# **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 is expected to reflect academic integrity through responsible behaviors, including avoiding plagiarism, unauthorized collaboration, cheating, or other types of [academic dishonesty](https://www.wku.edu/handbook/academic-dishonesty.php/). Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected, or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions. 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.

## 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](mailto: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. Describe the role of budgeting; methods of seeking extramural funding; and methods of financial analysis in making decisions about policies, programs and services. |  |
| 25. Describe the roles of history, power, privilege and structural inequality in producing 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. |  |

# 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.