert. The system will attempt to remove extra formatting codes, style tags, and other attributes that may cause problems when displaying the content on your portfolio. Simple formatting (bold, italic, etc.) will be retained if possible. Depending on the complexity of the formatting, results may vary.
Enable/Disable Spell Check Mode	Click to turn on the **Spell check** system. Any misspelled words will be underlined in red; click a word and choose an alternative spelling. Click the button again to turn off the **Spell check** mode. NOTE: Future versions will support multiple languages; at this time, only an English dictionary is provided.
HTML Provides a dialog with a large text entry area.	This box will allow free-form HTML to be typed or pasted. However, potentially malicious or non-secure code (including any SCRIPT tags) will be not be permitted.

Screen Layout
Navigation & Basic Features

Overview *When you first login to your account (Version 2), you will be presented with an interface that looks very similiar to the screenshot below.*

The only difference in what you see may be visible by comparing your screen to the pre-identified pages listed in the right side panel. That difference can occur because of the profile (ex., student or professional) selected during account creation. The screenshot in this documentation set follows the generic “student profile”.



Left panel
Referred to as the **Content Management** panel, title bars in this panel include:

- **New Content**
- **To Do**
- **My Content**
- **Trash**

Center space
This is where you will add content to your eFolio pages. It is often called the **Page Workspace**. Notice the “Preview” button that will allow you to take a glance at the full screen view.

The page workspace is divided into three (3) columns representing the left and right **sidebars** and the **body** (center).

The graphic design you select for your site may alter how these columns display when viewed full screen.

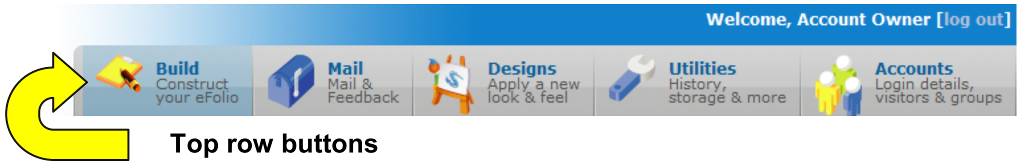
Right panel
Referred to as the **Page & Site Management** panel, it also includes context sensitive “Help” (activated by a click of the mouse). The panel includes:

- **Sites drop-down listing**
- **Pages (Home & sub-pages)**
- **Help**

As we continue our exploration, you will be introduced to each panel in detail.

Click the “**Help**” panel title bar in the lower right of your screen to display it at this time.

Click it again to collapse it. This expand/collapse accordion behavior controls each panel’s title bars.



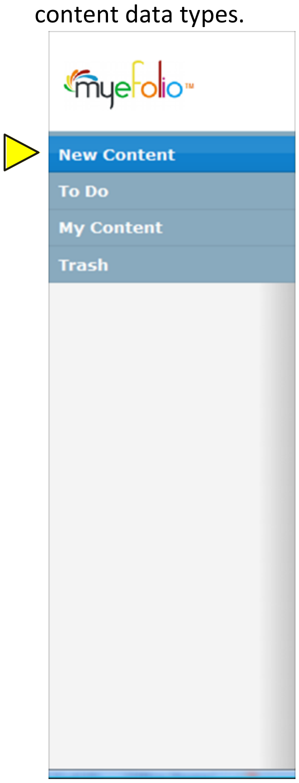
Top row buttons

Each button controls the myeFolio site and various operations available to you. These include:

- **Build**…as the default entry point, this is where you construct your eFolio
- **Mail**…collect/display internal messages and allow you to manage feedback
- **Designs**…graphical layout designs allow you to select site look and color
- **Utilities**…documents site activity, used storage space, & additional primary site management tools such as Google analytics if you decide to activate it
- **Accounts**…change your login details, invite visitors to your site, & control your group permission settings

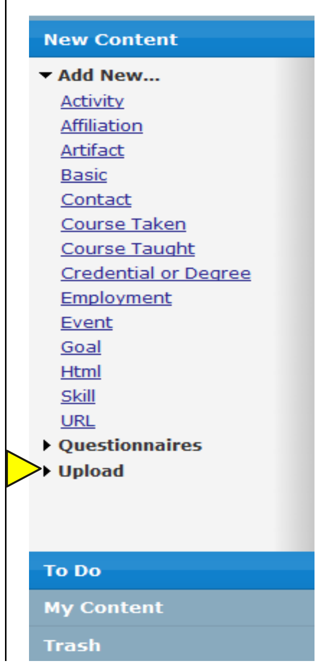
Let's begin by exploring the **Content Management** panel …

Click the **New Content** title bar to display short list of content data types.

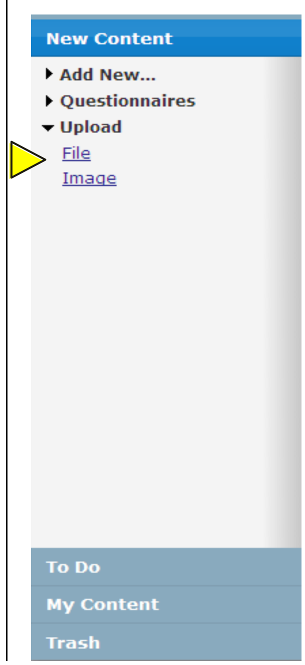


Click the **More…** option for a full display of content data types.

Click the **Upload** option to display the file & image options.



Click the option for File.



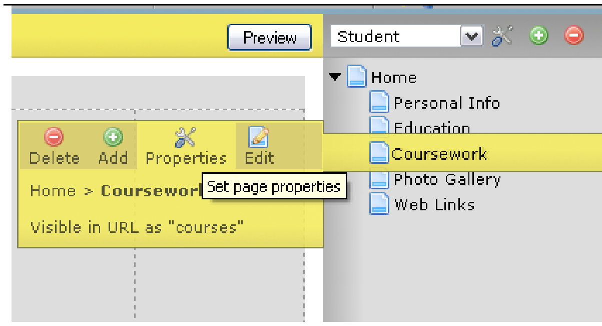
Overview *When accounts are created, a default "Home" page is provided. When a profile is selected additional start-up pages associated with it, will also appear in the right panel of the owner's view.*

Default Page Structures

. ¦{t l Profile	*Generic Professional Profile*
Home	Home
tℕ2ŦŜăăł2yI·f ałăăł2yʹ{űl·űŜϒŜyű	Personal Info
tℕl·ŎűłŎdzϒ	Employment
!ŘŘłűł2yI·f ² 2ℕ] tℕ2ŘdzŎűă	Education
[ŜI·ŘŜℕăKłLJ {]łffă	Photo Gallery
	Web Links

Pages can be edited, added, re-sequenced or deleted according to your preference. In addition, you may choose to manage the page properties. Each task is explained in the content that follows. Open your browser and try the steps online.

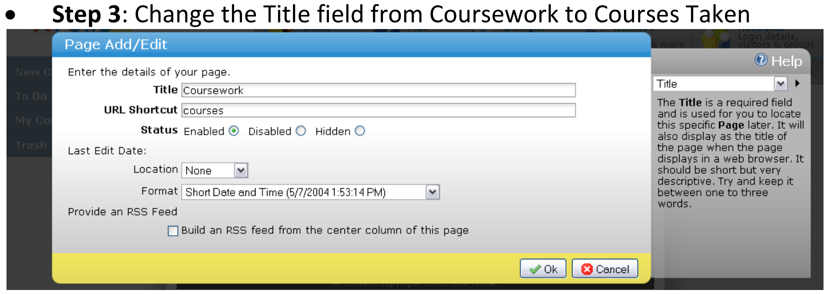
① Edit Existing Page Properties



The resulting URL for this page would look like
http://username.myefolio.com/student/welcome

TASK: Change the **Coursework** page name to **Courses Taken**

- **Step 1**: Click on the **Coursework** page title
- **Step 2**: Select **Properties** from the pop-out tools
- **Step 3**: Change the Title field from Coursework to Courses Taken



Note: the URL Shortcut can also be edited.

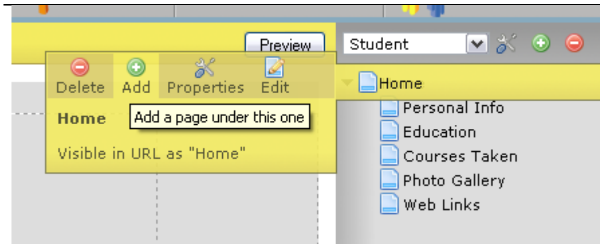
- **Step 4**: Make other changes and click the **OK** button

Fields Explanations

Title	The **Title** is a required field and is used for you to locate this specific **Page** later. It will also display as the title of the page when viewed in a web browser. It should be short but very descriptive. Limit it from one to three words.
URL Shortcut	The file name to use when creating this page. This name will show up in the URL to access the page. Keep it should and similar to the page title.
Page Status	The **Page Status** determines how a page is visible to the public in your xFolio. To have the page visible and part of your site's navigation menu select **Enabled**. To disallow any public access select **Disabled**. To allow public access but exclude a page from the navigation menus select **Hidden**.
Location	Where to optionally display the date the page was last edited. The system tracks this date for you automatically. It is displayed in the format specified by **Format**. Choose **All** to display the page's edit date and edit dates for content on the page. Choose **Summary** to only display the page's edit date.
Format	Use the **Format** field to determine how the date and optionally the time display. Select the desired format from the drop down list. There are options for a short date format or a long date format.
RSS Feed	Allows you to add and determine the behavior of page-based RSS functionality.

Illustration at the right shows a standard myeFolio URL Structure with both site and page shortcuts. (NOTE…this is not a "real" eFolio site)

② Add New Page to Your Site



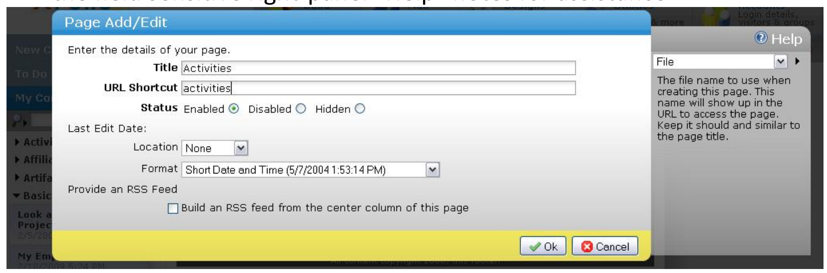
There are some "words" that you'll need to avoid when adding the URL shortcut.

Prohibited words are:

bin, images, manager, owner, public, repository, scripts, services, sponsor, styles, and theme

TASK: Add a new page named **Activities**

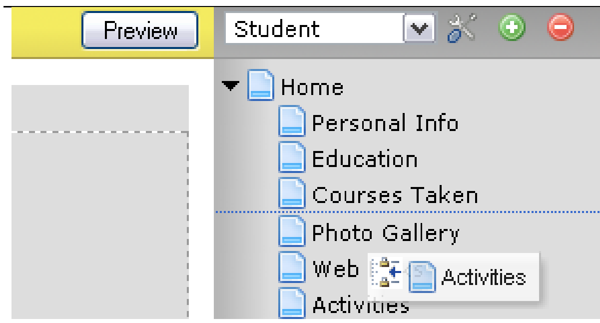
- **Step 1**: Click on the **Home** page title
- **Step 2**: Select **Add** from the pop-out tools
- **Step 3**: Complete the **Title** and **URL Shortcut** form fields --- refer to the field sensitive right-panel "Help" notes for assistance



Make other setting changes as you wish for this page.

- **Step 4**: Click the **OK** button

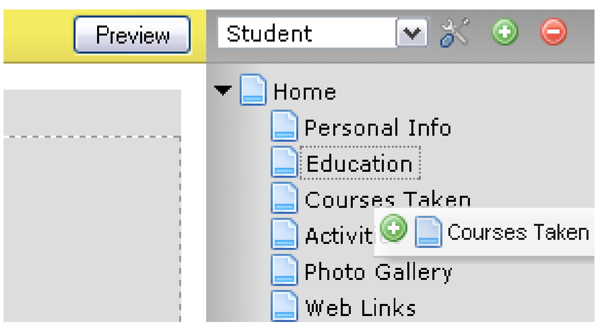
③ Re-Sequence or Re-Position Existing Pages



FIRST

TASK: Move the page named **Activities** to follow **Courses Taken** and precede **Photo Gallery**

- **Step 1**: Click and hold left mouse button on the **Activities** page title
- **Step 2**: Drag it to the location (notice the insert line)
- **Step 3**: Release the mouse button and the page is re-sequenced

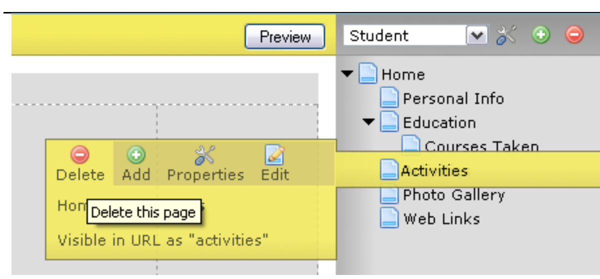


SECOND

TASK: Make the **Courses Taken** page sub-level to the **Education** page

- **Step 1**: Click and hold left mouse button on **Courses Taken** title
- **Step 2**: Drag it to rest on the location (notice the selection border)
- **Step 3**: Release the mouse button and the page is re-positioned

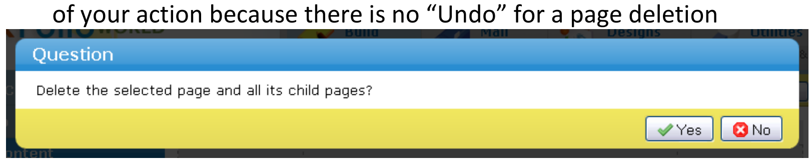
④ Delete Existing Page



Note: Existing page content remains in the "My Content" panel after page deletion actions.

TASK: Delete the page named **Activities**

- **Step 1**: Click on the **Activities** page title (…pick the right page!)
- **Step 2**: Select **Delete** from the pop-out tools
- **Step 3**: Read the Question message displayed to your screen – be sure of your action because there is no "Undo" for a page deletion



- **Step 4**: Click the **Yes** button to complete the "page deletion" action.
- **Step 5**: Refresh the screen view

Overview *You created some content…but, do you know where it went when you saved it? Or, how to add it to a page?*

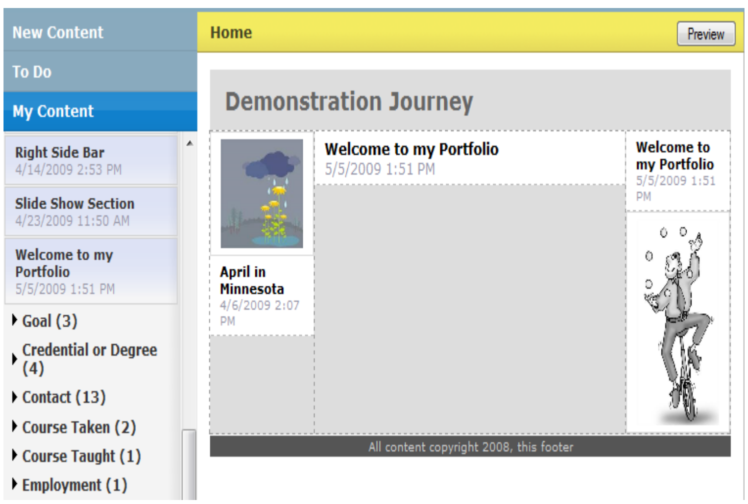
*All eFolio content is created or uploaded once using the "New Content" panel. When saved, content resides, by data type, in the "**My Content**" panel at the left side of the screen interface.*

*Saved items are found in the "**My Content**" panel. The listing is categorized by data type. Within each data type, items are alphabetically listed using the title field you provided when you completed the content item's form. Content items, also referred to as objects, are created once but may be used in several locations within your account and configured with different display properties.*

Adding Objects to a page: Using your mouse (left button) to position the content, simply **drag** the item (object) from the "My Content" panel to the area of the page where you want it to appear. Release it (**drop**) in any of the three page areas. Possibilities include:

- **Left sidebar**
- **Page Body (Center)**
- **Right sidebar**

These page areas (placeholders) assist you in using the 3-column layout of your Web-based portfolio pages and arranging where each content item will appear.



See what this looks like in "preview" below.

You may change the positioning or sequence of the placement by dragging it up, down or in between other objects. Images can be applied individually or embedded into another item already displayed to the page.

You'll notice that an object can be used in two places on the same page! *(Refer to the illustration at left and below.)* In this example, the brief text field of the Welcome message will be viewed from the right sidebar and the full text field will display in the page body.

By clicking the "preview" button you will find your content displayed with the graphical design and layout you identified.

As you explore the possibilities of the "add once/use often" approach to content you will discover that individual items can be added to any pages of multiple sites created within your single user account.

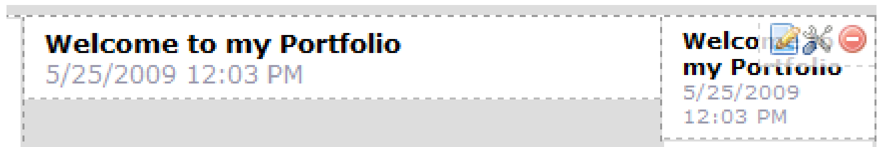
Edits to a content item will automatically update each instance of it as posted throughout your site. You may modify the display properties uniquely for each instance of use.

Changing Objects once posted to a page: Use your mouse pointer to hover over the content item you wish to modify. You can edit content, modify content properties, or delete the item from the page.

Although you might select the item from one posted placeholder, please note that the **Edit** option is a **global modification**. Editing content where listed in “My Content” or from the page posting will change content anywhere the item has been used throughout your account (…in any sidebar, on any page, and within any site).

Working with **Content Properties** is unique to the instance (posting) you have selected and will not impact the other places where you might have posted the same content item.

If you **Delete Page Content**, your action is permanent but only impacts the selected item.



ⓘ More information

- If you delete an object from the “My Content” panel, the action is global in nature and any posting of the item throughout your account (…in any sidebar, on any page, and within any site) is removed. In such a case, the item can be restored from the “Trash” panel to the “My Content” panel but the restore action will not re-populate your site pages.
- Additional reference guides cover Content Properties in greater detail. Look for the guide called “Feedback Setup” for further details.
- Use the Utility tab and watch what actions are tracked in the Audit Log. Some can be reversed through “Undo” while others are listed for documentation only. Some actions are not listed because they do not impact the object content or viability.

Content Types & Definitions

Activity	Identifies what you have completed, are doing, or are preparing to do as related to an affiliation or other portfolio objects.
Affiliation	Identifies a specific relationship you currently have, have experienced, or plan to establish with a group, organization, or entity. It may be relevant to activities, artifacts, education, employment, events or skills that you include in your portfolio.
Artifact	Identifies an event, experience or created work that you value and is often included when it shows evidence of competency or learning. Posting may include links to the created work or identify significant details and expanded reflection. Users often use this content type to provide context and meaning.
Basic	Useful when adding an item not addressed by other content types (i.e., titles, pull quotes, extra details).
Contact	Identifies details for yourself or a person who is relevant to your activities, affiliations, or education (i.e., associates, educators, employers, etc.) and may be later identified as a reference. Entries in this category will also build your portfolio network of peers (i.e., as used in learning cohorts).
Course Taken	Identifies the activities/process of learning. This may include any course, workshop, or other offering that you have been enrolled in and potentially relates to an activity, artifact or experience you may identify elsewhere in your portfolio.
Course Taught	Identifies the activities/process of educating or instructing. This may include any course, workshop, or other offering that you have taught and potentially relates to an activity, artifact or experience you may identify elsewhere in your portfolio.
Credential or Degree	Identifies documentary evidence (i.e., diploma, certificate, degree or other recognition of achievement) that a qualification has been awarded.
Employment	Identifies the work or occupation for which one is usually paid including details about the employer or place of employment. It relates to work or activities performed in carrying out assignments or requests made by one's employer. Examples may include volunteer services, apprenticeships, internships, or practicum experience.
Event	Identifies a date-specific occurrence of social or personal importance. As such it may include a wide range of events (i.e., conferences, travel, or cultural and sporting events).
Goal	Identifies objectives you have accomplished or are intending to complete by expressing specific personal, educational, or professional targets.
Google Doc	Provides a way for you to post a link to a Google document with "shared" permissions (such as view only, add comments, or full editing) that can be accessed directly from the link posted in your eFolio.
HTML	Allows you to populate the item with well-formed HTML script or to embed code (i.e., IFRAME) for technology applications such as blogs, wikis, video, podcasting or other forms of online interaction.
Skill	Identifies capacity to do something well; technique, ability; usually acquired or learned.
URL	Identifies a string that describes the location and access method to provide a link to a web page, ftp site, audio stream or other Internet resource.
YouTube	Provides a way for you to directly post YouTube's newest embed code for your published or selected media clip. The results allow the media to playback from a page of your eFolio (embedded in the page).

Special Content Type Tasks

Questionnaires (Forms)	Identifies question sets available for use during or after participation in an academic or professional activity. Questionnaires usually address outcomes that may relate to required knowledge, attitudes or skills. Within the portfolio context, attained proficiencies (previously documented in content, selected artifacts or written reflection) are often included as linked evidence to support your responses to specific questions. (Advice: Academic or certification value is optimal when elements are integrated as directed by your college advisor, program of study, instructors or counselors.)
Upload Tasks	In addition to posting items by using the formats provided in each of the previously-listed content types, you can upload files or images. (The format selected should open well in a Web browser.)

Finding the Content Types in Your eFolio Space

Categories	Content types are found by expanding eFolio's "New Content" panel in groupings labeled as Personal, Education, Work, Web Content, Upload, and General. Once added or uploaded (& saved), your content objects are ready for use in pages—check your "My Content" panel. Content is grouped by type and can be used in multiple places with unique display properties—no need to create objects more than once!

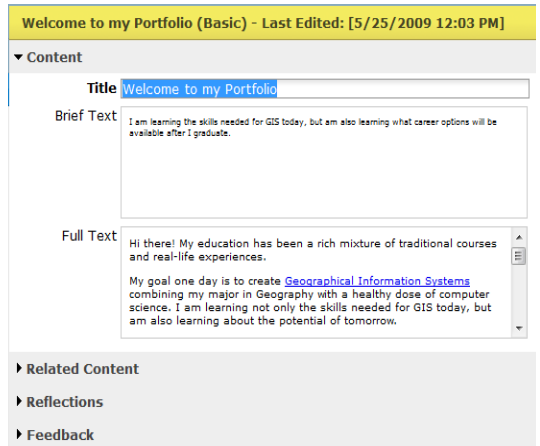
Content Properties

Fields & Unique Formatting Overrides

Overview *Content properties make it possible to control at the "instance of use" how content will be displayed. Reflections, as an example, are by default hidden from the public view. Yet, for purposes of college course assessment or a personal desire to share your reflections in a specific content item, the "reflections" field can be formatted to show on a page.*

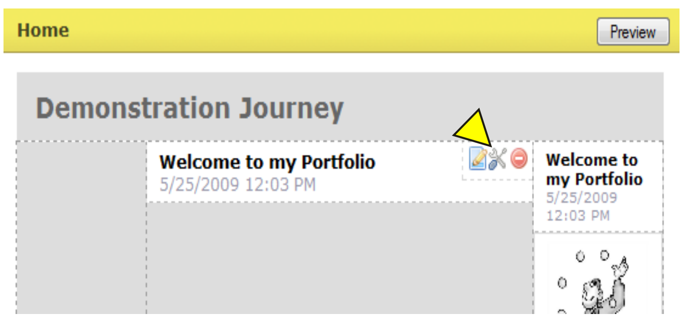
In addition, formatting a field for display may involve font selection or alignment options. Each can be controlled at the item level and the formatting can vary from instance to instance.

Tasks are explained in the content that follows. While not every combination of options can be presented, if you open your browser and try the steps online, you'll attain a general understanding of how to format content fields.



Fields from the Welcome message as entered to a "basic" data type will be configured in the walk-thru example.

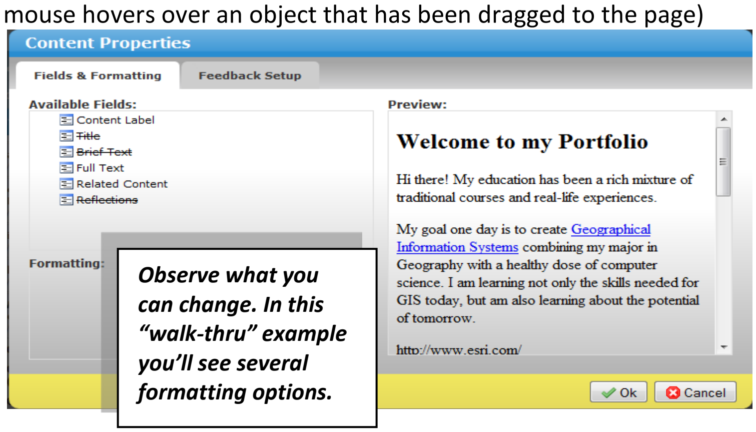
① Format Field Display through Content Properties



Step 1: Display the page where content is posted

Step 2: Identify the content object for which you wish to format the content fields

Step 3: Click the "Content Properties" icon (visible when your mouse hovers over an object that has been dragged to the page)



Scenario: The same item has been placed in both the body of the page (center) and in the upper right sidebar. By default, text entered to the "full text" field would display in the body of the page and text from the "brief text" field would display in the sidebar. You have formatting control of each instance.

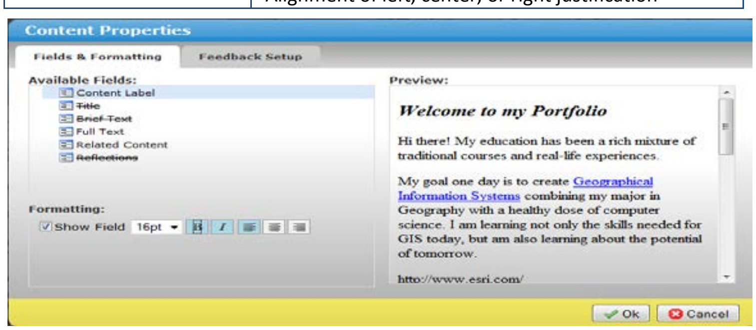
Available Fields are shown in the list. These correspond to the data type form fields. You can format each without impacting the same object used in a different page location, on another page or in a different site of your account.

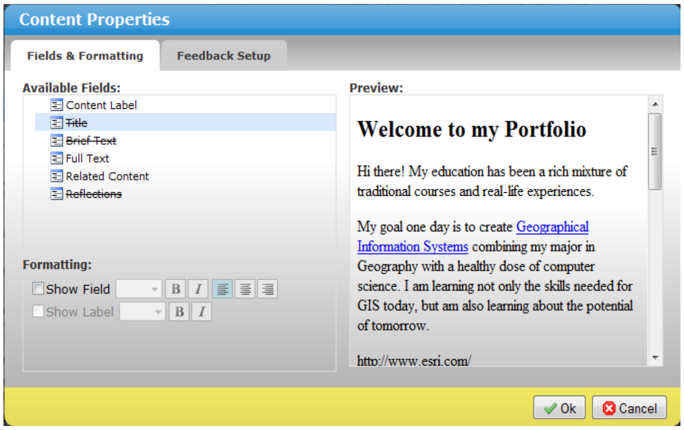
Step 4: Select **Content Label** from the field listing

← **Content Label** format settings you might configure include:

Field visibility	Font size	Bold	Italics
	Alignment of left, center, or right justification		

As you enter settings, preview displays changes in real time. (…a real WYSIWYG display!) →





Step 5: Select **Title** from the control icons

← **Title** format settings you might configure include:

Field visibility	Font size	Bold	Italics
	Alignment of left, center, or right		
Label visibility	Font size	Bold	Italics

As you experiment you'll see several formatting options.

WYSIWYG!

As you enter your settings, preview displays changes in real time.

- **Brief Text,** by default, appears when used in a sidebar. However, you can set it to display in addition to or without the Full Text content by changing the property.

- **Full Text,** by default, appears when used in the body of the page. However, you can change the property to override the default.

- **Related Content,** by default, appears when used in the body of the page. Again, you can change the property to override the default.

- **Reflections,** by default, do not appear. The notion is that those are most often private or personal thoughts. To change the default, you would set it to "Show Field" --- it is a good idea to also show the Reflections label when you do that so a viewer knows how your comments fit with your content.

- Others will be available in different datatypes. Watch & learn!

Step 6: When satisfied with your choices, click the **OK** button

Step 7: Preview your site to see results based on your decisions.

Go back and make changes if you wish.

Note: If you delete the item from the page, the settings are also deleted and would need to be reset at a later time.

The **Feedback Setup** tab can also be configured. Check the reference provided in the full documentation set.

Add Objects Using Content DataTypes

Overview *The "Content Types & Definitions" reference will provide helpful notes within the context of this guide.*

Content datatypes are directly aligned to IMS Portfolio Specifications which informs the fields and linking behaviors unique to each form as you add content to your account. Data types currently include:

- Activity
- Affiliation
- Artifact
- Basic
- Contact
- Course Taken
- Course Taught
- Credential or Degree
- Employment
- Event
- Goal
- Google Doc
- HTML
- Skill
- URL
- Questionnaires
- Uploaded File
- Uploaded Image
- Uploaded LodeStar
- YouTube

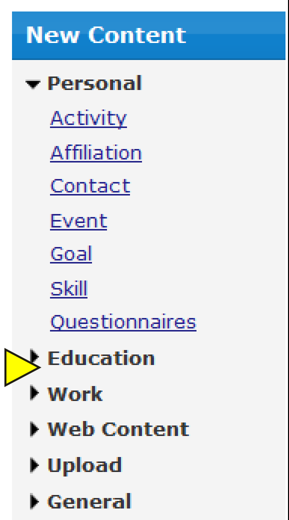
IMPORTANT NOTE*: Version 2 of eFolio introduces an object-oriented interface where each content object posted to your account can be used in multiple locations (pages & sites) within your portfolio. Space utilization is more efficient in this approach as users build their collection of artifacts and related content.*

Open "**New Content**" located in the **Content Management** panel.

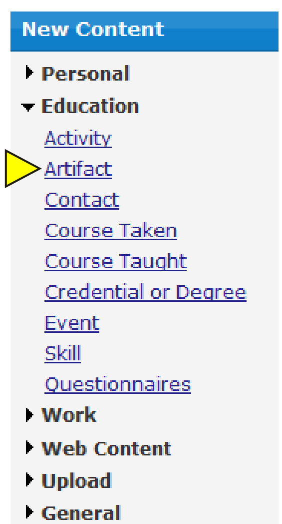
① Click the ► ***twisty*** if the option (Add New…, Questionnaires, or Upload) needs to be expanded --- click the ▼ ***twisty*** again to collapse the option.

② Click the "**New Content**" title bar.

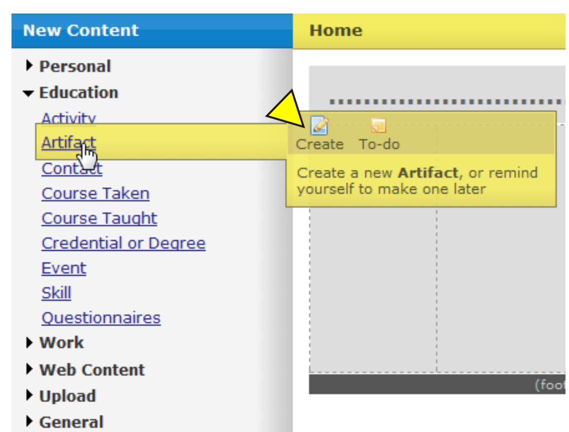
③ Click **the section** *(i.e., education)* that you prefer to display content types available



④ Click the **Content Type** best matched to what you want to add. *(Ex., Artifact)*



⑤ Click the "**Create**" icon to open the content data entry form or click the "**To-Do**" icon if you simply wish to post a reminder to be completed later.



The **Help** panel notes will assist you in using each field of the content form.

*The **artifact** content data entry form is examined in this guide. While each data type will call for unique fields, some are quite common across data types. Required fields are displayed in Bold text…the **Artifact Title** field is required.*

Content

… will usually include "**Brief Text**" and/or "**Full Text**" --- the choice of field selection is best determined by your intent for displaying the text within a page. If posted to a page sidebar, entries in the Brief Text field will display by default. If posted to the body of a page, entries in the Full Text field will display. A mouse click in either the "Brief Text" or the "Full Text" field will activate the appearance of a formatting toolbar.

Additional content can be added to the object by clicking the ▶ [*twisty]* for **Related Content, Reflection, or Feedback** – these are common fields in most content forms.

Related Content

… a place for you to include other content objects by dragging items from **My Content** to the linkbuilder space. (Note: Linkbuilder content spaces will be color shaded with a "DRAG CONTENT HERE" notation.) Multiple items can be added.

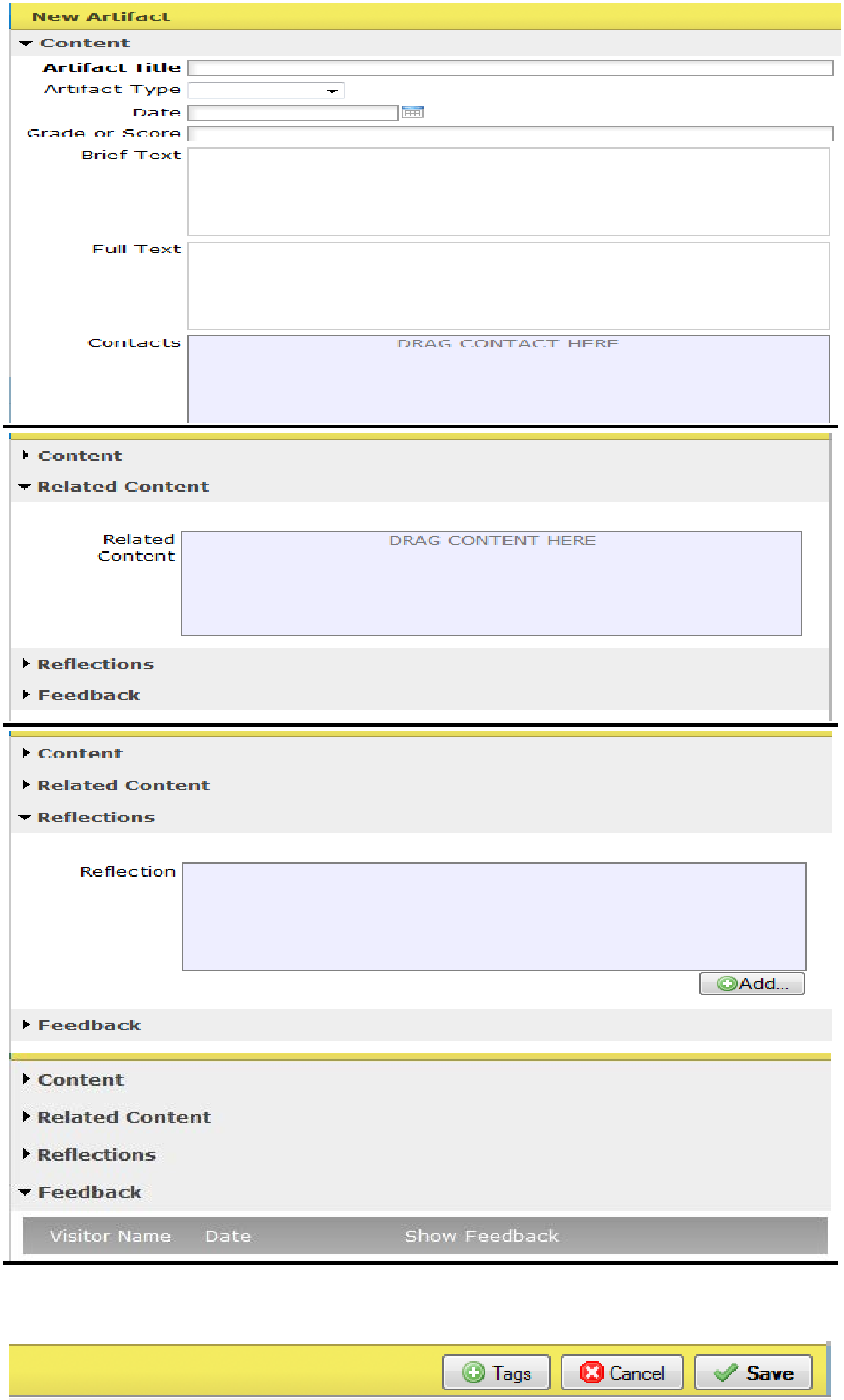
Reflection

… a place for adding one or multiple comments at selected time intervals. By default, reflections are private but you will learn how to control the properties so visitors to your site can access your comments.

Feedback

… a place where you manage feedback from online responses and control what is displayed on your pages.

Saved content items are located in the **My Content** panel.

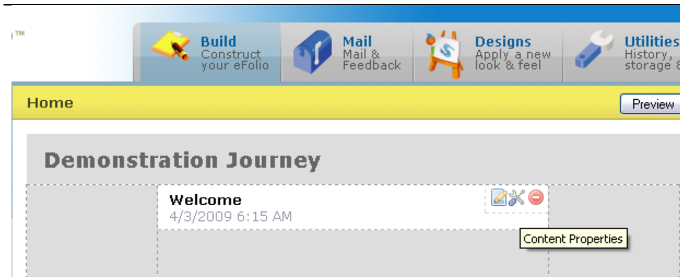


Feedback Setup
Configuring Feedback for Selected Content

Overview *Feedback is configured at the "content object" level. Questions and options can be customized by the account owner resulting in a site link that visitors may use to provide feedback. The following steps will assist in defining the feedback options and walk you through the process of viewing and posting feedback to your page.*

Tasks are explained in the content that follows.

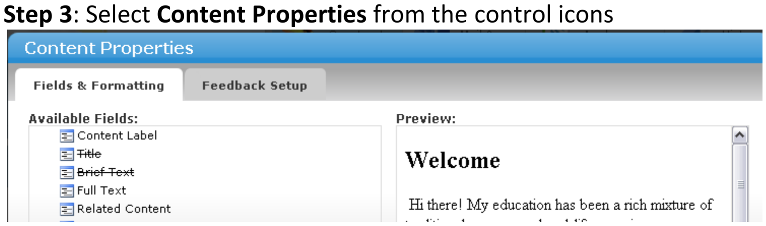
① Enable Feedback in Content Properties



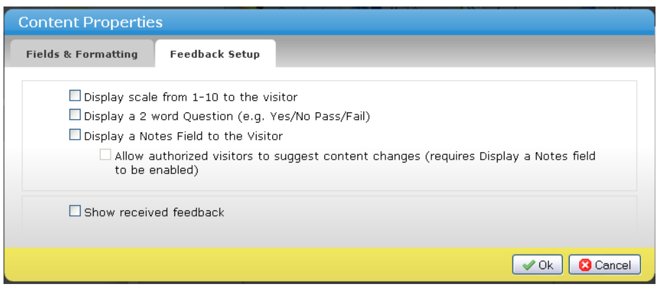
Step 1: Display the page where content is posted

Step 2: Identify the content object for which you wish to invite feedback,

Step 3: Select **Content Properties** from the control icons

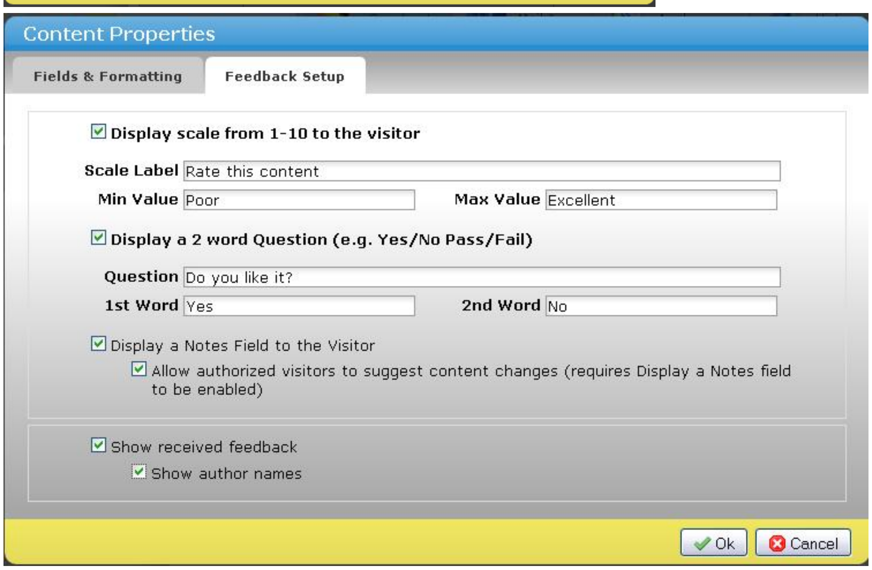


Step 4: Select the **Feedback Setup** tab



Observe the various options that you can use. In this "walk-thru" example we will use all feedback options.

Step 5: Configure each (or any) of the options as shown in the tool snapshot below…



- ❑ Display scale from 1-10 to the visitor
- ❑ Display 2-word Question (e.g. Yes/No Pass/Fail)
- ❑ Display a Notes Field to the visitor
- ❑ Show received feedback

Step 6: Click the **OK** button

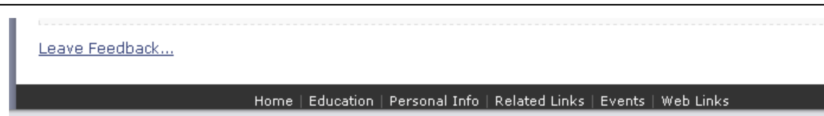
Step 7: Log Out of the "owner" site build view so you can test your feedback link from a public view

(We suggest you change to a different browser or clear browser cache after logging out before testing the feedback link. You will also need to change your site status briefly from "Private" to "Public" to test this.)

② Provide Feedback Using the Link

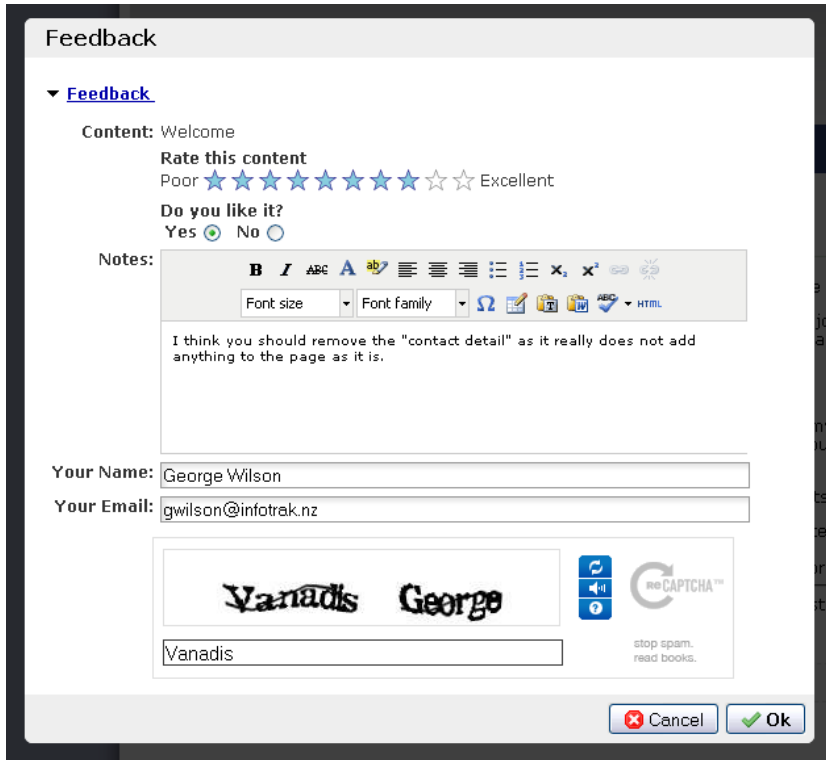
Step 1: Go to the myeFolio URL as a visitor

Step 2: Click the **Leave Feedback…** link



…continue to the next page

Step 3: Respond to the feedback options and questions as you wish – see the example at right

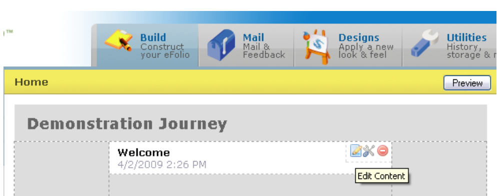


Step 4: Complete the “reCapthca” word

Step 5: Click the **OK** button – you should now see the message shown below

③ Preview & Control Feedback within the Object

Step 1: Log in to your site to preview and control the site’s display of feedback submissions.



Step 2: Display the page where content is posted

Step 3: Select **Edit Content** from the control icons

Step 4: Open the **Feedback** section

Step 5: Click the ▶ (twisty) to display feedback item-by-item

Step 6: Select “On” or “Off” for the Show Feedback setting
(you also have the option of deleting the feedback)

Step 7: Click the **Save** button to update the object

Step 8: Preview your site to see results based on your decisions.

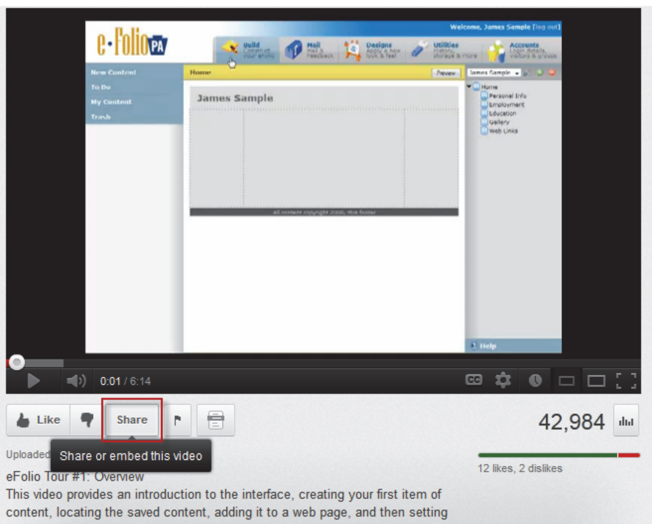
REPEAT THIS SET UP PROCESS FOR ANY ITEM WHERE YOU WISH TO REQUEST VIEWER FEEDBACK TO YOUR CONTENT.

How to Add Video Content

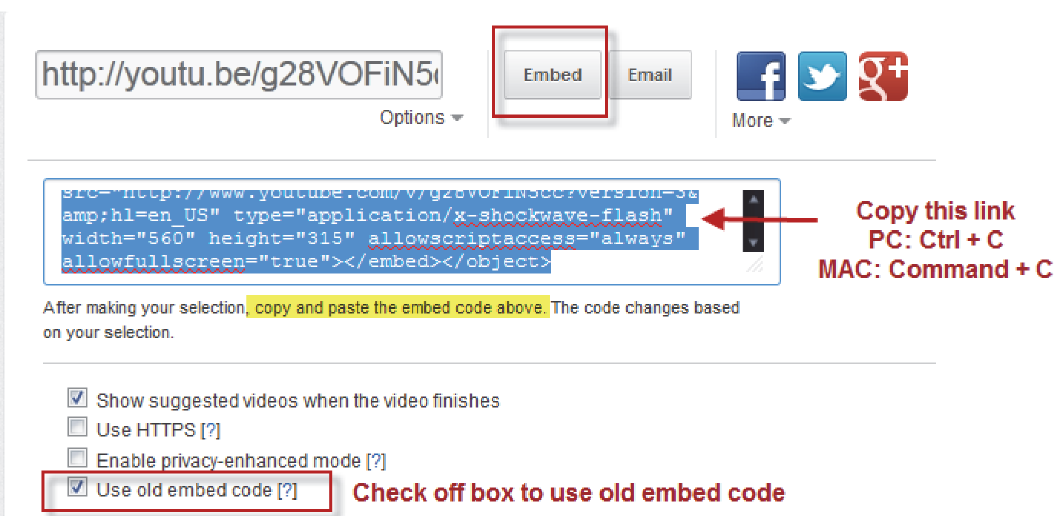
As your electronic portfolio site is limited to 50 MB it is not advisable to add video directly. We recommend using a third party site to host video content within your portfolio via an embedded URL. We will be using YouTube to accomplish this as myefolio includes a menu option for this platform but steps are similar for other video hosting sites.

Step 1 – Upload your video content to YouTube. We will not be covering the exact steps here but please review the video tutorial at http://youtu.be/UkEI3xWMwYI for assistance.

Step 2 – Once your video is uploaded please navigate to the specific page where it is hosted on YouTube. At the bottom of the video there will be a **"Share"** button - please click on this.

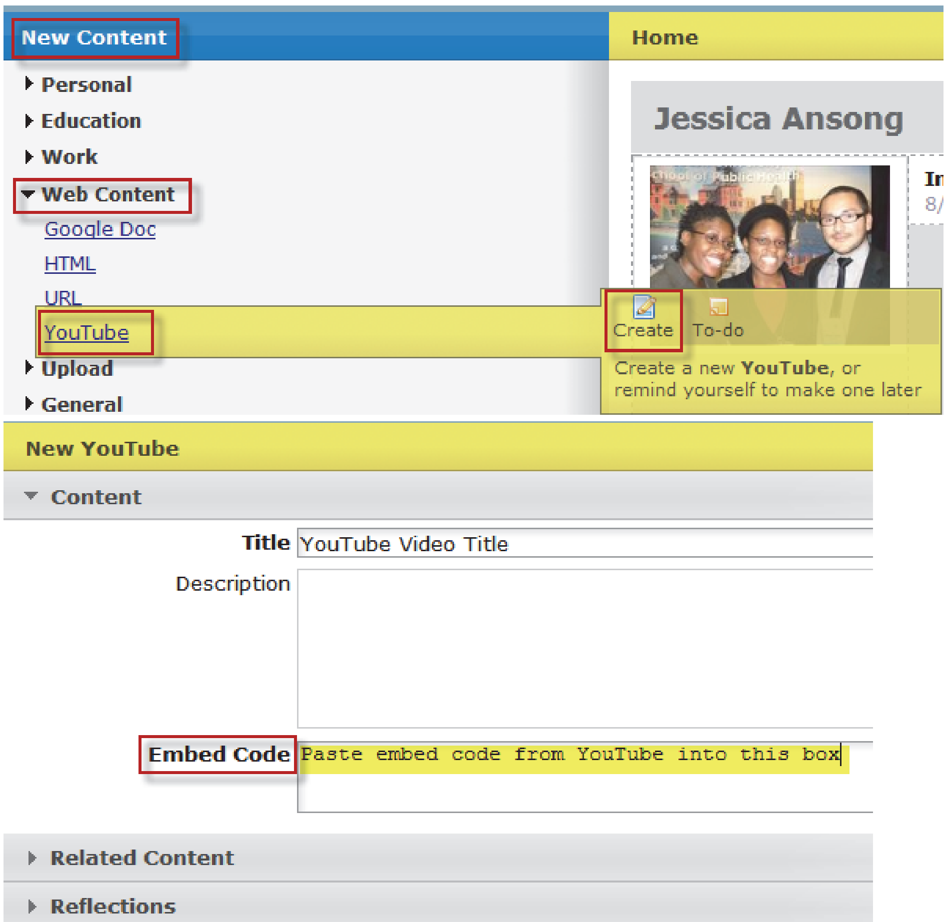


Step 3 – Select the **"Embed"** option and mark the check box to **"Use old embed code."** Then copy the text within the embed box to your clipboard.

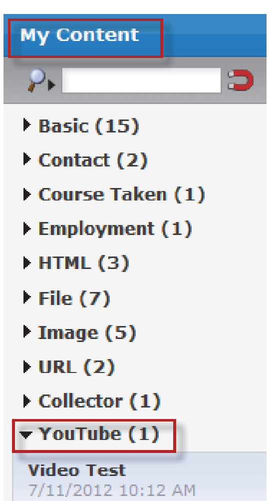


Step 4 – Now switch over to the build view within your electronic portfolio. Under the Content panel (left hand side) please select **“New Content.”** Then expand the option for **“Web Content”** and select **“YouTube.”** A pop-up box will appear to the right hand side then select the **“Create”** button.

Within the portfolio workspace (middle section) a new box will appear after the **“Create”** button is selected. You will need to label your video with a **“Title”** and paste the **“Embed Code”** into the box and click the **“Save”** button.



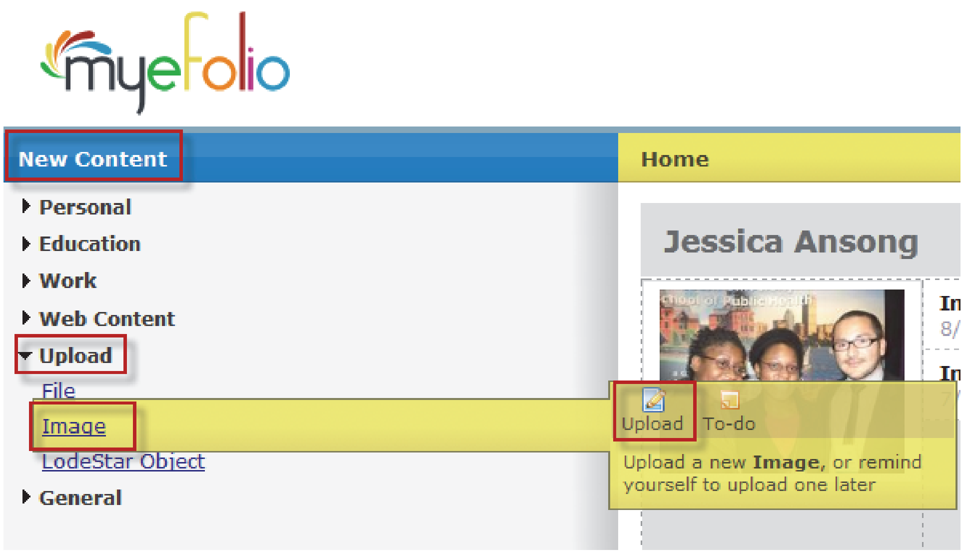
Step 5 – To find your video head back to the Content panel (left hand side) and select **“My Content.”** Expand the menu titled **“YouTube”** to find your video link. You can drag and drop each video selection onto your various portfolio pages.



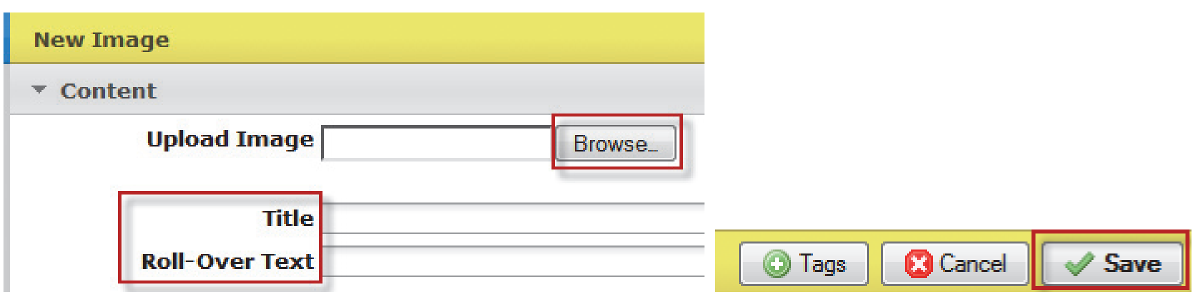
How to Create a Picture Gallery

Let's say you wish to add pictures to your eFolio from a recent trip, presentation, or some work product. Rather than adding every image to the page it would be more efficient to create a picture gallery. It is not as difficult as it sounds and the steps below will walk you through the process.

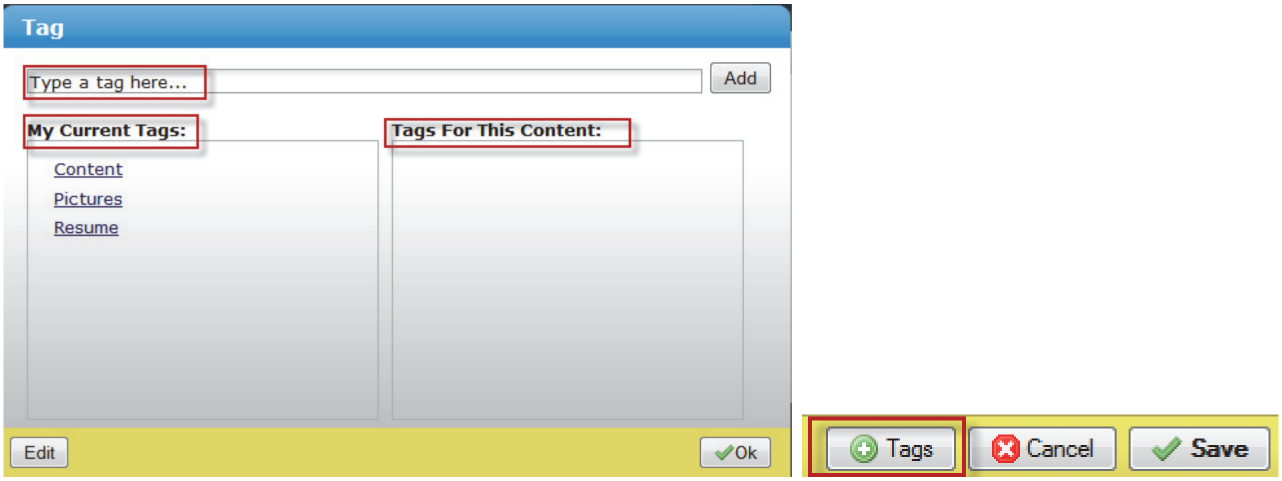
Step 1 – We will need to add two or more images to our eFolio in order to create a picture gallery. This can be accomplished by selecting the **"Build tab"** in site controls and then choosing **"New Content"** on the content menu panel. Then expand the **"Upload"** menu, select **"Image"** and click on **"Upload."**



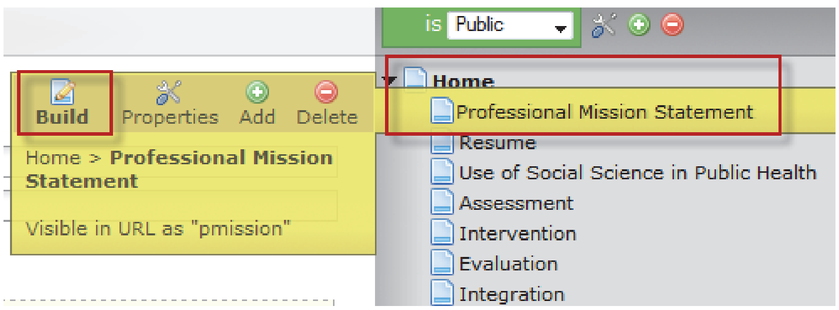
Step 2 – Use the **"Browse" button** to select the file(s) from your hard drive which you wish to use. Proceed to add text for both the **"Title" and "Roll-Over Text" boxes** (which can be the same). Then click the **"Save"** button.



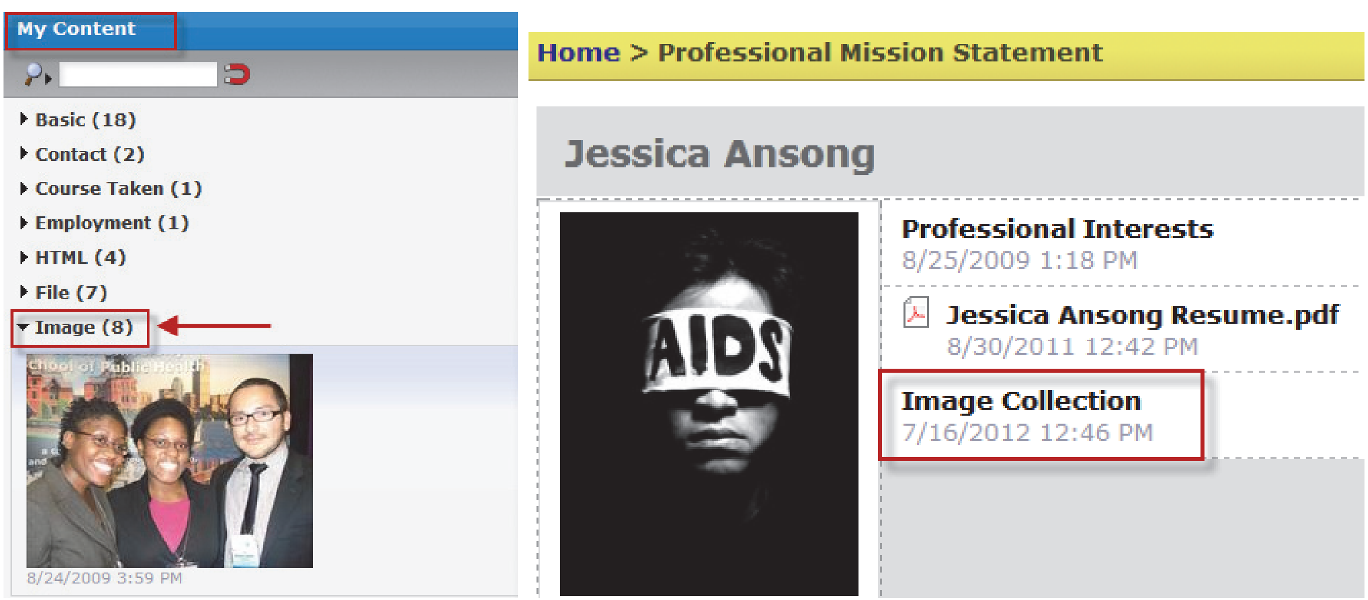
Step 3 - Select the **"Tags"** button if you wish to label these pictures to form a group. According to Wikipedia a "tag is a non-hierarchical keyword or term assigned to a piece of information." Tags provide a basis for both search filtering and content grouping within your eFolio. The **"Tags"** button will show a listing of all current tags and allow you to create new ones. Select any of your **"My Current Tags"** within the left hand box to add a **"Tag"** to your current content.



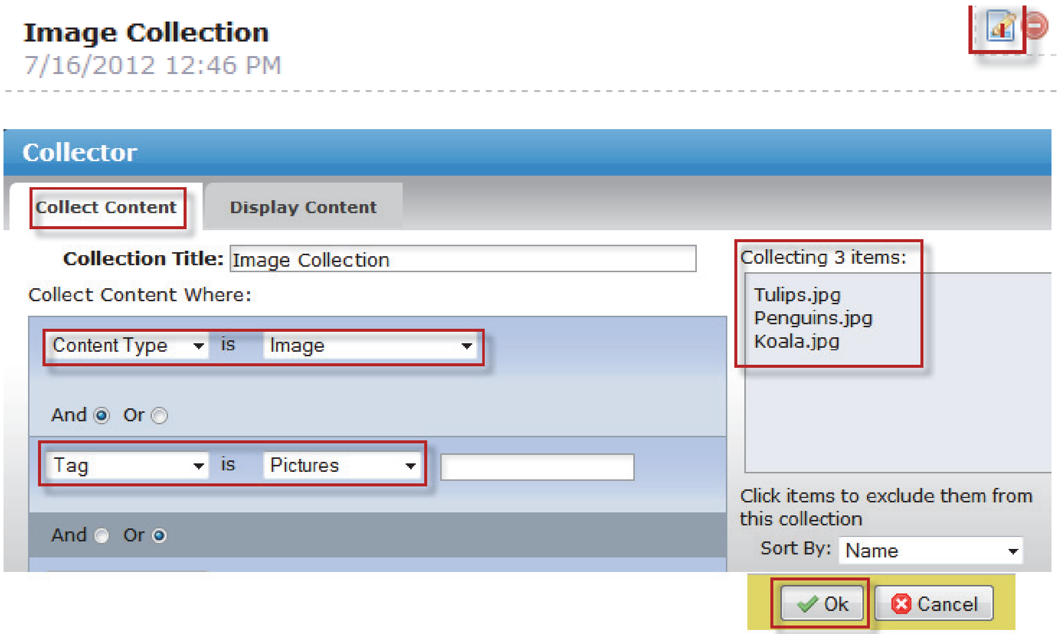
Step 4 – Under **"Site & Pages"** choose which particular page in your eFolio the picture gallery will be added to. Click on the **"Build"** tab to add this page to your eFolio workspace.



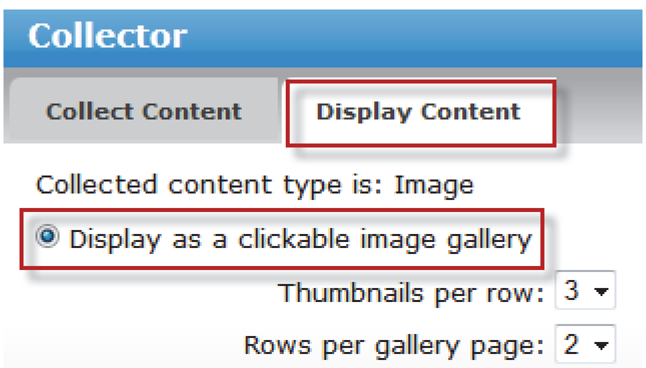
Select the **"My content"** menu within the content panel. Select the **"Image"** menu item and drag and drop this onto your specific page where you want the picture gallery to be located.



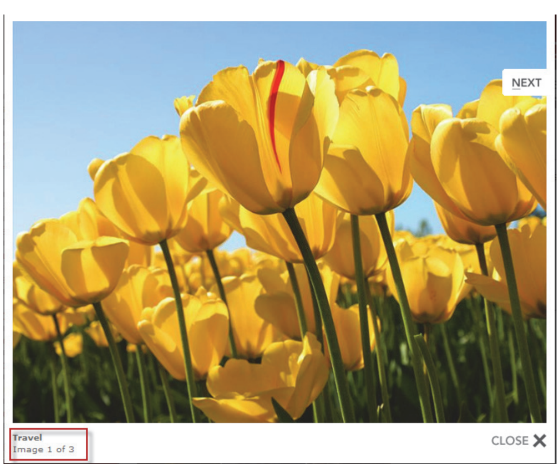
Step 5 – Click on the **"Edit Button"** (below) to access the options for the Image Collection data panel. Under **"Collect Content"** the option exists to select Image as the Content Type. In addition this data can be sorted by **"Tag"** name to group your images on your specified page.



Under the second tab of **"Display Content"** you can select to display the image content as a clickable Image Gallery and indicate how many thumbnails per row and rows per gallery.



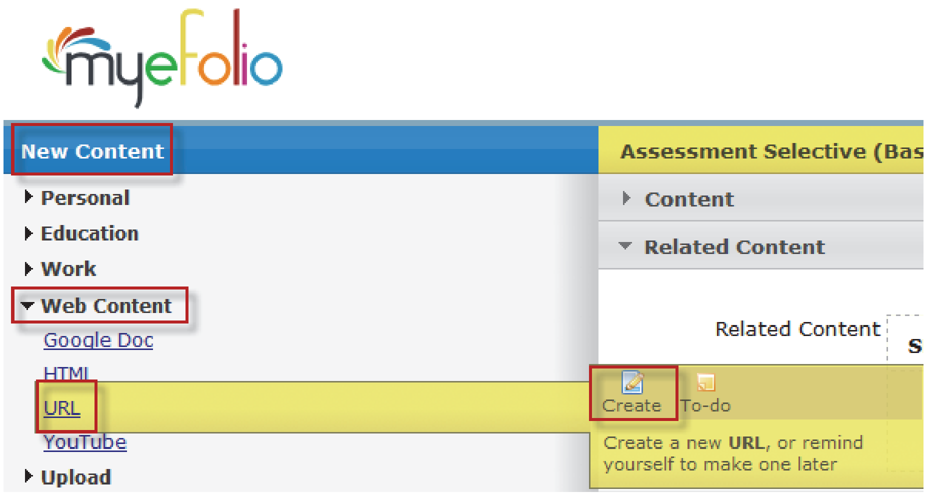
After saving your changes by selecting OK, you can then preview the webpage where the image gallery is displayed. You will notice a box with all your corresponding pictures grouped together. Clicking on any one image will bring up a pop-up box (as shown below) which will allow you to scroll through each image within a single frame.



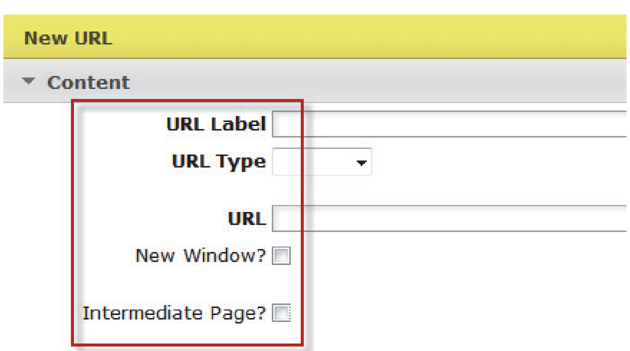
How to Create a URL Link

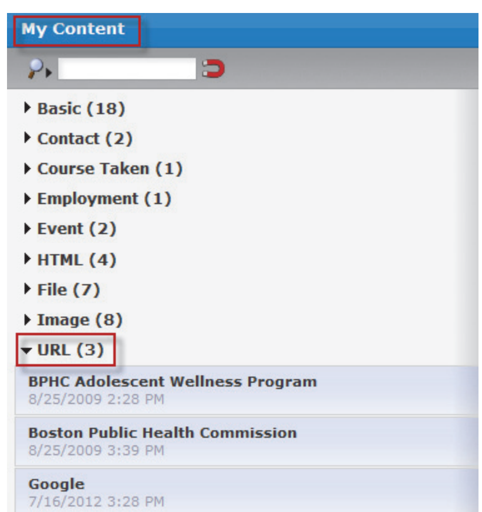
URL's are specific addresses which link to other resources and content on the Internet. Within myeFolio they can be accomplished in two ways.

First is the use of the URL datatype which can be found in the **"New Content"** menu within the content panel.



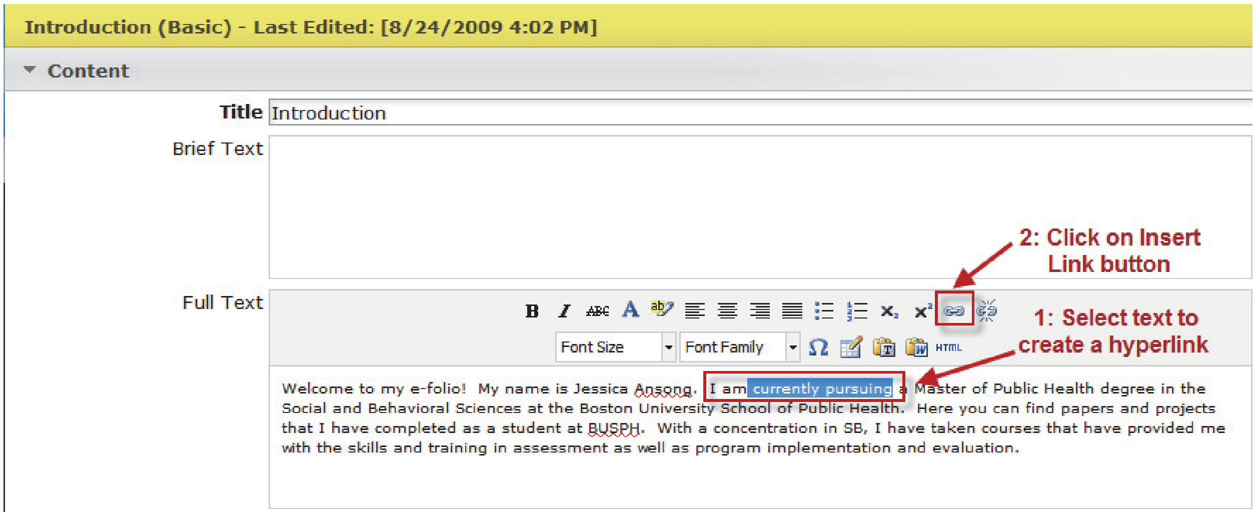
- **URL Label -** is the title of the link.
- **URL Type –** HTTP is the customary address for URL prefixes. Where as HTTPS indicates the link is stored on a secured server.
- **URL –** Uniform Resource locator; this is the web address which you wish to link to.
- **New Window –** Directs the browser to open the URL link in a new window.
- **Intermediate Page -** When clicked this hyperlink will first show visitors the following text: By clicking this link, you are now leaving (your site's URL), and will be taken to (the link in the "URL" field).
- **Click on the Save button.**



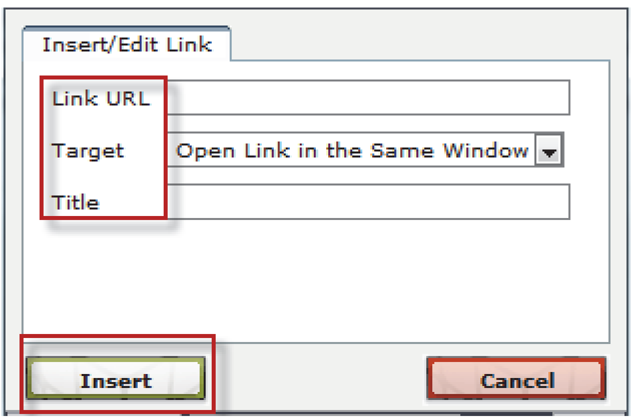


Once the URL link has been created it can be found under the **"My Content"** menu under the URL heading.

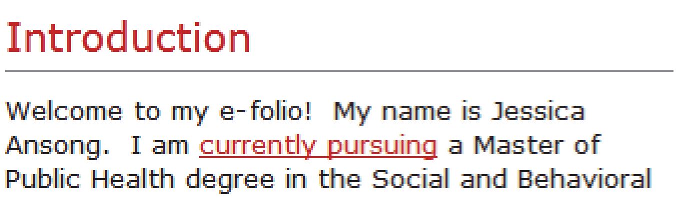
The second option is to create a hyperlink within your text. Within a dataype (for this example **"Basic"** was used) you can select what text to hyperlink. Then click on the link button to bring up the Insert/Edit link popup box.



Enter the Link URL for the Internet resource you wish to direct to. The Target can either open the link in the same window or a new window. Provide a Title for the URL Link and then click on insert.



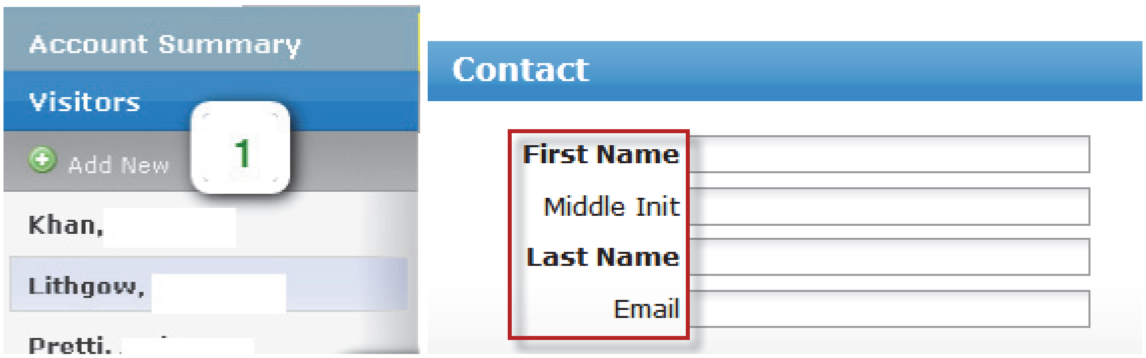
The URL link will be highlighted within the specific page of your myeFolio and can be clicked on by visitors.



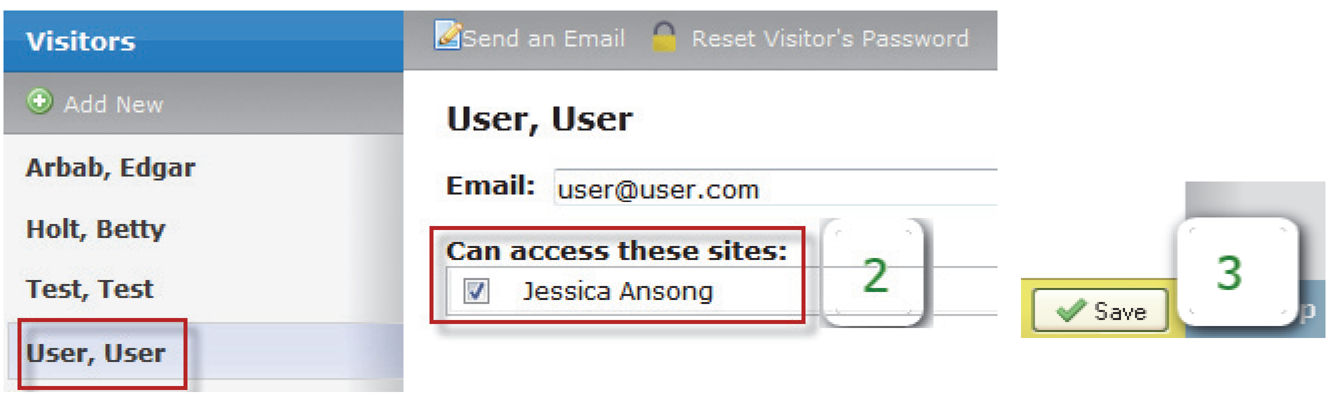
How to Grant Visitor Access

It is recommended to keep your myeFolio site private but you can grant others access to review it. This can be useful during your final semester when your faculty advisor needs to review and evaluate your portfolio.

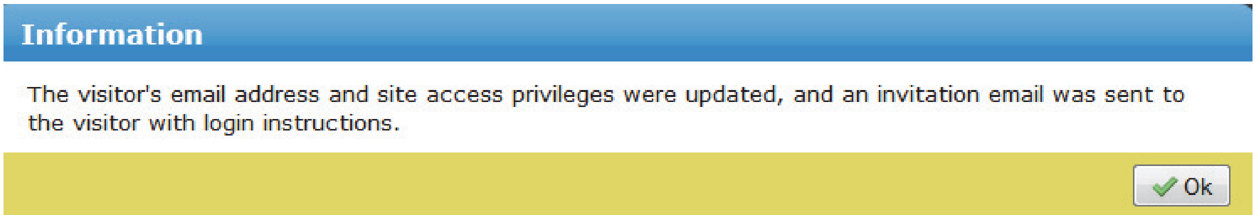
Step 1 – Click on **"Accounts"** tab on the site controls bar. Then select **"Add New"** under the Visitors menu on the left hand side (number 1 below). Proceed to enter First and Last Name of the individual and their email address (all items are required) and select OK to save.



Step 2 – Select the User name from the left hand menu and then check the box for which specific site(s) you wish to provide access to. For most users there will only be one site listed unless you have created multiple sites.
Then click the **"Save"** button.



Step 3 – Once the Save button is clicked you will see the following pop-up box appear informing you an invitation email has been sent to your visitor (the pop-up only appears if the account is set to **"Private"**). If not received request the SPAM folder within the email account be checked.



As indicated in the email below your portfolio URL and a temporary password will be assigned. Your visitor will use their email address as their login name and will create a permanent password upon entering their login credentials for the first time.

If your visitor forgets their login credentials at a future date you can use the **"Reset Visitor's Password"** menu button.

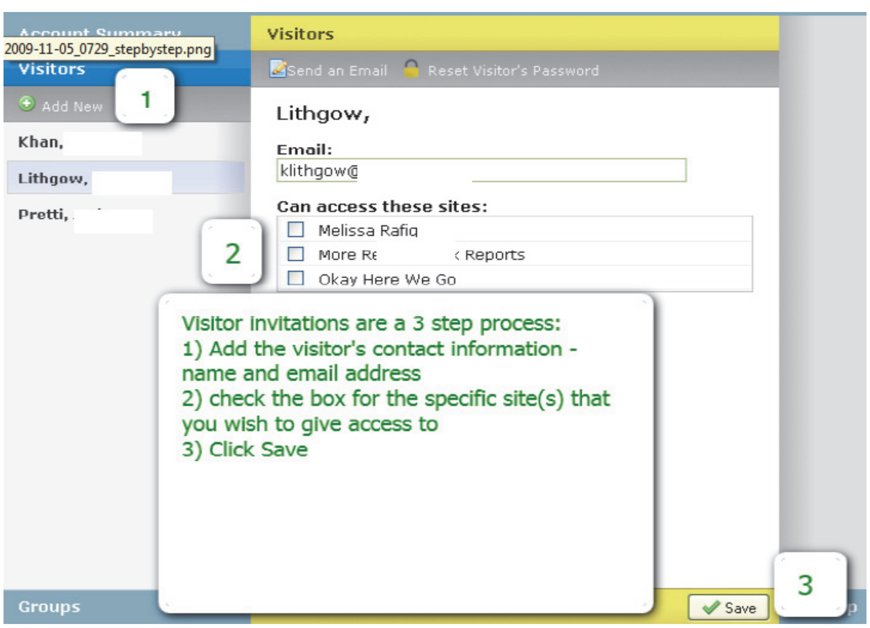
From: Automatically Sent Mail - Do Not Reply [mailto:noreply@mnscu.edu]
Sent: Monday, November 07, 2011 11:36 AM
To: User, User
Subject: Please visit my online portfolio

Dear User User,

Come see my online portofolio at:
Meagan Lynn Beasley at http://meaganbeasley.myefolio.com/

Please login using your e-mail address and the password below:
x3JWs9q6

Step 4 – A summary of the 3 step process is listed below for quick reference.



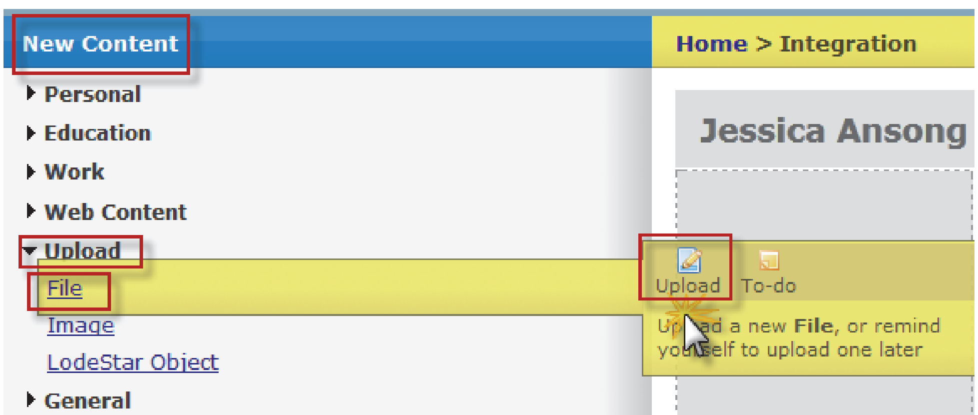
How to Upload Files & Images

Documents and images can be used to support sections of your portfolio. With a 50MB storage limit for each account one must be conscious of file size. Please see the section on Web Building Resources for available conversion tools. It is recommended that images be reduced to a size of 72 dpi (dots per inch).

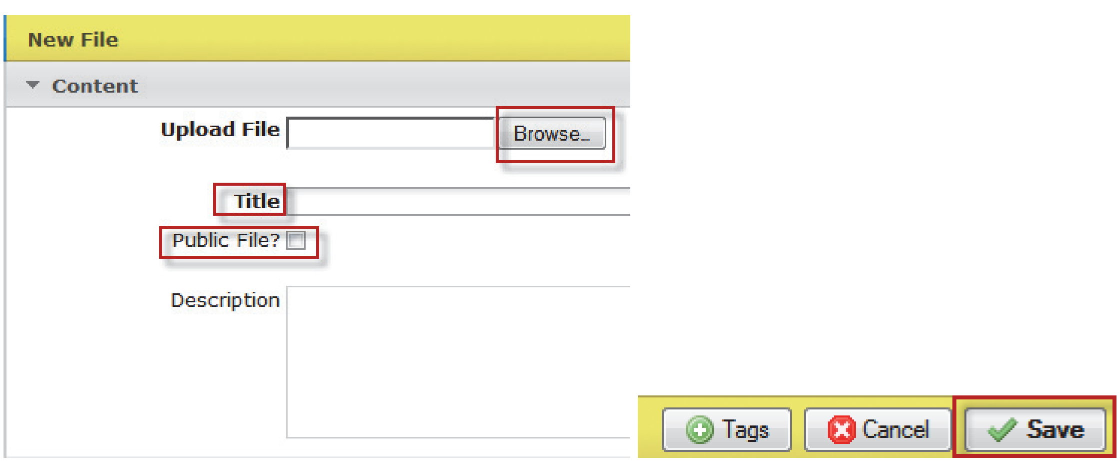
The following is a list of acceptable file types which can be uploaded:

- Word Documents - .doc, .docx
- Portable Document Format - .pdf
- Microsoft Excel - .xls
- Microsoft PowerPoint - .ppt
- Audio files - .mp3
- Image files - .jpg, .gif, .png

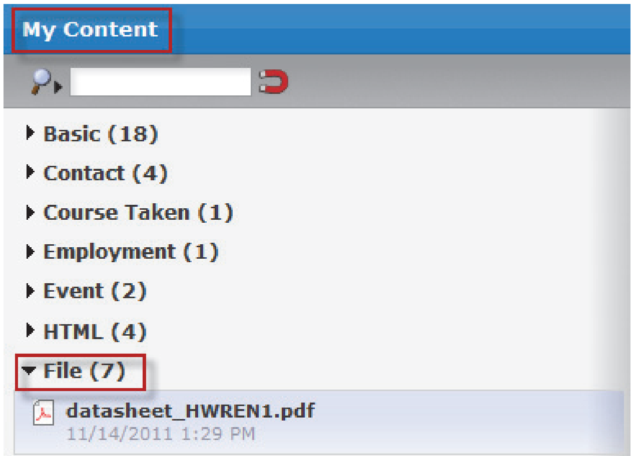
To upload files – Select **"New Content"** from the left hand panel. Then expand the **"Upload"** menu using the arrow to display menu items. Click on **"File"** and then the **"Upload"** button which appears in the pop-up box on the right hand side.



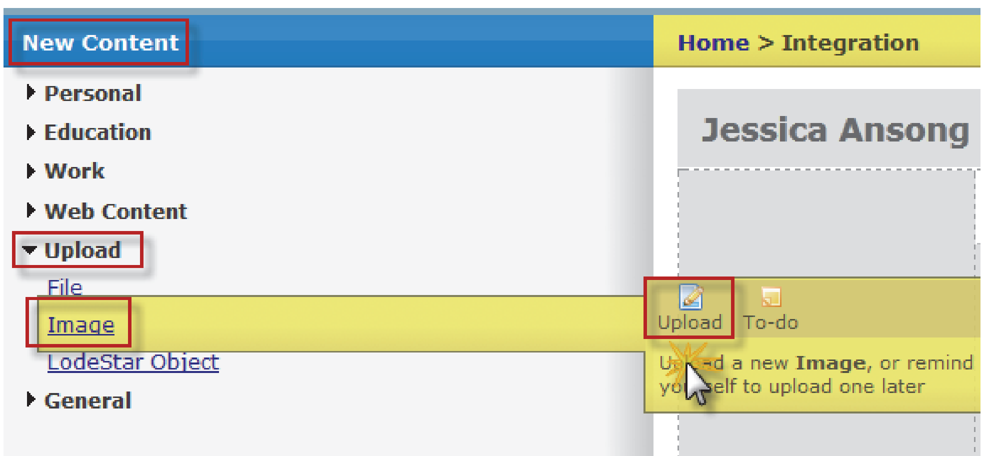
Step 2 – Click on the **"Browse"** button and select the file(s) you wish to use from your hard drive. Then give the file a **"Title"** which is required. Checking the **"Public File"** option will allow your file (even on a private site) to be accessible by URL without restrictions or security limits. Then click on the **"Save"** button.

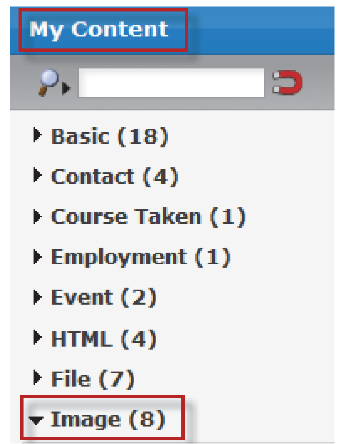


Step 3 – Your content can be found in the **"My Content"** panel by expanding the **"File"** menu using the arrow. From here items can be dragged and dropped onto your specific portfolio pages.

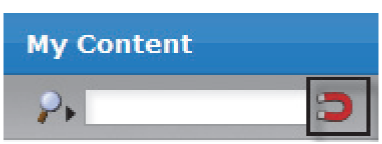


To upload Images – Select **"Image"**





To add a "Collector" - drag the red magnet icon to one of your pages. Or, drag a content heading to your page.

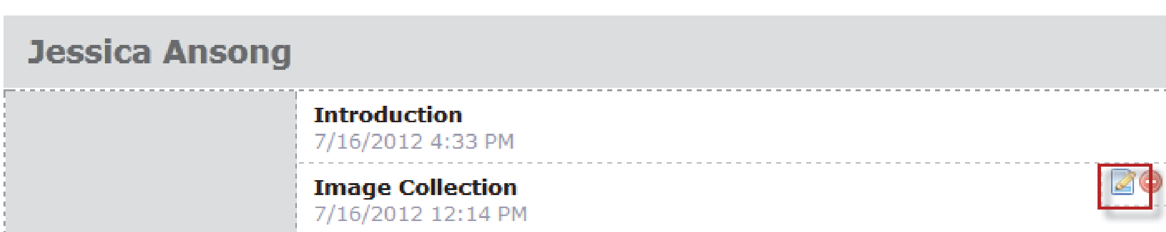


Collections allow you to display multiple items, based on criteria you specify, on a page. Collectors can be created in two ways:

1. Drag the red **"magnifying glass"** icon from the My Content panel to a page. This will create a blank collector with no attributes, and display the **"Collector"** dialog to configure your new collection.

2. Drag a bold **"heading"** from the My Content panel to a page. This will create a simple collector that displays all content of that heading's content type. For example: to create a collection of all **"Events"**, drag the bold **"Events"** heading to a page.

To edit or change the options for a collector, click the **"Edit"** button of the collector, either in the **"My Content"** panel or on the page.



Share eFolio Content to LinkedIn, Twitter, Facebook and More!

Configure Pages to Include a SHARE Button

Overview A simple "Share" button added to your myeFolio site now allows viewers to recommend your content to their followers and drive traffic to your site.

Once configured, myeFolio pages display a "Share" button in preview or active browser display. Your content can then be shared by others within their social networks (via LinkedIn, Twitter, Facebook or countless other platforms).

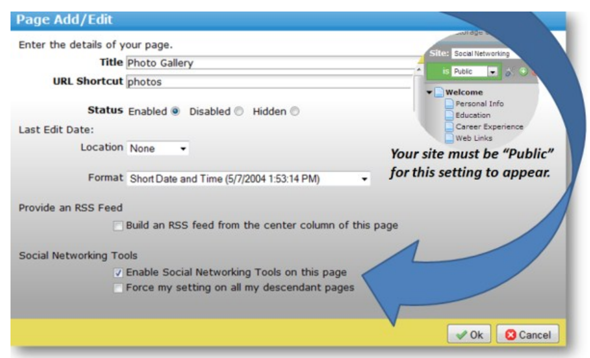
There are over 325 destinations currently supported by the share plug-in. Viewers most commonly direct shared links to LinkedIn, Twitter, Facebook or Email.

The "Share" button is posted at the top-right of the page body. In addition, smaller "plus" icons display near each discrete element of the page's content (including side bar postings) to promote sharing.

Configure Social Networking through Page Properties

① Set your site visibility to "Public" (using the site control drop down options) in order for the social networking settings to be visible in page properties.

Note: This option is limited to account holders who are 18 years or older in age.



② Social networking is configured from the page properties for existing pages or for a new page added to your site. Choices are:

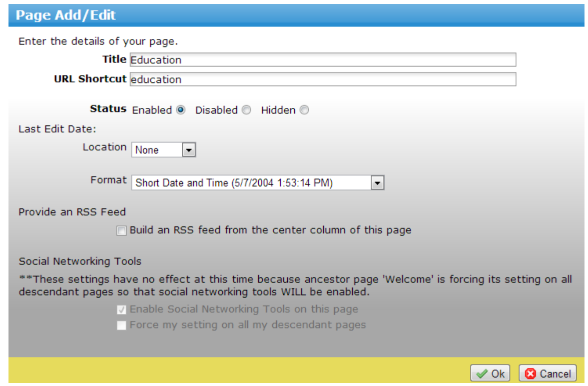
- ☐ Enable Social Networking Tools on this page
- ☐ Force my setting on all my descendant pages

③

Inherited rights of sub-pages to the social networking settings are controlled by the configuration settings in the top page of the hierarchy. If page properties are being viewed at a sub-page within a previously-configured setting, the message reads:

> ***These settings have no effect at this time because ancestor page '[by name]' is forcing its setting on all descendant pages so that social networking tools WILL be enabled.*

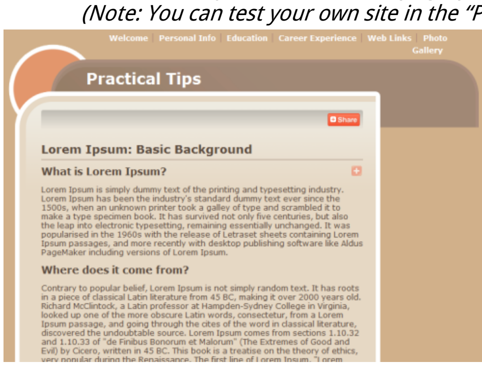
You would need to make changes at the parent page level before you could make individual changes at the sub-page level.



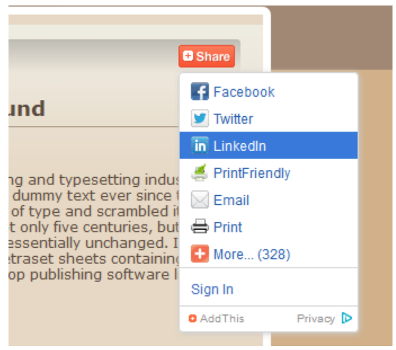
Basic Steps (that work with all destination selections)

- ✔ Be certain that the site visibility is set to "Public" or none of this will work.
- ✔ Be certain that you have set the page properties to "enable social networking tools" for the page you wish to share *(Note: You can test your own site in the "Preview" mode)*

Go to the page that has the Share button displayed ▶

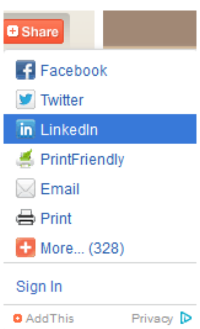


Click the "Share" button ▶

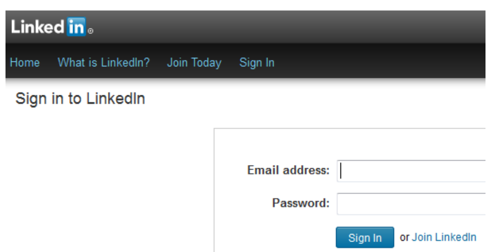


◀ Select the social networking destination you want to target for sharing this content

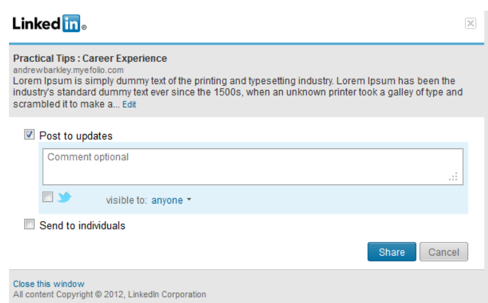
Using the Share button for LinkedIn



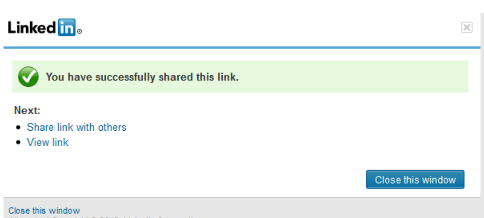
▲ *Select **LinkedIn**…*



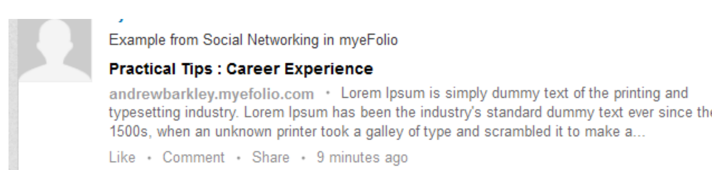
▲ *Sign in to your **LinkedIn** account…*



▲ *Add comments, settings & click the **Share** button*

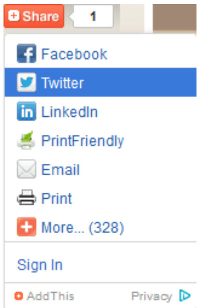


▲ *View the link or set other options*

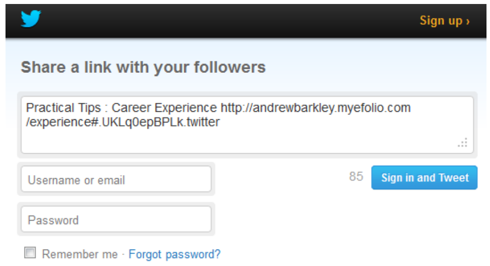


▲ *Illustration shows what appears on the **LinkedIn** page*

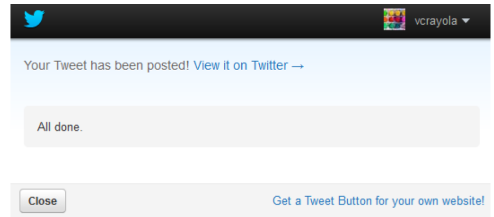
Using the Share button for Twitter



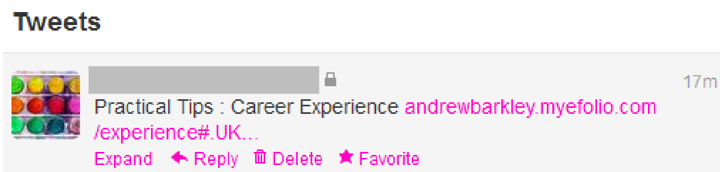
▲ *Select **Twitter**…*



▲ *Sign in to your **Twitter** account… Remember: There is a 140 character max to the Tweet*

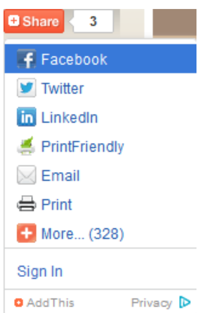


▲ *View the link or close the window*

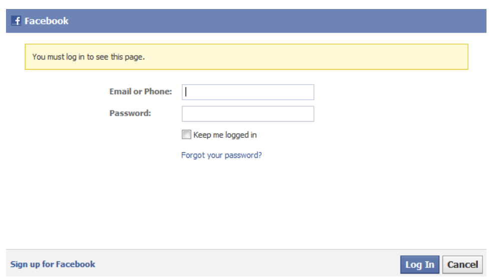


▲ *Illustration shows what appears on the **Twitter** page*

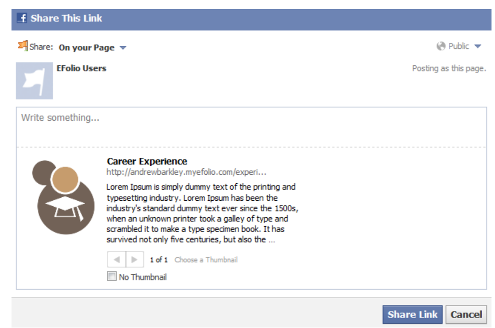
Using the Share button for Facebook



▲ *Select **Facebook**…*



▲ *Sign in to your **Facebook** account…*



▲ *View the link or close the window*

▲ *Illustration shows what appears on the **Facebook** page*

Explore more than 300 of your preferred Social Networking destinations – you can use this to promote your own content from sites that you use but others will post your content as they choose.

Connections may increase traffic to your myeFolio site, however, you'll want to be certain that pages where you configure "Share" access reveal content you're OK with broadcasting from any number of social networking sites.

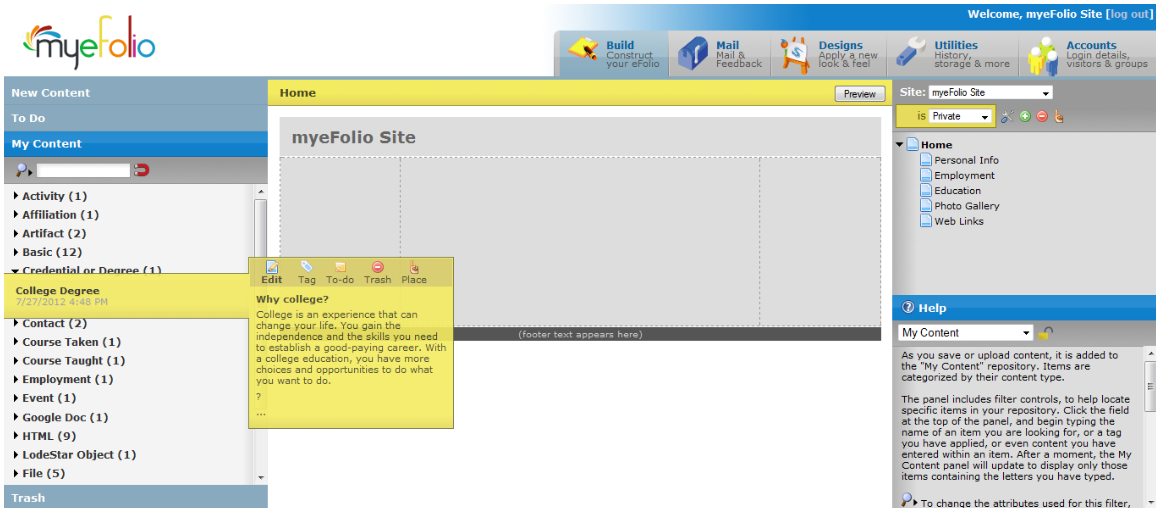
Note that when shared links open to your page, any pages visible in your site's navigation are also viewable.

***BE AWARE**: Once "Share" has been activated, social networking links to your content will remain active unless you remove the page, or reset your site visibility to "Private" or "Disabled" --- no other actions will remove access once the link has been published.*

Managing your eFolio while Using your iPad

Device-based changes for eFolio account holders

Overview *At first glance, the screen image captured and displayed below may look the same as you've experienced for several weeks or months. But are you sure? Look again!*



*Take a second look at the options that you see in both **My Content** and in **Site Settings**. Do you see it? Can you spot the new action icon? ...and, you will only see it if you are logging in to manage your eFolio site while using your iPad (at the IoS version 6.0 or later).*

In the past, iPad users were limited to eFolio's Text-Based Version – no longer is that true!

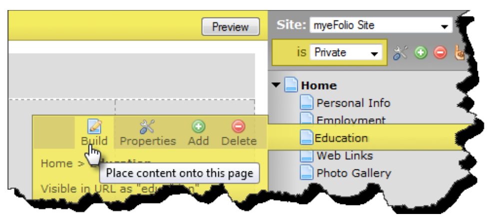
Take time to discover how to use eFolio's latest "touch-to-place" interface techniques for iPad users – task notes provided below.

eFolio Content Tasks	*Visual Appearance of eFolio Screen in Browser Window on an iPad device*

- ***To Place Content onto a Page***

The task assumes that you have previously created or uploaded content and that it is in the My Content panel. Begin by selecting the page where you wish to place content.

  - *Touch the **page name** from the **Page Tree** listing*
  - *Touch the "**Build**" action icon*



  - *Next, open (touch) **My Content***
  - *Touch the **content item** to bring it into play*
  - *Touch the "**Place**" action icon*

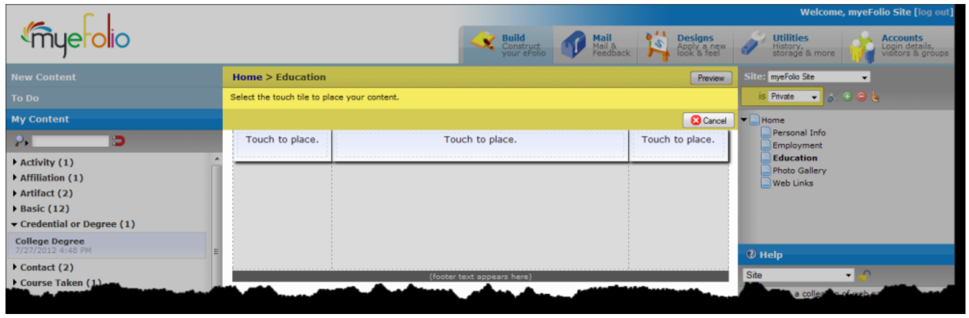
The "Place" icon appears in other action icon groupings—usually related to content items or pages.

- ***To Select the Touch Tile where you want to Place your Content***

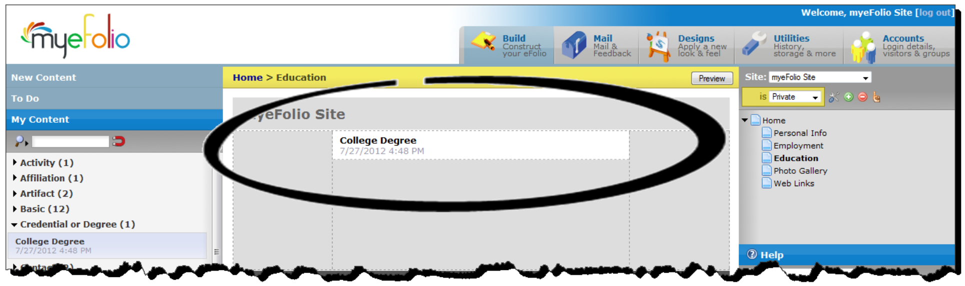
Touch tiles are available in the left, center and right columns.

  - *Touch the tile where you wish to place content item*

Notice the Cancel button – touch it if you change your mind about completing the task for this page (or at this time) before touching a tile.



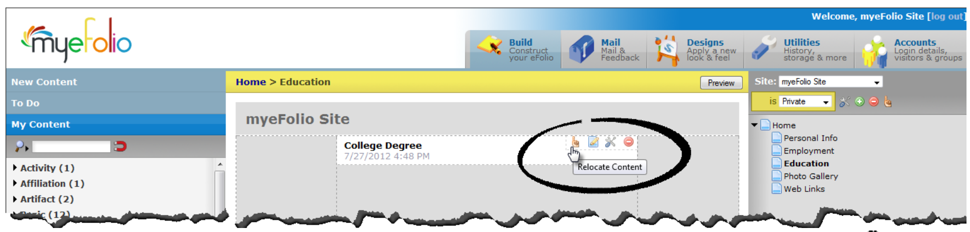
Immediately, your action places the content item and reveals a completed task – the selected item now shows where placed in the selected location.



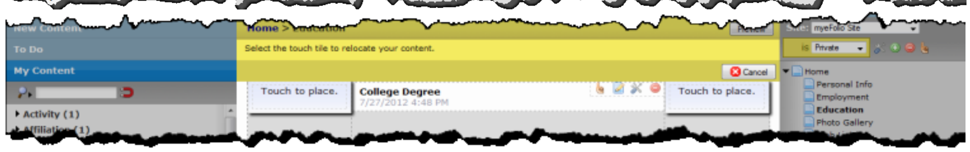
- ***To Relocate Content***

Touch the item tile where it was placed on the page to reveal additional action icons.

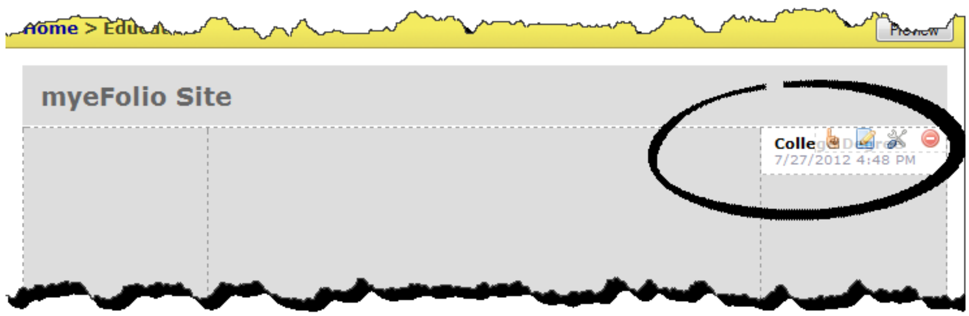
  - *Touch the Relocate action icon*



  - *Touch either location that is available to complete the action*



The author selected (touched) the right column – the snapshot shows that the item is now relocated in that page space.

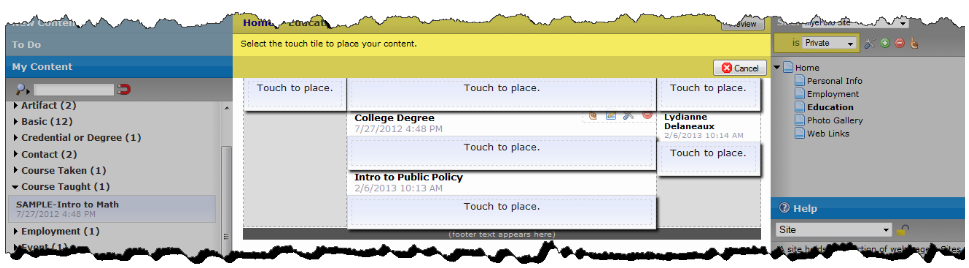


Options available are impacted by the current layout of content on the page. The more items that are already in place – posted to a page – the more options there will be to "place" or "relocate" content. This results in more "Touch to place" tiles being made visible.

The snapshot at the right shows you an example of a more complex screen.

Three items have been previously placed on the page so the next item might be placed:

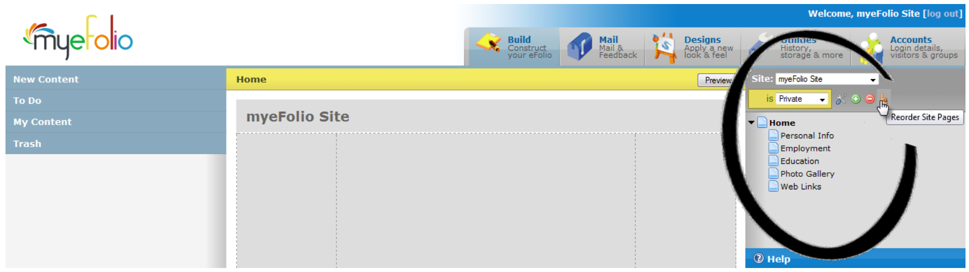
- ***In the unpopulated left column***
- ***Above or below the item in the right column, or***
- ***Above, below or between existing items in the center column***



  - *You will want to try it out on your own using your site!*

eFolio Page Tree Tasks	Visual Appearance of eFolio Screen in Browser Window on an iPad device

- ***To Reorder Site Pages***
  - *Touch the "Place" icon from the Site Settings action icon grouping*

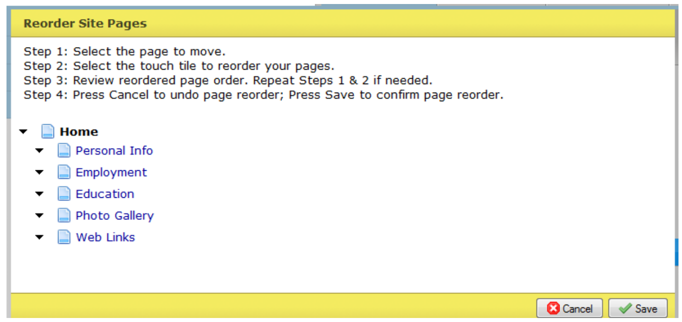


The next steps are explained below:

- *Follow the 4 basic steps as listed (in the main workspace; center screen) to reorder pages*

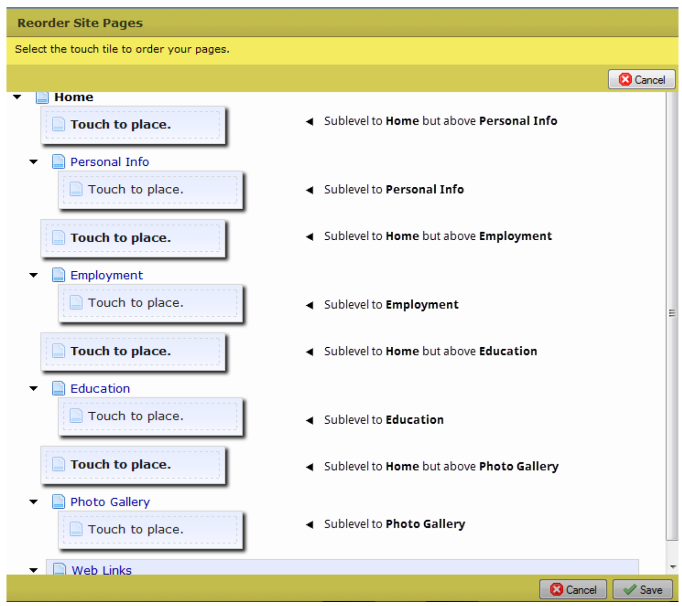
Briefly summarized, the steps are…

- *Step 1: Select (touch) the Page*
- *Step 2: Touch the targeted tile*
- *Step 3: Review new page order*
- *Step 4: Press* Cancel *to undo, or Press* Save *to confirm*



EXAMPLE

- *To move the page named Web Links above the Photo Gallery page in the Page Tree, you would do this:*
  - *Step 1…Touch Web Links page*
  - *Step 2…Touch the tile above Photo Gallery to place*



You will notice that the options are explained in the illustration – they include tiles positioned as sub-page levels to existing pages and tiles for vertical re-sequencing between existing pages.

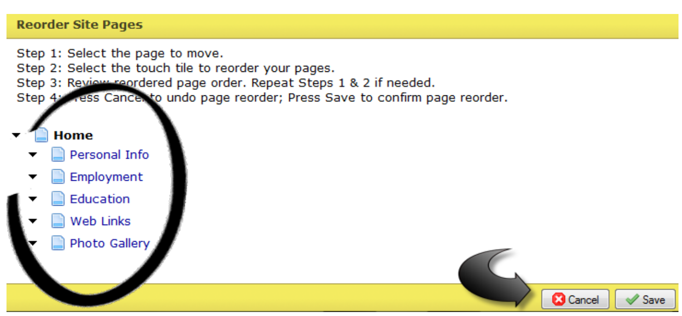
If pages already displayed sub-pages, we would see a more complex array of page placement tiles as every possible level is offered.

- *Step 3…Review the page order*

Repeat Steps 1-3 for other page reordering tasks.

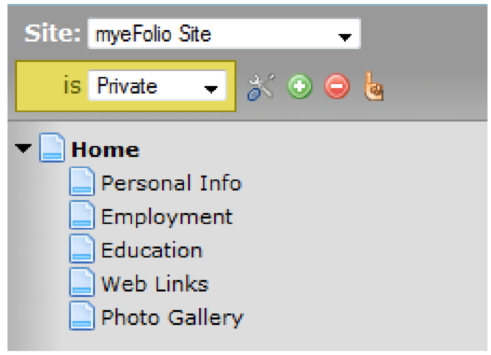
- *Step 4…Press the* **Save** *button to confirm.*

  Alternatively, to undo the changes, you would press the **Cancel** *button.*



- *Notice that the newly reordered page sequence is reflected in your **Page Tree** (found in the Right panel)*

The Web Links page is now positioned above the Photo Gallery page…just as planned.



- ***A few extra notes about the iPad graphical experience***

  The following functionality has been hidden from use on an iPad due to IoS compatibility issues:
  - *New Content, Upload, File*
  - *New Content, Upload, Lodestar*
  - *Utilities, Export/Import*
  - *Insert/Edit table button in the Brief and Full Text box*
  - *Paste as Plain Text button in the Brief and Full Text box*
  - *Paste from Word button in the Brief and Full Text box*
  - *HTML button in the Brief and Full Text box*
  - *Delete button for Evaluation Questionnaires*

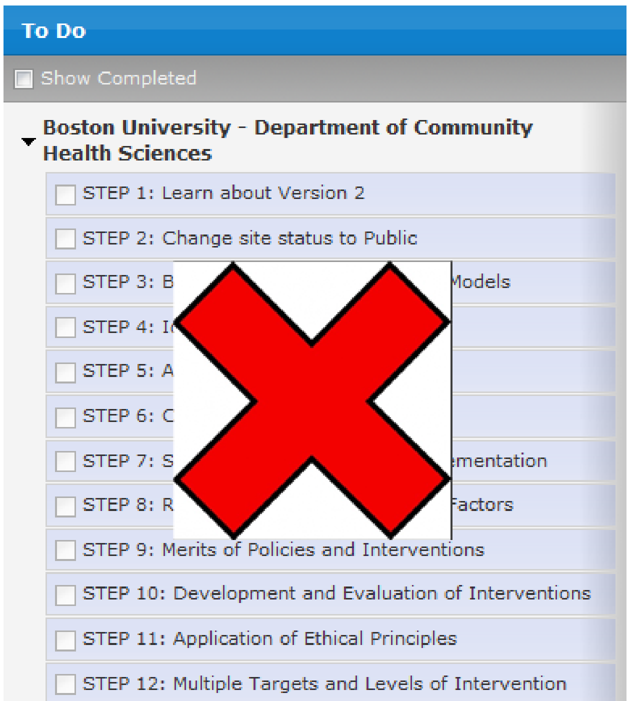
  All of the listed functionality is fully available when eFolio is accessed from a desktop browser.

Now it's your turn…time for you to use eFolio on your iPad. Check it out!
Remember that it requires IoS version 6.0 or later.

Additional resources about using myeFolio are available to you online at the myeFolio Website (http://www.myefolio.com) from the Resources link or at the YouTube channel for eFolio Tutorials.

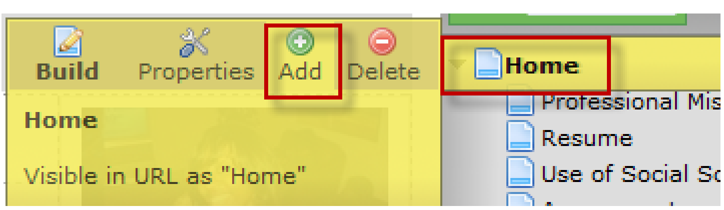
Your To Do List & Update Core Competencies Sub Menu

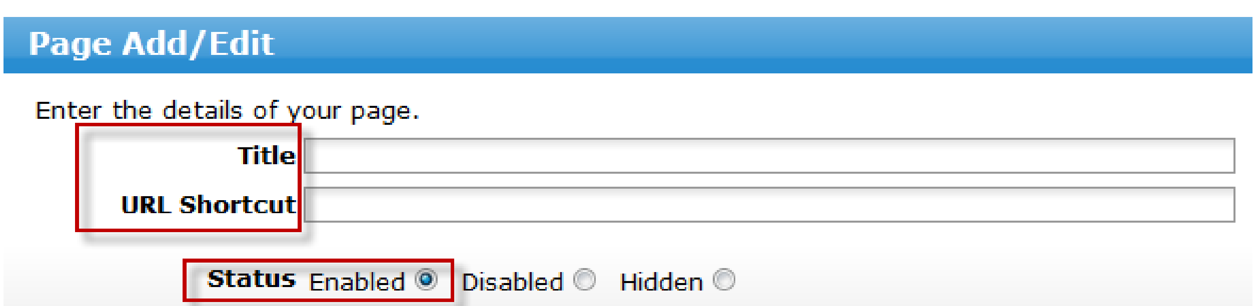
Step 1 – Ignore the previous items listed under the **“To Do”** menu which are automatically created with the BUSPH profile template**.** As of this year the individual steps and competencies no longer apply. Below we will walk you through creating your updated core competencies.

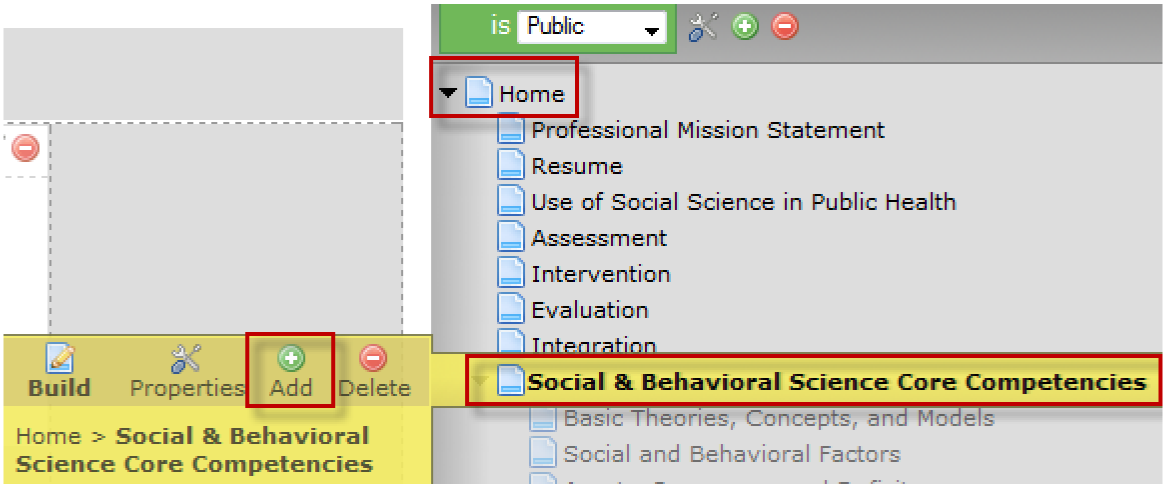


Step 2 – Under the **“Manage Site & Pages”** panel on the right hand side use the twisty to expand the **“Home”** menu item and select **“Social & Behavioral Science Core Competencies”.** The menu item should have been created for you based on your BUSPH portfolio template.

It the item is not listed click on the **“Home”** button select **“Add”** and a pop-up box will appear. Complete the **“Title”** field **“URL shortcut”** and ensure that **“Status”** is set to Enabled. Then click **“Save”** to continue and the menu item will appear under **“Home”** (you may have to scroll down to see it).

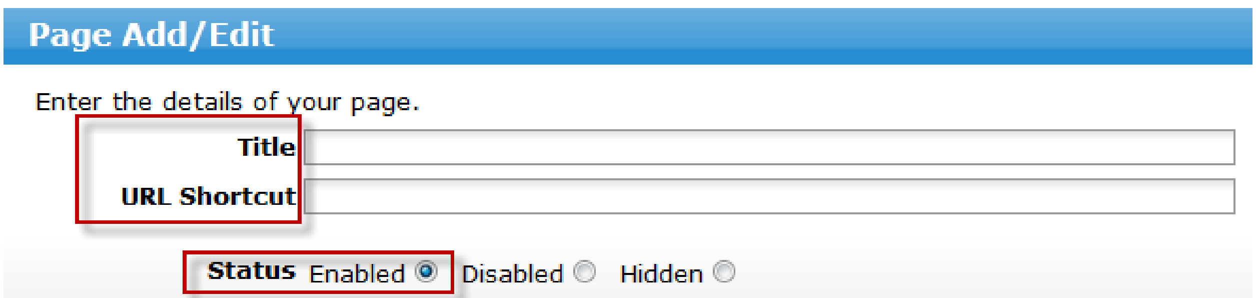




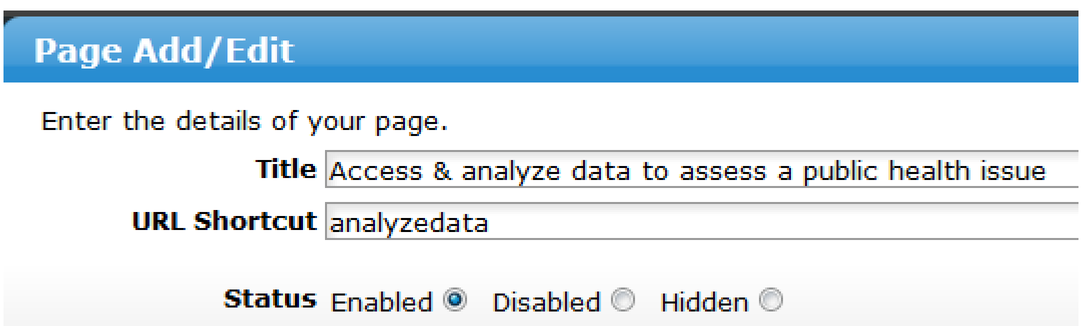


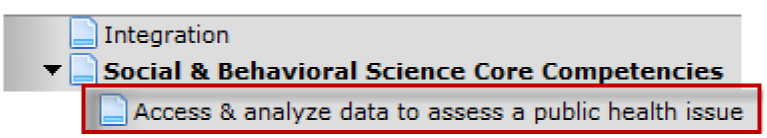
Step 3 – To create sub menus under **"Social & Behavioral Science Core Competencies"** select the menu item and choose the **"Add"** button.

Step 4 –A pop-up box will appear which will require you to complete the **"Title"** field **"URL shortcut"** and ensure that **"Status"** is set to Enabled. Then click **"Save"** to continue and the menu item will appear under **"Social & Behavioral Science Core Competencies"** (you may have to scroll down to see it).



Step 5 –The 5 competencies you will need to create as sub menus under **"Social & Behavioral Science Core Competencies"** are as follows: The **"Title"** field can be shortened as indicated below for each specific competency and the **"URL Shortcut"** can be any text you choose. Make sure you click the **"Save"** button to have the sub menu appear.





1. Access and analyze archival and other data to assess a public health problem for a specific place and population.

2. Apply social and behavioral theories and quantitative and qualitative methods to the development of innovative and effective public health intervention programs.

3. Develop rigorous evaluation trials to assess the efficacy of public health interventions.

4. Communicate findings to the public and to policy makers.

5. Advocate for the institutionalization of evidence-based public health programs.

4

EVALUATION RUBRIC

Evaluation Rubric for MPH E-Folios

Student Name:	
Faculty Advisor:	

Specific Site Content

E-folio Component	Criteria	Score	Scoring Guidelines: 3	2	1	0
Home Page	Organized, clear and concise introduction		Introduction is clear and concisely communicates intention of myeFolio	Introduction is mostly clear and generally communicates intention of myeFolio	Introduction is somewhat clear and somewhat communicates intention of myeFolio	Introduction is unclear and does not communicates intention of myeFolio
Professional Mission Statement	Organized, clear and concise mission statement		Mission statement is well-organized, clear and concise	Mission statement is mostly well-organized, clear and concise	Mission statement is somewhat well-organized, clear and concise	Mission statement lacks organization and clarity and is not concise
Resume	Organized, clear and concise resume		Resume is clear and concisely communicates intention of myeFolio	Resume is mostly clear and generally communicates intention of myeFolio	Resume is somewhat clear and somewhat communicates intention of myeFolio	Resume is unclear and does not communicates intention of myeFolio
Use of Social Sciences in Public Health	Relevant and quality evidence presented for competencies with documents attached		All evidence presented is relevant to the competency and of high quality; all relevant documents (reports/papers) attached	Most evidence presented is relevant to the competency and of high quality; most relevant documents (reports/papers) attached	Some evidence presented is relevant to the competency and of high quality; few relevant documents (reports/papers) attached	LIttle evidence presented is relevant to the competency and of high quality; no relevant documents (reports/papers) attached
Assessment	Relevant and quality evidence presented for competencies with documents attached		All evidence presented is relevant to the competency and of high quality; all relevant documents (reports/papers) attached	Most evidence presented is relevant to the competency and of high quality; most relevant documents (reports/papers) attached	Some evidence presented is relevant to the competency and of high quality; few relevant documents (reports/papers) attached	LIttle evidence presented is relevant to the competency and of high quality; no relevant documents (reports/papers) attached
Intervention	Relevant and quality evidence presented for competencies with documents attached		All evidence presented is relevant to the competency and of high quality; all relevant documents (reports/papers) attached	Most evidence presented is relevant to the competency and of high quality; most relevant documents (reports/papers) attached	Some evidence presented is relevant to the competency and of high quality; few relevant documents (reports/papers) attached	LIttle evidence presented is relevant to the competency and of high quality; no relevant documents (reports/papers) attached
Evaluation	Relevant and quality evidence presented for competencies with documents attached		All evidence presented is relevant to the competency and of high quality; all relevant documents (reports/papers) attached	Most evidence presented is relevant to the competency and of high quality; most relevant documents (reports/papers) attached	Some evidence presented is relevant to the competency and of high quality; few relevant documents (reports/papers) attached	LIttle evidence presented is relevant to the competency and of high quality; no relevant documents (reports/papers) attached
Integration - Connections	Makes connections between various frameworks for defining and solving complex problems		Imaginatively, innovatively, and appropriately extends and recombines vaired frameworks for defining/solving increasingly complex problems or issues	Synthesizes, makes reasonable connections, and addresses relationships between multiple perspectives and frameworks while examining complex problems	Makes connections between prior learning/experience frameworks in defining and solving structured problems	Fails to make connections between prior learning/experience frameworks in defining and solving problems
Practicum	Reflection of practicum is clear and dynamic		Reflection of practicum is clear and dynamic	Reflection of practicum is mostly clear and dynamic	Reflection of practicum is somewhat clear and dynamic	Reflection of practicum is neither clear nor well-developed
Leadership Skills	Organized and clear description of leadership skills		Leadership skills section is well-organized and clear	Leadership skills section is mostly well-organized and clear	Leadership skills section is somewhat well-organized and clear	Leadership skills section lacks organization and clarity
Additional Examples of Work Products	Additional work products enhance overall portfolio		Additional work products greatly enhance overall portfolio	Additional work products moderately enhance overall portfolio	Additional work products provide minimal enhancement of overall portfolio	Additional work products do not enhance overall portfolio, or are not provided
SPECIFIC SITE CONTENT SUBTOTAL		**0**				

Adapted in part from Master in Public Health Competency-Based ePortfolio Sample Rubric, San Francisco State University, and from the Integrative Learning Metarubric, Association of American Colleges and Universities

Evaluation Rubric for MPH E-Folios

Social and Behavioral Science Competencies						
Reflective Statement	Evidence of personal reflection and critical understanding of competency		Excellent personal reflection and critical understanding of competency	Good personal reflection and critical understanding of competency	Average personal reflection and critical understanding of competency	Lacking personal reflection and critical understanding of competency
Evidence of Competence	Relevant and quality evidence presented for competencies with documents attached		All evidence presented is relevant to the competency and of high quality; all relevant documents (reports/papers) attached	Most evidence presented is relevant to the competency and of high quality; most relevant documents (reports/papers) attached	Some evidence presented is relevant to the competency and of high quality; few relevant documents (reports/papers) attached	LIttle evidence presented is relevant to the competency and of high quality; no relevant documents (reports/papers) attached
Structure						
Organization of myeFolio content	Evidence and content is presented in a logical order and navigation is easy to follow		All content is well-organized and navigation is seamless and logical	Most content is well-organized and navigation is generally seamless and logical	Some content is well-organized and navigation is partially seamless and logical	Content is not well-organized and navigation is generally not seamless and logical
Writing skills	Content on site reflects strong writing and grammatical skills		Overall, content in site is well-written with no (0-1) grammatical errors	Overall, content in site is mostly well-written with few (2-5) grammatical errors	Overall, content in site is somewhat well-written with some (6-9) grammatical errors	Overall, content in site is not well-written and/or contains many (10+) grammatical errors
Appearance/ Look & Feel						
Visual appeal & presentation	Site is dynamic and displays a balance between text and media (images, quotes, graphics, sidebars etc.)		Site displays an excellent overall balance between text and media; a strong use of multimedia and/or graphics; effective use of quotes; and is dynamic and interesting.	Site displays a good overall balance between text and media; a good use of multimedia and/or graphics; few quotes; and is quite dynamic and interesting.	Site displays an average overall balance between text and media; an average use of multimedia and/or graphics; few quotes; and is somewhat dynamic and interesting.	Site does not display an overall balance between text and media; does not use multimedia and/or graphics; lacks quotes; and is not dynamic or interesting.
Commitment to the profession	Content and evidence presented in the efolio reflect a commitment to the profession of public health		Serious commitment	Good commitment	Average commitment	Little evidence of commitment
COMPETENCIES SUBTOTAL		**0**				
GRAND TOTAL		**0**				
PASS/FAIL Grade (32 points required for PASS)						

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