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| **Foundational Domains** | **Courses and other learning experiences through which students are introduced to the domains specified** |
| **Science:** Introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease | Students are required to take each of the following courses: Biology 131: Human Anatomy and Physiology; Biology 207/208: General Microbiology and Lab; and, Chemistry 109: Chemistry for the Health Sciences. Verified through transcript audit. |
| **Social and Behavioral Sciences**: Introduction to the foundations of social and behavioral sciences | Students are required to take at least one of the following courses: Psychology 100: Introduction to Psychology; Psychology 220: Introduction to Lifespan Developmental Psychology; or, Sociology 100: Introductory Sociology. Verified through transcript audit. |
| **Math/Quantitative Reasoning:** Introduction to basic statistics | Students are required to take at least one math course: Math 109: General Mathematics; Math 115: Applied College Algebra; or higher-level math course; Verified through transcript audit. **REQUIRED PUBLIC HEALTH COURSES:** PH 383: Biostatistics in the Health Sciences; and, PH 384: Introduction to Epidemiology |
| **Humanities/Fine Arts:** Introduction to the humanities/fine arts | Students are required to take each of the following: English 100: Introduction to College Writing; and Communications 145: Public Speaking. Additionally, all students are required to take 3 credit hours in arts and humanities as part of WKU's Colonnade (formerly general education) program, which include introductory/survey courses in art, dance, music, theatre, film, folk studies, philosophy, and religious studies. Verified through transcript audit. |

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| **Public Health Domains** | PH 100 | PH 261, Foundations of Health Ed | PH 381, Community Health | PH 383, Biostatistics | PH 384, Epi | PH 385, Envl Health | PH 483, Admin | PH 484, CommOrg | PH 485, Methods of Comm Health Ed | ENV 460, EnvMngtt |
| **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 |  | C | C |  | C |  |  |  |  |  |
| Public Health Philosophy |  | C | C |  | C |  |  |  |  |  |
| Core PH Values |  |  | C |  |  |  |  |  |  |  |
| Core PH Concepts |  |  | C |  |  |  |  | C |  |  |
| Global Functions of Public Health |  |  | C |  | C | C |  |  |  |  |
| Societal Functions of Public Health |  |  | C |  |  |  | C | C |  |  |
| **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 |  |  | C |  | C |  |  |  | C |  |
| Basic Methods of Data Collection |  |  | C |  | C |  |  |  | C |  |
| Basic Tools of Data Collection |  |  | C |  | C |  | C |  | C |  |
| Data Usage |  |  | C | C | C |  | C |  | C |  |
| Data Analysis |  |  |  | C | C |  | C |  | C |  |
| Evidence-based Approaches |  |  |  | C | C |  |  | C | C |  |

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|  | *PH 100* | *PH 261, Foundations of Health Ed* | *PH 381, Community Health* | *PH 383, Biostatistics* | *PH 384, Epi* | *PH 385, Envl Health* | *PH 483, Admin* | *PH 484, CommOrg* | *PH 485, Methods of Comm Health Ed* | *ENV 460, EnvMngtt* |
| ***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* |  | *C* | *C* |  | *C* |  | *C* | *C* | *C* |  |
| *Introduction to Processes and Approaches to Identify Needs and Concerns of Populations* |  | *C* | *C* |  |  |  | *C* | *C* | *C* |  |
| *Introduction to Approaches and Interventions to Address Needs and Concerns of Populations* |  | *C* | *C* |  |  |  | *C* | *C* | *C* |  |
| ***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* | *C* | *I* | *C* |  |  | *C* |  |  | *C* |  |
| *Health Promotion* | *C* | *C* | *C* |  |  | *C* |  | *C* | *C* |  |
| *Health Protection* | *C* | *I* | *C* |  |  | *C* |  |  | *C* |  |
| ***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* |  | *C* | *C* |  | *C* | *C* |  | *C* | *C* |  |
| *Behavioral Factors Impacts on Human Health and Health Disparities* | *C* | *C* | *C* |  | *C* | *C* | *C* | *C* | *C* |  |
| *Biological Factors Impacts on Human Health and Health Disparities* | *C* | *C* | *C* |  | *C* | *C* |  |  | *C* | *C* |
| *Environmental Factors Impacts on Human Health and Health Disparities* | *C* | *C* | *C* |  | *C* | *C* |  |  | *C* | *C* |

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|  | *PH 100* | *PH 261, Foundations of Health Ed* | *PH 381, Community Health* | *PH 383, Biostatistics* | *PH 384, Epi* | *PH 385, Envl Health* | *PH 483, Admin* | *PH 484, CommOrg* | *PH 485, Methods of Comm Health Ed* | *ENV 460, EnvMngtt* |
| ***Project Implementation:*** *Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation* | | | | | | | | | | |
| *Introduction to Planning Concepts and Features* |  | *C* | *C* |  |  |  | *C* | *C* | *C* | *C* |
| *Introduction to Assessment Concepts and Features* |  | *C* | *C* |  |  |  |  | *C* | *C* | *C* |
| *Introduction to Evaluation Concepts and Features* |  | *C* | *C* |  |  |  |  |  | *C* | *C* |
| ***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* |  |  | *C* |  |  |  | *C* |  |  |  |
| *Comparative Health Systems* |  |  |  |  |  |  | *C* |  |  |  |
| ***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* |  |  | *C* |  |  |  |  | *C* |  | *C* |
| *Ethical dimensions of health care and public health policy* |  | *C* | *C* |  | *C* |  |  | *C* | *C* | *C* |
| *Economical dimensions of health care and public health policy* |  |  | *C* |  |  | *C* | *C* |  | *C* | *C* |
| *Regulatory dimensions of health care and public health policy* |  |  | *C* |  |  | *C* |  |  | *C* | *C* |
| *Governmental Agency Roles in health care and public health policy* |  | *C* | *C* |  |  | *C* | *C* | *C* | *C* | *C* |
|  | *PH 100* | *PH 261, Foundations of Health Ed* | *PH 381, Community Health* | *PH 383, Biostatistics* | *PH 384, Epi* | *PH 385, Envl Health* | *PH 483, Admin* | *PH 484, CommOrg* | *PH 485, Methods of Comm Health Ed* | *ENV 460, EnvMngtt* |
| ***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* |  |  |  |  |  | *C* | *C* |  |  | *C* |
| *Professional writing* |  | *C* |  |  |  | *C* | *C* |  | *C* | *C* |
| *Use of Mass Media* |  |  |  |  |  |  |  | *C* | *C* |  |
| *Use of Electronic Technology* |  | *C* | *C* | *C* |  | *C* | *C* |  | *C* | *C* |

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Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, research papers or honors theses. Schools and programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

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| **Cumulative and Experiential Activity** (internships, research papers, service-learning projects, etc.) | **Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.** |
| PH 490: Internship | Students complete 6-credit hours (400 contact hours) of a planned, supervised, and evaluated field experience with an approved PH-related organization. Students submit an internship portfolio, documenting activities, at the end of the experience. |
| PH 485: Methods of Community Health Education | Students research a public health issue, then design a program and write a grant proposal to fund it. Students present and defend their work during the departmental research symposium. |

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| **Skills** | **Courses and other learning experiences through which students demonstrate the following skills.** | **Methods by which these skills are assessed.** |
| **Public Health Communication:** Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences | | |
| Oral communication | PH 485: Methods of Community Health Education PH 484: Community Organization PH 483: Administration of Health Programs PH 261: Foundations of Health Education | **PH 485.** Students present a program and grant proposal to classmates and a panel of judges; students create and record an audio/video public service announcement (PSA). **PH 484**. In-class presentation of Community Coalition Project  **PH 483**. In-class presentation of Public Health Policy Project. **PH 261.** Students conduct a structured oral interview with a health professional and present findings to class. |
| Written communication | PH 485: Methods of Community Health Education | **PH 485.** Student prepare written report detailing their proposed program plan. Students also write a grant proposal, prepare news release, and create flyer/brochure or fact sheet for proposed program. |
| Communicate with diverse audiences | PH 484: Community Organization  PH 381: Community Health | **PH 484.** Students write a letter to a U.S. Senator or Representative about a health-related bill as part of their Policy Analysis Project **PH 381.** Students assist/shadow public health/related professionals in diverse community settings. |
| Communicate through variety of media | PH 485: Methods of Community Health Education PH 484: Community Organization | **PH 485**. Students create and record audio/visual PSA, write news release, and create brochure/flyer. **PH 484**. Students write formal letter to Legislator. |
| **Information Literacy:** Students should be able to locate, use, evaluate, and synthesize information | | |
| Locate information | PH 485: Methods of Community Health Education PH 484: Community Organization PH 261: Foundations of Health Education ENV460: Environmental Management | **PH 485.** Students locate valid sources to describe a public health problem in terms of impact on public health, social determinants and other risk factors, and, evidence-based programs to address it. **PH 484.** Student locate a health-related bill in the Kentucky legislature. **PH 261**. Students conduct literature search to justify selected issue and develop appropriate goal and objectives. The Healthy People Project requires them to compare current statistics (local, national, global) to the Healthy People objectives.  **ENV 460.** Students select an air quality issue, conduct a literature search, and identify current regulations that govern the issue. |
| Use information | PH 261: Foundations of Health Education PH 483: Administration of Health Programs PH 484: Community Organization | **PH 261.** Students use information to describe the extent of an issue, including national, state, local statistics. **PH 483**. Students formulate a data-driven public health policy relevant to the health status challenges of given state in the US **PH 484**. Students use data to explain why a health policy that is in legislation should or should not be supported according to the effects of this bill on population health. |
| Evaluate information | PH 261: Foundations of Health Education | **PH 261.** Students critically evaluate three sources of information and write a one page report on the currency of information, relevance, authority, purpose and accuracy of site. |
| Synthesize information | PH 485: Methods of Community Health Education ENV 460: Environmental Management | **PH 485.** Students synthesize information to develop an evidence-based program and grant proposal to address public health issue.  **ENV 460.** In the role of “environmental consultant,” students synthesize information from ten-12 peer reviewed articles to describe an environmental issue. |

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| **Concept** | **Manner in which the curriculum and co-curricular experiences expose students to the concepts** |
| Advocacy for protection and promotion of the public’s health at all levels of society | This concept is taught at the individual, interpersonal, organizational, community, and policy levels through course concepts, activities, and assessments. While some courses focus on one level of society (e.g. PH 100 focuses on the individual level), most required courses approach public health advocacy from multiple levels. Students are informed about and encouraged to participate in co-curricular advocacy events, such as the Pride Festival and World Refugee Day, through social media groups and Blackboard organizational sites. |
| Community dynamics | PH 381 teaches students the concept of community dynamics. Students are also exposed through course activities and assessments, such as the community coalition project in PH 484. Most students are exposed experientially through their internship (PH 490) and the required community service hours (PH 381). |
| Critical thinking and creativity | Critical thinking is a hallmark of the foundations courses in WKU’s Colonnade program (formerly general education). Additionally, most required BSPH courses embed critical thinking in course assignments and assessments. Examples include speculating on the public health significance of an environmental factor (PH 385) or results from data analysis (PH 383, PH 384). Creative thinking is fostered through course activities and assessments such as proposing a public health policy (PH 483) or designing a program (PH 485) to address a public health need, and creating health education/promotion messages through different media (PH 485). |
| Cultural contexts in which public health professionals work | Students are exposed to this concept through course content and projects in PH 381, 483, 484 and 485. Required community service and internship expose students experientially, as do co-curricular activities, such as the Poverty Simulation Training and the English as a Second Language Fair. |
| Ethical decision making as related to self and society | In PH 261 and PH 484, students discuss ethical principles, the importance for public health professionals to act ethically, and other ethical issues in public health. Students go through HIPAA training as part of PH 485 and participate in a mandatory internship orientation that reinforces professional ethics. |
| Independent work and a personal work ethic | All courses have assignments/assessments that require students to work independently, meet deadlines, and demonstrate achievement of learning objectives. The internship orientation includes work ethic and preceptors/supervisors evaluate students’ work ethic. |
| Networking | Students network with public health/related professionals during their required community service (PH 381) and internship (PH 490), as well as course activities that require students to seek out professionals (e.g. structured interview with a public health professional in PH 261). Students have the opportunity to network with MPH students through the student governance organization, Public Health Undergraduate and Graduate Associated Students (PHUGAS) and the Kentucky Public Health Association (KPHA) Student Chapter. Additionally, PHUGAS sponsors workshops and trainings taught by public health professionals, which provide co-curricular opportunities for networking. |
| Organizational dynamics | Various concepts of organizational dynamics are taught in PH 483 and PH 484. Students are exposed experientially through their internship (PH 490) and their required community service as part of PH 381. Students are also exposed through participation in student associations (KPHA, PHUGAS). |
| Professionalism | Students are exposed to professionalism through interactions with guest speakers, internship experiences, community service, and student associations. Required internship orientation and HIPPA training emphasize professionalism. Students demonstrate professionalism during their formal presentations to a panel of judges at the departmental research symposium. Students are evaluated on professionalism by their internship preceptor/supervisors. |
| Research methods | Students are exposed to various research methods throughout the BSPH curriculum. PH 383 and 384 cover basic quantitative methods. PH 261 introduces qualitative methods through the structured interview assignment. Many courses require students to conduct literature reviews. In PH 385, students review of data collection tools used by the Environmental Protection Agency (EPA), and summarize/critique the methodology of research-based articles. In ENV 460, students review of case studies and data collection methods. |
| Systems thinking | Systems thinking is implicit in most required courses. Students discuss and create logic models in PH 484 and PH 485. |
| Teamwork and leadership | Teamwork and leadership are taught in PH 484 and PH 483 respectively. Several required courses require students to work in teams for graded and ungraded assignments and activities. Our two student associations (KPHA and PHUGAS) provide co-curricular leadership and teamwork opportunities. BSPH students are elected to serve on programmatic committees. |