May 5, 2021 MPH Curriculum Committee Meeting

Time: 9:30am – 2pm

Attendees: Gardner, Brewer, Rust, Farrell, Eagle, Ding

^Items with this symbol have been updated to reflect post-meeting, emailed changes to limit potential areas of confusion.

| Agenda Item | Discussion | Next Steps |
| --- | --- | --- |
| Informational Items |
| Faculty video/pptx for MPH orientation: Upload to MPH Student org site on Bb by 8/10 | Gardner suggests that we may have enough face to face students to do an in-person orientation in addition to a virtual meet-and-greet for all MPH students around the second week of Fall classes. In addition to any in-person orientation, we need to make sure the same information is available for online students, so Gardner asks that everyone who hasn’t already to create their own video or PowerPoint for students to view on Blackboard that shares “who you are, a little bit about you.” For those who have, Gardner asks to make sure your own is updated and working. Rust reminds everyone to make sure their pptx is accessible with alt text on images. | Each faculty member will upload or check on their own video or pptx on MPH Students BB by 8/10. |
| Team teaching | Gardner shares that if the team decides to explore team teaching, Mkanta will need to sign off on it and we would need to decide the percent each person will be teaching the course, clarify that distribution into Banner (via Aly). Gardner’s initial worry was about student evaluations for team teaching; however “all instructors (primary, secondary) set up in Banner with a % responsibility greater than 0% are evaluated with SITE.” |  |
| Syllabus Updates ([APPENDIX A](#_Appendix_A_1)) | Gardner points out that there have been changes to some required institutional statements (SARC, Title IV) that all instructors should update their syllabi to reflect. In addition, there are proposed changes to CEPH competencies that should be adopted by CEPH by fall. Course descriptions on the syllabi should exactly match the descriptions in the catalog. Gardner also encourages everyone to include their pronouns on their syllabi. All of these changes and suggestions are available on a syllabus prototype Gardner has created.Gardner proposes that syllabi have a more expanded diversity statement and asks if that’s a place to discuss the use of inclusive language and universal accessibility on papers and presentations. Farrell thinks these are good ideas; offers to wordsmith the diversity section and send it out via email for feedback/approval. Consensus is a desire for a consistent syllabus diversity statement.Gardner then brings attention to the academic integrity section of the syllabus prototype. Consensus is a desire for a consistent academic integrity statement.Gardner emphasizes the importance of an accurate-as-possible course topics, schedule, competency, and foundational knowledge sections since we are going into our CEPH review years. The reviewers need to be able to see that we are covering whatever it is that we say we are in courses.  | The team will edit/approve diversity and academic integrity sections by May 14.Each faculty member will review/revise their syllabi for consistency and updated language, especially in the following sections: SARC, Title IV, new competency list, diversity statement, academic integrity statement, course description, pronouns, course topics and schedule, and competencies and foundational knowledge tables.Once all competencies and statements are updated, Gardner will have a syllabus prototype available for all MPH faculty to use. |
| New Checklist for Embedded GrAPEs ([APPENDIX B](#_Appendix_B)) | Rust introduces a new checklist for faculty to use for embedded projects. This will ensure the process is organized and we gather information as we go that we will later need for CEPH. Rust and Gardner are also exploring the possibility of having two consistent quality products students get thru embedded GrAPEs. Rust implores everyone who does an embedded GrAPE project to add her to the course site so that she can help knock out some of the data collection needed. | Faculty members planning to do an embedded project next semester will use the new checklist and communicate their plans to Rust. |
| Instructional Goal & Objectives ([APPENDIX C](#_Appendix_C)) | Gardner reminds the team of our instructional goal: “Cultivate an educational experience that is integrative, comprehensive, and interdisciplinary based on current best practices in public health.” The items listed below the statement are course action items that we track (annually and semi-annually) to show how we are doing at accomplishing that goal. Gardner asks if there is anything we should add to these items.Eagle comments that it may be helpful to talk thru best practices for online group work as well as for online guest lectures and online student presentations. Ding agrees that best practices for group work would be helpful and specified questions around how to set up the groups, grade the groups, introduce and disclose student information to other students for pairing and communication purposes. Gardner states that she’s had good experiences with online group work and suggests the following: pre-project assessment to match personalities and skills, imaginary $100 post-project evaluation to give students the opportunity to explain the split of work and responsibility they experienced as a group, only giving them individual grades with the group grade being a part of the formula for that individual grade.Ding asks if the University offers anything for guest lecturers, if guest lecturers must be outside of the University, and if guest lectures can take place virtually. Gardner does not know of any honorariums available to pay for guest speakers; guest lectures can certainly happen thru Zoom/virtually to save the guest the time and cost of any travel. Farrell recalls an obstacle he has had in trying to get guest speakers; the organization the potential guest speaker worked for wouldn’t allow her to speak about her current job because that information was “company property” for which she’d have to get a release for and couldn’t. Gardner suggests a lunch and learn at some point to go over some of these areas faculty would like more discussion on best practices for. | Further discussion on best practices for group work and guest lectures will be planned, potentially in a lunch & learn format. |
| CEPH Revisions: Foundational Competency Changes ([APPENDIX D](#_Appendix_D)) | CEPH has announced changes to the foundational competencies that should be adopted in early Fall; these changes are mostly clarification and not substantial. The attached document shows what is being removed (red), what is being added (blue), and footnotes (purple). Gardner asks everyone to pull together any questions they have about the new competencies and how they fit into curriculum so that we can schedule a meeting with our CEPH contact to go over all at once. Gardner calls attention to competency 19, which is being used for a required ILE competency; however, the new language no longer allows it to work for all ILEs. Competency 21 also changed, more substantially. Eagle asks a question about how well students are doing with some of the assessments used to track these competencies, to which Gardner responds that CEPH does not look at student grades on these assessments; the Assurance of Student Learning (ASL) document for WKU does have that kind of benchmark in its measures though. | Faculty will review the new competencies to ensure they are still aligned/compliant with courses and assessments.Everyone will ensure their competencies are updated (on syllabi, on course sites, in guidebooks, etc.). CEPH should adopt them officially in August. |
| Workforce Assessment: preliminary findings ([APPENDIX E](#_Appendix_E)) | Gardner shares the preliminary findings of a survey sent out to community partners (health department directors, directors of nonprofits) asking what skills students need to have to be effective at their organization. The answers will be used to inform our curriculum and program competencies, as a way of responding to trends within public health practice. Currently, based on the 25 responses so far, communication skills with the public is a trend. Another trend Gardner calls attention to is compassion and humility. |  |
| Action Items |
| Revise Program Competencies | Using the preliminary findings as a backdrop, Gardner shifts the conversation to changing the WKU-specific competencies (#23-27). Because #19 no longer fits for all ILEs, Gardner recommends a WKU competency that will take 19’s place as a required ILE competency. Gardner believes comp. #23 is necessary for us to keep, comp. #27 is our justification for keeping environmental health in the core. Any new competencies, Gardner reminds, will need to have an assessment to address it as well. |  |
| Competency 24: Gardner states that students consistently rate comp. #24 lowest on the exit surveys; there also isn’t a faculty member with budgeting expertise to take the lead. Gardner suggests a competency on professional/academic writing; Brewer, Farrell, and Eagle agree that students seem to struggle with appropriate citations and literature reviews. The team wordsmiths a new competency.Motion (Farrell, Brewer) to change comp. 24 from “Describe the role of budgeting; methods of seeking extramural funding; and methods of financial analysis in making decisions about policies, programs and services” to “Locate, cite, and integrate credible and/or peer-reviewed literature into professionally written products.” Motion passes unanimously. | Competency 24 will be changed to “Locate, cite, and integrate credible and/or peer-reviewed literature into professionally written products.” |
| Competency 25: Gardner asks if comp. 25 is too close to comp. #6. Eagle and Farrell both agree that the language is different and from a social science perspective both are useful; they go on to acknowledge CEPH would probably not see it this way though.Motion (Eagle, Brewer) to change comp. 25 from “Discuss theoretical models and methods used to understand, explain, and ameliorate health disparities” to a competency about field epidemiology. | Gardner will send a draft of competency 25 to the team to edit/approve.The team will edit/approve competency 25 by May 14. |
| Competency 26: Gardner states for comp. 26, which is currently required for ILES, that some ILEs don’t lend themselves to it and students are having a hard time addressing it well in the ILE.Motion (Brewer, Eagle) to change comp. 26 from “Integrate social determinants into public health science, practice, and research” to “Describe the impact and importance of social determinants of health.” | Competency 26 will be changed to “Describe the impact and importance of social determinants of health.” |
| Revise Required ILE Competencies ([APPENDIX H](#_Appendix_H)) | Prior to this meeting, ILE required competencies were comp. 19, 26, and one selected by student. Motion (Farrell, Eagle) to replace competency 26, which does not fit all types of ILE, with competency 24; remove 19 as a required competency since the new CEPH competency 19 no longer fits for all types of ILE. Motion passes unanimously.Current rubrics were created with the two specific required competencies in mind, so we will need new rubrics or grading guidelines for the competencies students will be selecting for their own paper. There is discussion that students may need more exposure to the competencies, so Rust will be working with students more from their summary reports and Gardner asks that faculty make it clear to students in their courses what competencies different sections are addressing. Gardner shares that her vision for the ILE is that students will be working with their primary reader throughout the whole process, which could also provide more guidance for students when they chose the competencies for their ILE. | ILE Guidebook, instructions, and rubrics will be updated to show they are only required to fulfill competency 24 and then two of their choosing.Everyone will highlight competencies to students more to get them more exposure in preparation for choosing competencies for their ILEs. |
| Decide on course alignments to competencies ([APPENDIX G](#_Appendix_G)) | The team discusses current course alignments to competencies, as reflected in [Appendix G](#_Appendix_G). Brewer mentions she has basic skills in MAXQDA (a qualitative research software). | Faculty will review their courses and make sure they align with the competencies assigned to them on the chart. Some courses will require expansion in some areas to address the new competencies.  |
| Identify course(s) to engage PHUGAS | Gardner asks which courses could potentially partner with PHUGAS to get students involved in student program governance. 580 seems to be best fit, as of now. Gardner reminded faculty to try to speak about PHUGAS at least once a semester to their courses. | Rust and Eagle will meet to discuss how PHUGAS could be a part of PH 580. |
| Increase social media presence through courses? | Gardner asks if anyone has ideas to increase our social media presence. Rust suggests that our social media isn’t as successful as we want it to be for reasons out of our control: students aren’t on campus to take photos of, students seem to keep work/home/school lives separate, etc. Rust suggests getting rid of the MPH-BSPH Instagram page. | Rust will bring the Instagram deletion to the Governance Committee. |
| Preparing for substantial change notification ([APPENDIX F](#_Appendix_F)) | Gardner shares a document that outlines what we need on syllabi to get our content review and substantial change notifications complete. Gardner plans to submit the substantial change notification to CEPH between Fall 2021 and Spring 2022 semesters. | Substantial Change Notification to CEPH will be submitted in December or January by Gardner. |
| Other | Gardner tells everyone to plan to have a meeting early next semester before classes begin. Date TBA once department and college meetings set their dates. |  |

# Appendix A

## Syllabus Prototype (revised with new competencies, both proposed by CEPH and formulated within the meeting)

# **PHXXX: Course** Title

Day/Time/Format

## Contact Information

Instructor/pronouns:

Office:

Office Hours:

Phone:

Email:

Any statements about preferred way to contact you

## Pre-requisites

These must be consistent with what is in the graduate catalog. Please check the graduate school catalog for updates. If not applicable, delete this subheading

## Required Text/Materials

Please make sure this is consistent with the bookstore. If students will need a software program (e.g. SPSS or Excel) or specific equipment (e.g. calculator or web camera), state it here as well.

## Course Description

This should come out of the current [graduate school catalog](http://catalog.wku.edu/graduate/).

## Course Goals or Overview

Optional

## Course Objectives

Learning objectives should identify what students will be able to do upon completing the course. Please use **higher-order verbs**, and avoid using verbs that cannot be demonstrably assessed, e.g. understand, know, appreciate, etc. **NOTE: If the course meets any of the MPH foundational knowledge objectives, please list them verbatim (or higher-order version).**

## Course Assessments

Describe the assessments used in class, noting which learning objectives are addressed by each assessment.

## Grading

Specific weight/points assigned to each assessment and grading scale.

## Academic Integrity^

Describe your expectations for academic honesty and consequences for when it is violated. Here is an example:

## Academic integrity is essential to students’ intellectual development, and is a core value of the MPH program. Thus, the work you do in this course – and all MPH courses -- is expected to reflect academic integrity through responsible behaviors, including avoiding plagiarism, unauthorized collaboration, cheating, or other types of [academic dishonesty](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.wku.edu%2Fhandbook%2Facademic-dishonesty.php%2F&data=04%7C01%7Ckristen.brewer%40siu.edu%7C35e1b600f7a640fe75bf08d910c930fd%7Cd57a98e7744d43f9bc9108de1ff3710d%7C0%7C0%7C637559278570506555%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Erm1c1PVDhoJbEpcqjnVFr8Aj5u44lip07%2BQrnMGhvg%3D&reserved=0). Students who commit any act of academic dishonesty may receive a failing grade on the assignment/assessment or a failing grade in the course. [Per policy](https://www.wku.edu/studentconduct/process-for-academic-dishonesty.php), students may also be reported to the Office of Judicial Affairs for disciplinary sanctions and/or the Graduate School for dismissal from the program. A student who believes a faculty member has dealt unfairly with him/her/them in a course involving academic dishonesty may seek relief through the [Student Complaint Procedure](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.wku.edu%2Fhandbook%2Facademic-complaint.php&data=04%7C01%7Ckristen.brewer%40siu.edu%7C35e1b600f7a640fe75bf08d910c930fd%7Cd57a98e7744d43f9bc9108de1ff3710d%7C0%7C0%7C637559278570516553%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=yZmLHEKCdwoQc0vypKamDiblqcdr29ut8knMjobGaXo%3D&reserved=0).

## Diversity, Inclusivity, & Equity

The first sentence, sans “As a program,” is our DIE statement, and a program-level requirement to support DEI initiative. The rest is an example of how the statement can be expanded for course relevance.

As a program, we promote social justice by creating a respectful, collaborative, diverse, inclusive, and equitable environment through teaching, service, and research. The strength and success of WKU’s MPH program is built on the foundation of a wide range of perspectives and experiences. We embrace diverse backgrounds, embodiments, and experiences and are committed to fostering an inclusive environment. Thus, I expect students to demonstrate respect for the many physical, social, and cultural differences among us, which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender identity and presentation, citizenship and immigration status, national origin, race, religious and political beliefs, sex, sexual orientation, socioeconomic status, and veteran status. Please talk with me right away if you experience disrespect in this class, and I will work to address it in an educational manner.

## ADA Accommodations (Must be used verbatim)

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074.  The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

## Title IX/ Discrimination & Harassment (Must be used verbatim)

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s [Sex and Gender-Based Discrimination, Harassment, and Retaliation](https://www.wku.edu/policies/docs/index.php?policy=182) (#0.070) and [Discrimination and Harassment Policy](http://www.wku.edu/policies/docs/251.pdf) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Deborah Wilkins, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s [Counseling and Testing Center](https://www.wku.edu/heretohelp/) at 270-745-3159.



# MPH Competencies

Note: Please align your course objectives to the competencies using the grid below. Not all objectives will align, so please do not try to force them. Instead, only list the objectives that substantially contribute to all **or part** of the competencies. **THE CEPH COMPTENCIES HAVE BEEN UPDATED TO NEW CRITERIA AND MAY NEED TO BE MODIFIED. THE WKU COMPETENCIES MAY NEED TO BE UPDATED AS WELL.**

This course contributes to the development of the following competencies:

| MPH COMPETENCY | Obj. |
| --- | --- |
| 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 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. |  |
| 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, implementation, or critique 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, specifically after funding for a project is secured  |  |
| 11. Select methods to evaluate public health programs  |  |
| Policy in Public Health  |  |
| 12. Discuss the policy-making process.  |  |
| 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 leadership and/or management principles to address a relevant issue; such principles may 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 (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation  |  |
| 20. Describe the importance of cultural competence in communicating public health content  |  |
| Interprofessional and/or Intersectoral Practice  |  |
| 21. Integrate perspectives from other sectors and/or professions to promote and advance population health |  |
| Systems Thinking (waiting on technical assistance paper from CEPH) |  |
| 22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative |  |
| WKU MPH Program Competencies |  |
| 23. Apply health behavior theories and models to address public health problems. |  |
| 24. Locate, cite, and integrate credible and/or peer-reviewed literature into professionally written products.^ |  |
| 25. Apply methods of field epidemiology.^ |  |
| 26. Describe the impact and importance of social determinants of health.^ |  |
| 27. Identify the direct and indirect population health effects of environmental hazards (biological, chemical and physical) on humans, animals and the ecology. |  |

# Foundational Knowledge

Some required core classes meet CEPH’s foundational knowledge requirements. If so, please show the alignments as discussed above. If your course doesn’t address foundational knowledge, please do not include this table

This course contributes to the foundational knowledge of public health by addressing the following:

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

## Course Topics/Schedule

Many of us include this in our Bb sites rather than on the syllabus that is posted on TopNet. For the syllabi we have to turn in to CEPH, please include this information, making sure the didactic content is communicated. For example, instead of just putting “Chapter 2,” include the major topics included in chapter 2 also.

# Appendix B

## New Checklist for Embedded GrAPEs

Pre-Project Checklist

* Meet with Marina Rust and agency contact together.
* Complete an [Embedded GrAPE Form](https://wku.co1.qualtrics.com/jfe/form/SV_4I3YayxwvD4VBWe)
	+ Decide the number of GrAPE hours appropriate for students to get upon completing the project.
	+ Decide if the project will result in one or more products for students. (See product checklist below to determine this.)
	+ Plan and schedule agency contact(s) with the students. Ideally, there should be at least 3 contact points: introduction of the project, Q&A or feedback on student work, and wrap up of the project. However, the minimum required is based on proposed hours and whether a product is created:
		- Hours only, no product:  A minimum of 1 contact
		- Product, up to 50 hours:  A minimum of 2 contacts
		- Product, 50 or more hours: A minimum of 3 contacts
	+ Decide how the agency will provide feedback.

Product Checklist

* The product is useful to the agency with which the class has been working.    The product uses real data. Fabricated data is not useful to an agency.
* Each student creates their own product OR each student creates a specific section of the product and can point out that section in their summary report.
* The product clearly addresses at least 1 foundational competency. Competencies addresses should be communicated in the product instructions.
* The student uploads their final product onto the course site so that Marina Rust can access and download them to save to the student’s portfolio.
* The product does not have any HIPAA-protected or other confidential information. The agency must know that students could be “showing” the product to department faculty and staff as well as accreditors.

Course Site Checklist

* Add Marina Rust as an instructor. This will ensure she has access to final student products and can make sure the above section is set up correctly.
* If you choose to, you can add the agency contact as a guest participant in the course site.
* GrAPE section within the course site that lists the following:\*
	+ GrAPE hours per student
	+ If the project will give students products
	+ An answer to the question “does this project serve a rural population?”
	+ An answer to the question “does this project serve a marginalized population?” and if so, please describe.
	+ Linked summary report
* Send Marina Rust a copy of the course roster.\*
* If using the product or project as a course assessment, update project grades in Blackboard so that Marina Rust can make sure students have a passing grade (C or better) on the project before they receive credit.

Post-Project Checklist

* Students are reminded about the summary report requirement if they want GrAPE credit for hours and/or products.\*
* Meet with Marina Rust and agency contact together. This will be where the agency provides feedback to us.
* Provide the agency with all products that have passed the grade requirement (C or better).\*

\*Any starred items can be completed by Marina Rust as long as she is given access to the Blackboard site and the Embedded GrAPE Form is completed.

# Appendix C

## Instructional Goal and Objectives

**Instructional Goal: Cultivate an educational experience that is integrative, comprehensive, and interdisciplinary based on current best practices in public health.**

|  |  |
| --- | --- |
| I1 | Courses embed |
|  | * applied practice experiences, service-learning,
 |
|  | * community-based projects/volunteerism
 |
| I2 | Courses use guest lectures |
|  | * by PH and PH-related practitioners
 |
|  | * by campus based guest lecturers
 |
| I5 | Higher-order learning objectives and assessments |
| I6 | Courses employ case/problem-based learning techniques |
| I9 | **Courses require student presentations** |
| I10 | **Courses require group work.** |

Course-related objectives we track annually:

# Appendix D

## 2021 Proposed Changes to CEPH MPH Competencies

**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**

1. Compare the organization, structure and function of health ~~care, public health, and regulatory~~ systems across national and international settings
2. 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**

1. Assess population needs, assets, and capacities that affect communities’ health
2. Apply awareness of cultural values and practices to the design, or implementation, or critique of public health policies or programs
3. Design a population-based policy, program, project, or intervention
4. Explain basic principles and tools of budget and resource management, specifically after funding for a project is secured
5. Select methods to evaluate public health programs

**Policy in Public Health**

1. Discuss ~~multiple dimensions of~~ the policy-making process~~, including the roles of ethics and evidence~~
2. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes *NOTE: This competency refers to technical aspects of how public policies are created and adopted, including legislative and/or regulatory roles and processes, ethics in public policy making, and the role of evidence in creating policy*
3. Advocate for political, social, or economic policies and programs that will improve health in diverse populations *NOTE: This competency refers to the ability to influence policy and/or decision making, such as through stakeholder mobilization, educating policy makers, etc. Ability to argue in support of (or in opposition to) a position, as in a standard debate, is not sufficient. Students must produce a product that would be part of an advocacy campaign or effort (e.g., legislative testimony, fact sheets, advocacy strategy outline, etc).*
4. Evaluate policies for their impact on public health and health equity

**Leadership**

1. Apply leadership and/or management principles to address a relevant issue; ~~of leadership, governance, and management, which include~~ such principles may include creating a vision, empowering others, fostering collaboration, and guiding decision making
2. Apply negotiation and mediation skills to address organizational or community challenges *NOTE: Negotiation and mediation in this competency, refers to the set of skills needed when a common solution is required among parties with conflicting interests and/or different desired outcomes. Such skills extend beyond the level of negotiation required in a successful intra-group process; effective communication within a work group or team is more closely related to competency*

**Communication**

1. Select communication strategies for different audiences and sectors
2. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
3. Describe the importance of cultural competence in communicating public health content

**Interprofessional and/or Intersectoral Practice**

1. Integrate perspectives from other sectors and/or professions to promote and advance population health ~~Perform effectively on interprofessional teams~~ *NOTE: This competency requires direct engagement (in-person or online) between the student and an individual or individuals in a profession or sector other than public health; students must combine the external sector/profession’s perspective and/or knowledge with their own public health training to complete a task, solve a problem, etc.. Role-playing, in which public health students assume the identity of an individual from another profession or sector to which they do not already belong, is not an acceptable substitute for actual engagement with an individual or individuals from a profession or sector outside of public health.*

**Systems Thinking**

1. Apply a systems thinking tools to visually represent a public health issue in a format other than standard narrative *NOTE:* *Systems thinking tools depict or map complex relationships, demonstrating, for example, how component parts of a system interact with and influence one another. Examples include causal loop diagrams, systems archetypes, network analyses, and concept maps. Logic models and evidence tables are not sufficient to address this competency.*

# Appendix E

## Workforce Assessment Preliminary Findings

**Preliminary Results: Professional Practice Survey**

Communication

* With public (5)
* Interpersonal (2)
* Interview skills (1)
* Part of team (2)
* Public information/media relations (1)
* Conflict management (1)
* Listening skills (1)

Policy

* Writing policies (2)
* Policy and impact on health of community (1)
* Understanding how politics affect health (2)
* Affecting and influencing public health policy/advocacy (2)
* Community partnering/coalition building (2)

Critical Thinking

* Problem solving (3)
* Creativity (1)

Program Planning

* Writing plans (1)
* Program development (1)
* Community health assessment (CHA) (1)
* Community health improvement planning (CHIP) (1)

Evaluation

* Program evaluation (3)
* Survey development (1)
* Data interpretation (1)
* Basic data collection (1)
* Demonstrating impact (1)
* Data analysis/informatics (1)

Financial

* Budget development (2)
* Budget management (1)
* Knowledge of public funding (grants, legislative system, etc.) (2)
* Funding sources (1)

Tech

* Running virtual platforms as presenter or host (1)
* Proficient with technology (2)

PH Knowledge

* Environmental impacts (1)
* Environmental health services (1)
* Disaster preparedness (1)
* Mission of PH (1)
* 10 EPHS, 3 core functions (1)
* PH 3.0 (1)
* Epidemiology (2)
* Knowledge of healthcare systems (1)
* Infectious disease investigation (1)
* Health equity (1)

Characteristics
- willingness to collaborate and be team player (3)

* Understand importance of partnerships within community
* Real world experience: health dept change and evolve based on needs
* Work independently
* Relatability to diverse individuals without being judgmental
* Compassion for all people (2)
* Initiative
* Humility
* responsibility

# Appendix F

## MPH Core Course Content Review

The purpose of the MPH core course content review is to provide a detailed overview of the program’s curriculum. It will allow us to identify content gaps and overlaps, and provide the foundation for an external review.

Instructions:

1. For each MPH required course you teach, please list the major and minor topics taught by in each course week. Please provide sufficient detail.

2. Save your file as the course prefix and number, then, by XXX, upload your completed document(s) to google drive by XXX.

3. Review and comment on each course document by XXXX.

4. Revise documents/address comments for MPH workday.

**Example using PH 581: Applied Methods of Public Health Practice/Field Epidemiology**

**Week 3: Role of time in outbreaks**

Analyzing time

* Trends
* Patterns
* Epidemics

Creating and interpreting epi curves (visual display of cases in outbreak over time)

* Time trend and outliers
	+ Creating stem and leaf from line listing
	+ Creating epi curve using excel
* Magnitude
* Mode of spread: Interpreting curve shape to determine how agent is spread
	+ Common Source (point and continuous)
	+ Propagated
* Period of exposure
	+ Plotting average, minimum, and maximum incubation on epi curve to determine most likely period of exposure

# Appendix G

## Competency Alignment Grid (with notes from meeting)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MPH COMPETENCY | 520 | 548 | 575 | 578 | 580 | 581 | 582 | 584 | 587 | 591 |
| Evidence-based Approaches to Public Health  | Biostats | Comm Org | Pro Plan | He Disp | Intro | Applied M | Epi | Enviro He | He Behav | Prog Eval |
| 1. Apply epidemiological methods to the breadth of settings and situations in public health practice  |   |  |  |  |  | ✓ | ✓ |  |  |  |
| 2. Select quantitative (QN) and qualitative (QL) data collection methods appropriate for a given public health contextMethods: interviewing, focus groups | ✓ QN |  | ✓foc |  |  | ✓int |  |  |  | ✓foc |
| 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate  | ✓ QN, soft |  |  |  |  | ✓ QL |  |  |  | ✓ QN, soft |
| 4. Interpret results of data analysis for public health research, policy or practice  | ✓ QN |  | ✓ QL |  |  |  | ✓ QN |  |  | ✓ QN |
| Public Health & Health Care Systems  |  |  |  |  |  |  |  |  |  |  |
| 5. Compare the organization, structure and function of health 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. |  |  |  | ✓ | ✓ |  |  |  |  |  |
| 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, implementation, or critique 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, specifically after funding for a project is secured  |  |  | ✓ |  |  |  |  |  |  |  |
| 11. Select methods to evaluate public health programs  |  |  | ✓ |  |  |  |  |  |  | ✓ |
| Policy in Public Health  | 520 | 548 | 575 | 578 | 580 | 581 | 582 | 584 | 587 | 591 |
| 12. Discuss the policy-making process.  |  | ✓ |  |  |  |  |  |  |  |  |
| 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  | 520 | 548 | 575 | 578 | 580 | 581 | 582 | 584 | 587 | 591 |
| 16. Apply leadership and/or management principles to address a relevant issue; such principles may 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  | 520 | 548 | 575 | 578 | 580 | 581 | 582 | 584 | 587 | 591 |
| 18. Select communication strategies for different audiences and sectors  |  |  | ✓ |  |  |  |  |  |  |  |
| 19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation  | ✓ | ✓ |  |  |  | ✓ |  |  |  |  |
| 20. Describe the importance of cultural competence in communicating public health content  |  |  | ✓ |  |  |  |  |  |  |  |
| Interprofessional and/or Intersectoral Practice  | 520 | 548 | 575 | 578 | 580 | 581 | 582 | 584 | 587 | 591 |
| 21. Integrate perspectives from other sectors and/or professions to promote and advance population health\*Interact with someone outside of Public Health |  | ✓ |  | ? |  | ? |  |  |  |  |
| Systems Thinking (waiting on technical assistance paper from CEPH) | 520 | 548 | 575 | 578 | 580 | 581 | 582 | 584 | 587 | 591 |
| 22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative |  |  | ? |  | ✓ |  |  |  |  | ? |
| WKU MPH Program Competencies | 520 | 548 | 575 | 578 | 580 | 581 | 582 | 584 | 587 | 591 |
| 23. Apply health behavior theories and models to address public health problems.  |  |  |  |  |  |  |  |  | ✓ |  |
| 24. Locate, cite, and integrate credible and/or peer-reviewed literature into professionally written products.^ |  |  |  | ✓ | ✓ |  |  |  |  |  |
| 25. Apply methods of field epidemiology.^ |  |  |  |  |  | ✓ |  |  |  |  |
| 26. Describe the impact and importance of social determinants of health.^ |  |  | ✓ |  | ✓ |  |  |  |  |  |
| 27. Identify the direct and indirect population health effects of environmental hazards (biological, chemical and physical) on humans, animals and the ecology. |  |  |  |  |  | ✓ |  | ✓ |  |  |

# Appendix H

## Suggested Foundational Competencies based on ILE Type

|  |  |
| --- | --- |
| **Form of ILE** | **Suggested Foundational Competencies** |
| Research paper | 1, 2, 3, 4 |
| Policy Proposal | 8, 14, 15 |
| Program plan/proposal levels | 8, 9, 13, 22 |
| Evaluation Report | 11, 3, 4 |
| Literature Review (extensive) | 6, 7, 22 |