The purpose of this form is to ensure that 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; thus, please type! Per our assessment guidelines, we will review our curriculum, at minimum, every 3.5 years.

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. It will automatically populate on each page thereafter.
2. Link the course objectives on your syllabi to the each competency they *help* meet. Please type the objective, rather than referring to it by its number.
   1. One objective may help fulfill parts of several competencies.
   2. Several objectives collectively 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. Each topic 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 a specific competency, whether in part or whole.
   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,” the assessment must demonstrate application. If the assessment does not demonstrate application, it would be labeled “part” as it does not meet the verb level.
   2. If the competency contains multiple parts, but you assess only part of the competency, label it “part” and identify the part of the assessment being met (color-coding to match is probably easiest)
7. ***Objectives, content, and assessments must be the same for each delivery format*** – f2f or web. If your activities differ by format, please identify how. Note: there is no need to differentiate between in-class discussions and discussion board posts.
8. Attach syllabus and assessments (other than quizzes/exam questions).

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| Competency | 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 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 Intesectoral Practice. (\*Interact with someone outside of Public Health) | | | |  |
| 21. Integrate perspectives from other sectors and/or professions to promote and advance population health |  |  |  |  |
| Systems Thinking | | | |  |
| 22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative |  |  |  |  |
| WKU 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. |  |  |  |  |