Minutes February 18, 2022 Workday

In attendance: Brewer, Ding, Eagle, Kim, Gardner, Lartey, Parker

Brewer/Parker motion to approve [minutes from November](https://www.wku.edu/publichealth/mph_bsph_meetings/ay_21_22_meetings/february_22_workday/nov2022_minutes.docx) 2021 meeting. Lartey reports no action yet in name change for PH 100 but will do so when she can. Motion passed unanimously.

Eagle/Brewer motion to approve [January addendum](https://www.wku.edu/publichealth/mph_bsph_meetings/ay_21_22_meetings/february_22_workday/governing_committtee_jan22_addendum.docx)  which covered MPH course changes voted in via email. No discussion. Motion passed unanimously.

Lartey had no BSPH report; will summarize activities for March meeting. Gardner briefly discussed [MPH](https://www.wku.edu/publichealth/mph_bsph_meetings/ay_21_22_meetings/february_22_workday/mph_feb22_report.docx)report.

Eagle/Parker motion to approve MPH Curriculum Committees  [minutes from 12/3/21;](https://www.wku.edu/publichealth/mph_bsph_meetings/ay_21_22_meetings/february_22_workday/mph_cc_dec21_meetingminutes.docx) and [minutes from 1/18/22](https://www.wku.edu/publichealth/mph_bsph_meetings/ay_21_22_meetings/february_22_workday/mph_cc_jan22_minutes.docx). No discussion. Passed unanimously.

Gardner stated that the spring 2022 syllabi review for MPH & BSPH had been completed and were in shared drive. Faculty are to review findings and revise syllabi accordingly for fall. Gardner stated the MPH program voted an 80% minimum threshold for higher-order objectives.

Lartey delivered [PHUGAS](https://www.wku.edu/publichealth/mph_bsph_meetings/ay_21_22_meetings/february_22_workday/phugasfeb22.docx) report. With Adams leaving, there is gap in leadership. Lartey stated she needs to step down as faculty sponsor. Discussion ensued about ways to improve participation at both the MPH and BSPH levels including embedding in courses and creating PHUGAS website. Gardner will check with IT about ability of org site to blast to classes. She will also temporarily take over as faculty sponsor.

Lartey gave [KPHA](https://www.wku.edu/publichealth/mph_bsph_meetings/ay_21_22_meetings/february_22_workday/kphafeb22.docx) report. Executive committee met last to discuss project for this year. Will not be able to compete in KPHA student chapter award, as they were inactive last year.

Eagle discussed the potential for program involvement with the BRITE coalition. Local data are needed and a health equity workgroup is being discussed. Initiatives may provide opportunities for embedded GrAPEs.

Brewer announced PH 575 students will have a booth at Healthy Days as part of their embedded GrAPE with Kentucky Cancer.

Eagle discussed the [Racial Wealth Gap Learning Simulation](https://fisafoundation.org/racial-wealth-gap-learning-simulation/). We will look at potentially holding a simulation in AY 22-23.

 Parker announced HIV testing 8a-12p on March 29th. Faculty are encouraged to announce and attend.

The MPH competency alignments were discussed at length. Gardner will check with CEPH to clarify interpretations of competencies 3, 4, and 10. Several alignments need content and/or assessment clarification (see attached). Faculty will make necessary revisions prior to end of semester.

Gardner suggested substantial revisions to BSPH alignments (384 and 385 excluded) before moving forward with review. Lartey set April 1st deadline for revisions. Workday will be held after end of spring semester for BSPH review

Green fill = met at 100%; no changes needed

Blue highlights = revisions required per discussion

Yellow highlights = revisions pending info from CEPH

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 context  Methods: interviewing, focus groups | ✓ QN |  | ✓  foc |  |  | ✓  int |  |  |  | ✓  foc |
| 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate NOTE: Students do not get exposure to qualitative software | ✓ 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 | 520 | 548 | 575 | 578 | 580 | 581 | 582 | 584 | 587 | 591 |
| 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 | 520 | 548 | 575 | 578 | 580 | 581 | 582 | 584 | 587 | 591 |
| 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. Field epi |  |  |  |  |  | ✓ |  |  |  |  |
| 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. |  |  |  |  |  | ✓ |  | ✓ |  |  |