Attached you’ll find a form to be completed for EACH of your required core courses. The purpose of this form is identify how well our program is (or isn’t) providing classroom opportunities for students to develop the competencies CEPH has determined all BSPH graduates should achieve. It is not enough to simply “check off” that a course helps meet the competency; we must assess how our courses meet them to ensure we are doing so in ways that meet CEPH standards. Please note that this process, while cumbersome, is necessary for ensuring we’re meeting our commitment to our students. =)

Using this Form

1. Please complete a separate form for EACH *required* core course that you teach. Please note your name and course name/number.
2. Link your course objectives (what is shown on your syllabi and/or other course materials) to the competencies they help meet. One objective may help fulfill parts of several competencies. Similarly, several objectives may meet one competency. If you do not wish to type out the objective in the space provided, please number your course objectives on your syllabus, place the number in the “Course Objective” column, and provide an electronic copy of your syllabus.
3. Summarize the content associated with each objective and describe the activities you use in class to deliver the content. Many content areas may meet one course objective; please list each of them. Similarly, you may use many activities to deliver the content; please list all of them. Activities include things such as lecture, group discussion, case study, etc.
4. Describe how the activity is assessed. Sometimes, the activity is also the assessment. For example, students may complete a case-study in class to facilitate learning on a specific topic. Working on the case study (the process) is the activity and its completion (the product) is the assessment, regardless of whether it is a graded activity.

Note: Please type your responses to facilitate compiling results.

Please return your completed forms to Grace Lartey by December 18th.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | Course Learning Objective (should be on syllabus) | Course Content/Activity | Assessment of content |
| **Overview of Public Health:** Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society | | | |
| Public Health History |  |  |  |
| Public Health Philosophy |  |  |  |
| Core PH Values |  |  |  |
| Core PH Concepts |  |  |  |
| Global Functions of Public Health |  |  |  |
| Societal Functions of Public Health |  |  |  |
| **Role and Importance of Data in Public Health:** Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice | | | |
| Basic Concepts of Data Collection |  |  |  |
| Basic Methods of Data Collection |  |  |  |
| Basic Tools of Data Collection |  |  |  |
| Data Usage |  |  |  |
| Data Analysis |  |  |  |
| Evidence-based Approaches |  |  |  |
| **Identifying and Addressing Population Health Challenges:** Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations | | | |
| Population Health Concepts |  |  |  |
| Introduction to Processes and Approaches to Identify Needs and Concerns of Populations |  |  |  |
| Introduction to Approaches and Interventions to Address Needs and Concerns of Populations |  |  |  |
| **Human Health:** Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course | | | |
| Science of Human Health and Disease |  |  |  |
| Health Promotion |  |  |  |
| Health Protection |  |  |  |
| **Determinants of Health:** Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities | | | |
| Socio-economic Impacts on Human Health and Health Disparities |  |  |  |
| Behavioral Factors Impacts on Human Health and Health Disparities |  |  |  |
| Biological Factors Impacts on Human Health and Health Disparities |  |  |  |
| Environmental Factors Impacts on Human Health and Health Disparities |  |  |  |
| **Project Implementation:** Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation | | | |
| Introduction to Planning Concepts and Features |  |  |  |
| Introduction to Assessment Concepts and Features |  |  |  |
| Introduction to Evaluation Concepts and Features |  |  |  |
| **Overview of the Health System:**  Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries | | | |
| Characteristics and Structures of the U.S. Health System |  |  |  |
| Comparative Health Systems |  |  |  |
| **Health Policy, Law, Ethics, and Economics:** Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government | | | |
| Legal dimensions of health care and public health policy |  |  |  |
| Ethical dimensions of health care and public health policy |  |  |  |
| Economical dimensions of health care and public health policy |  |  |  |
| Regulatory dimensions of health care and public health policy |  |  |  |
| Governmental Agency Roles in health care and public health policy |  |  |  |
| **Health Communications:** Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology | | | |
| Technical writing |  |  |  |
| Professional writing |  |  |  |
| Use of Mass Media |  |  |  |
| Use of Electronic Technology |  |  |  |
| **Concept** | | | |
| Advocacy for protection and promotion of the public’s health at all levels of society |  |  |  |
| Community dynamics |  |  |  |
| Critical thinking and creativity |  |  |  |
| Cultural contexts in which public health professionals work |  |  |  |
| Ethical decision making as related to self and society |  |  |  |
| Independent work and a personal work ethic |  |  |  |
| Networking |  |  |  |
| Organizational dynamics |  |  |  |
| Professionalism |  |  |  |
| Research methods |  |  |  |
| Systems thinking |  |  |  |
| Teamwork and leadership |  |  |  |