The purpose of this form is to ensure our core curriculum provides **classroom** opportunities for students to develop foundational and WKU competencies, and that we are assessing them appropriately (as determined by CEPH). This form should be completed and kept updated for each of the required core courses you teach, and append the course syllabus and competency assessments. Collectively, these grids will inform the master competency grid, required to demonstrate competency compliance,

Instructions

1. Please complete/maintain a current grid for each *required* core course that you teach. Please note your name and course name/number in the header.
2. Link the course objectives on your syllabi to the competencies they help meet. One objective may help fulfill parts of several competencies. Similarly, several objectives may meet only part of one competency.
3. Detail succinctly the content associated with each competency. CEPH requires that there be a didactic component associated with each competency. If there is not a didactic component, it cannot be linked to a competency.
   1. You may use lots of different content/topics to meet one course objective; please list all of them.
   2. These topics should be clearly identifiable in your syllabi/course schedule.
4. Describe the teaching methods/activities you use in class to deliver the content (e.g. lecture, group discussion, case study, etc.).
   1. You may use many activities to deliver a single topic; please list all of them. This information is used to inform our goal assessment.
5. Describe how the content is assessed, regardless of whether it is a graded activity.
   1. A single assessment may be used to assess content related to several competencies. When this is the case, you need to identify specifically the part of the assessment that measures the content related to each competency. You cannot, for example, simply state “research paper” as the assessment; instead, you must identify the part of the research paper that assesses the competency.
   2. If you assess it by exam/quiz, identify the items that assess it.
   3. If there is no didactic content, there cannot be an assessment.
6. Identify whether part or all of the competency is assessed by your course.
   1. If the competency verb is “apply” and the assessment must demonstrate application. If not, it would be labeled “part.” Similarly, if the competency contains multiple parts, but you assess only part of the competency, label it “part.”
7. *T****he objectives, content, and assessments must be the same for each delivery format*** – f2f or web. If your activities differ by format, please identify how.
8. Please type your responses to facilitate compiling results.

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|  | Course Learning Objective (should be on syllabus) | Course Content/Activity | Assessment of content | Part or All |
| Evidence-based Approaches to Public Health | | | |  |
| 1. Apply epidemiological methods to the breadth of settings and situations in public health practice |  |  |  |  |
| 2. Select quantitative and qualitative data collection methods appropriate for a given public health context |  |  |  |  |
| 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate |  |  |  |  |
| 4. Interpret results of data analysis for public health research, policy or practice |  |  |  |  |
| Public Health & Health Care Systems | | | |  |
| 5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings |  |  |  |  |
| 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels |  |  |  |  |
| Planning & Management to Promote Health | | | |  |
| 7. Assess population needs, assets and capacities that affect communities’ health |  |  |  |  |
| 8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs |  |  |  |  |
| 9. Design a population-based policy, program, project or intervention |  |  |  |  |
| 10. Explain basic principles and tools of budget and resource management |  |  |  |  |
| 11. Select methods to evaluate public health programs |  |  |  |  |
| Policy in Public Health | | | |  |
| 12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence |  |  |  |  |
| 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes |  |  |  |  |
| 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations |  |  |  |  |
| 15. Evaluate policies for their impact on public health and health equity |  |  |  |  |
| Leadership | | | |  |
| 16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making |  |  |  |  |
| 17. Apply negotiation and mediation skills to address organizational or community challenges |  |  |  |  |
| Communication | | | |  |
| 18. Select communication strategies for different audiences and sectors |  |  |  |  |
| 19. Communicate audience-appropriate public health content, both in writing and through oral presentation |  |  |  |  |
| 20. Describe the importance of cultural competence in communicating public health content |  |  |  |  |
| Interprofessional Practice: “interprofessional” refers to engagement with professionals outside of public health (eg, architects, nurses), rather than to engagement with individuals from other public health disciplines (eg, biostatisticians, health promotion specialists). | | | |  |
| 21. Perform effectively on interprofessional teams |  |  |  |  |
| Systems Thinking | | | |  |
| 22. Apply systems thinking tools to a public health issue |  |  |  |  |
| WKU Competencies | | | |  |
| 23. Apply health behavior theories and models to address public health problems. |  |  |  |  |
| 24. Describe the role of budgeting; methods of seeking extramural funding; and methods of financial analysis in making decisions about policies, programs and services. |  |  |  |  |
| 25. Discuss theoretical models and methods used to understand, explain, and ameliorate health disparities. |  |  |  |  |
| 26. Integrate social determinants into public health science, practice, and research. |  |  |  |  |
| 27. Identify the direct and indirect population health effects of environmental hazards (biological, chemical and physical) on humans, animals and the ecology. |  |  |  |  |