

**K-State MPH Faculty Advisory Council Meeting**  
**Location: Union Room 204**  
**October 16, 2017 at 10:30 AM**  
**Minutes**

<b>Ct</b>	<b>Committee Member</b>	<b>Emphasis</b>	<b>In Attendance</b>
1	Ellyn Mulcahy	MPH Director	X
	Stevenson, Barta	MPH Staff	Non Voting
	Open	MPH Student	
2	Hsu, Wei Wen	Core Instructor	X
3	Larson, Robert	Core Instructor	X
4	Sanderson, Michael	Core Instructor	Larson Proxy
5	Gragg, Sara	FSB	X
6	Kastner, Justin	FSB	X
7	Nutsch, Abbey	FSB	Kastner Proxy
8	Cernicchiaro, Natalia	IDZ	
9	Nguyen, Annelise	Core Instructor + IDZ	
10	Renter, David	IDZ	
11	Hanson, Jennifer	Core Instructor + PHN	Rosenkranz, S. Proxy
12	Rosenkranz, Ric	PHN	X
13	Rosenkranz, Sara	PHN	X
14	Irwin, Brandon	PHPA	
15	Mailey, Emily	PHPA	X
16	McElroy, Mary	Core Instructor + PHPA	X

Dr. Mulcahy called the meeting to order at 10:30 AM. There was a quorum present.

1. **Approval of Minutes.** Minutes from the September 11, 2017 meeting were approved and will be posted as distributed.
2. **FYI Items** were briefly reviewed and discussed by the group.
  - o We were a sponsor for the KPHA conference, had a booth and paid for 10 MPH students to attend.
  - o Thursday, November 2, all students enrolling in MPH 840 for Fall 2017, Spring 2018 or Summer 2018 need to attend the Field Experience Meeting. To fulfil one of the CEPH requirements we are using the Field Experience Agreement as the syllabus for MPH 840 and have updated it. See Attachment 1 (changes to pages 3 and 4 in red to meet CEPH requirements). When enrolling in MPH 840 students need to enroll in the DMP **section A**. We grant permission to enroll once their paperwork is complete (POS, Field Experience Form, and attendance at meeting) and discuss with them the new requirement of choosing 5 of the competencies to address.

On suggested change requested is that on page 4 of field experience for, the first sentence be updated to read “at least five of the 22 MPH Foundational Competencies.”

**3. Items for Discussion:**

- o CEPH document will cover AY2017, AY2018, and AY2019 (report due in fall 18 and visit in spring 19)
- o Update on CEPH new requirements for Course Mapping and documentation. We have received info from MPH 720, 802 and 818. The other courses instructors will complete and send in their mapping. At this time, we are collecting everything for the first draft of the self-study. Once everything is collected, we can select the best examples to use in

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the final copy of the document. Dr. Mulcahy explained that a detailed description of the assessment opportunity needs to be provided, otherwise the specific test question(s) and/or test will need to be provided for CEPH.

Template D1-1. Content Coverage for MPH.

<b>Content</b>	<b>Course number(s) or other educational requirements</b>	<b>Specific Assessment Opportunity</b>
1. Explain public health history, philosophy and values	MPH 720, Administration of Health Care Organizations	Assessed by exam.
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	MPH 701, Fundamental Methods of Biostatistics MPH 720, Administration of Health Care Organizations	MPH 720 Qualitative assessment Stakeholder interview and review of class member's notes.
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	MPH 701, Fundamental Methods of Biostatistics MPH 720, Administration of Health Care Organizations	MPH 720 Reinforce Look at quality indicators and learn about AHRO and assessed by exam.
7. Explain effects of environmental factors on a population's health	MPH 802, Environmental Health	Quizzes on the effects of environmental factors on population's health: Quiz 1 environmental hazards to human health and policy; Quiz 2 natural environmental factors/natural resources on population's health; Quiz 3 manufactured goods and occupational health; Quiz 4 process of producing food on human health; Quiz 5 urbanization on 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	MPH 818, Social and Behavioral Bases of Public Health	Exam 1
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	MPH 720, Administration of Health Care Organizations	MPH 720 Social, political and economic determinates of health assessed by exam.

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	MPH 818, Social and Behavioral Bases of Public Health	MPH 818 16 question health equity quiz.
11. Explain how globalization affects global burdens of disease	MPH 802, Environmental Health	Quiz 2 assesses globalization contributing to an increase in infectious diseases
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)	MPH 802, Environmental Health	Quizzes 1, 2, 3, 4, and 5 assess the relationship between environment, animal, and human producing adverse effects.

**Template D2-2** New requirement for MPH Foundational Competencies (written by CEPH) was distributed to the group (Attachment 2.). The mapping for these competencies need to happen also. We map the courses and provide the Specific Assessment Opportunity. (21 competencies).

**Template D4-1** Requirement for MPH Concentration Competencies (i.e., emphasis area competencies). Written by the program (us). We can use our existing emphasis area competencies. We provide the course(s) and (new requirement of) Specific Assessment Opportunity.

**Table 1. Section D4-1. Competencies for each emphasis area.** (See Attachment 3). The CEPH requirement is that each student have a “similar” (identical) experience from the coursework and training. Our plan is to show that the required emphasis area courses cover all the competencies and the remaining credits needed are selected from the electives.

Each emphasis area needs to review courses and map all required (primary) courses. Especially look at anything in red. The syllabus for each required course will need to be updated and list the public health competencies and where (how) they will be assessed in the course.

Review the Communication competencies. MC750 and MC760 should probably be electives as to the future of these courses is uncertain.

Since all IDZ courses are “Primary” courses, can one course from each competency be listed and then the others will be “electives?” Need to look at the courses DVM students are allowed to “transfer in.”

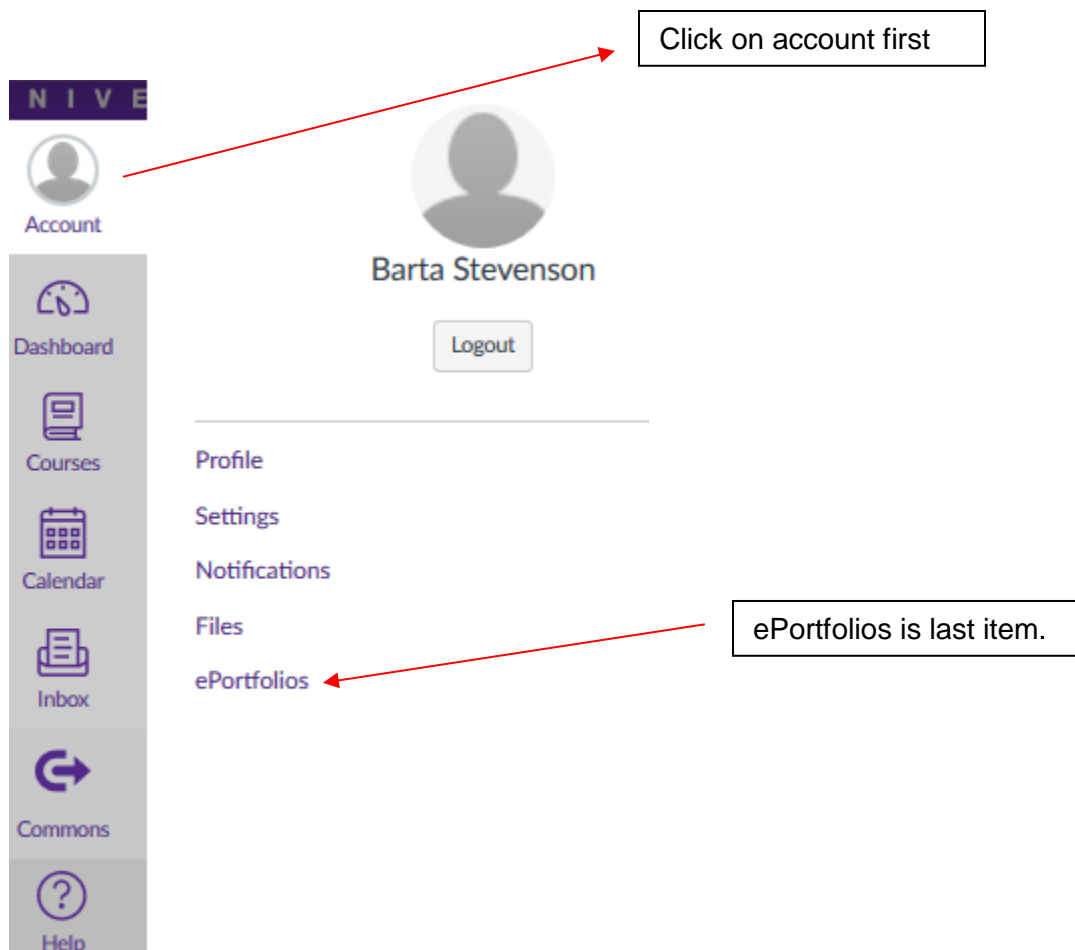
**Portfolio of each student’s work. Need examples of 5 student’s work, to include 3 of the following, from each emphasis area.**

- Report or Thesis (required)
- PowerPoint slides (required)
- Video of presentation, or other video documentation (how do we facilitate this without incurring an added expense?)
- Brochures, education materials, website created for Field Experience agency
- Poster (does not have to be related to Field Experience)
- Unique class project

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--Other examples

Dr. Kastner pointed out that there is an e-portfolio feature in Canvas and it is easy to use. To find it, you need to be in K-State Online, click on your “account” and then it is the last item.



4. **Next Meeting:** Second Monday in November 13, 2017. Instead of meeting as the FAC group, each emphasis area will meet individually during that time; finish the mapping requirements for all courses, including their specific emphasis area. If you need help finding a room, contact the MPH office.

5. **Adjourn**

## Attachment 1 – Changes to Field Experience Form to meet CEPH Requirements

**Instructions:** In consultation with your agency mentor/preceptor and major professor, determine the **Learning Objectives** for your field experience, the **Activities to be Performed** to accomplish the objectives, and the **Anticipated Products** (reports, surveys, etc.) that will be submitted to your faculty advisor and supervisory committee at the end of your field experience.

### Learning Objectives:

### Activities to be Performed:

### Anticipated Products:

- Field Experience written report
- Field Experience oral presentation with PowerPoint slides and/or other media
- Poster to external audience(s)
- Educational materials specific to agency/project

### Integration of MPH Foundational Competencies:

In your report, you must document and address at least five of the 22 MPH Foundational Competencies (below). Explain how they were attained and utilized during your field experience. This explanation must be in the field experience report and PowerPoint presentation.

These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

### 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

## Attachment 1 – Changes to Field Experience Form to meet CEPH Requirements

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 care, public health and regulatory 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 at organizational, community and societal levels

### **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 or implementation 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
11. Select methods to evaluate public health programs

### **Policy in Public Health**

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
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 principles of leadership, governance and management, which 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 public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

### **Interprofessional Practice**

21. Perform effectively on interprofessional teams

### **Systems Thinking**

22. Apply systems thinking tools to a public health issue

Attachment 2. Template D2-2. Assessment of Competencies for MPH Degree  
(list of 22 competencies)

**Template D2-2. Assessment of Competencies for MPH degree**

<b>Competency</b>	<b>* Course number(s) and name(s)</b>	<b>Specific assessment opportunity</b>
<b>Evidence-based Approaches to Public Health</b>		
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	MPH 701, Fundamental Methods of Biostatistics	
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	MPH 701, Fundamental Methods of Biostatistics	
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	MPH 701, Fundamental Methods of Biostatistics	
4. Interpret results of data analysis for public health research, policy or practice	MPH 701, Fundamental Methods of Biostatistics	
<b>Public Health &amp; Health Care Systems</b>		
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	MPH 720, Administration of Health Care Organizations	
6. 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	MPH 818, Social and Behavioral Bases of Public Health	
<b>Planning &amp; Management to Promote Health</b>		
7. Assess population needs, assets and capacities that affect communities' health		
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	MPH 818, Social and Behavioral Bases of Public Health	
9. Design a population-based policy, program, project or intervention		
10. Explain basic principles and tools of budget and resource management		
11. Select methods to evaluate public health programs		

### Attachment 3. Template D4-1. Emphasis Area Competencies

<b>Policy in Public Health</b>		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence		
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	MPH 818, Social and Behavioral Bases of Public Health	
15. Evaluate policies for their impact on public health and health equity		
<b>Leadership</b>		
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making		
17. Apply negotiation and mediation skills to address organizational or community challenges		
<b>Communication</b>		
18. Select communication strategies for different audiences and sectors		
19. Communicate audience-appropriate public health content, both in writing and through oral presentation		
20. Describe the importance of cultural competence in communicating public health content	MPH 818, Social and Behavioral Bases of Public Health	
<b>Interprofessional Practice</b>		
21. Perform effectively on interprofessional^ teams		
<b>Systems Thinking</b>		
22. Apply systems thinking tools to a public health issue		

\* The Council understands that schools and programs may assess each competency multiple times. This template need not catalog all assessments of the competency. The school or program may choose an example for each, but must present sufficient information to assure reviewers that no MPH student could complete the program without being assessed on each of the listed competencies.

^ "Interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes." From: Framework for Action on Interprofessional Education & Collaborative Practice (WHO/HRH/HPN/10.3).  
In this context, "interprofessional" refers to engagement with professionals outside of public health (eg, architects, nurses), rather than to engagement with individuals from other public health disciplines (eg, biostatisticians, health promotion specialists).



Attachment 2. Template D2-2. Assessment of Competencies for MPH Degree  
(list of 22 competencies)

Table 2. Section D4-1. Competencies for each emphasis area.

Content	Course number(s) or other educational requirements	Specific Assessment Opportunity
<b><i>Food Safety and Biosecurity emphasis area competencies.</i></b>		
<b>1. Food safety and biosecurity.</b> Describe the challenges and solutions for food safety, biosecurity, and defense issues in the food production continuum.	FDSCI 730-Multidisciplinary Overview of Food Safety and Security (2) FDSCI 731-Rood Protection and Defense: Essential Concepts (2)	
<b>2. Threats to the food system.</b> Categorize specific threats to the food system and scientifically identify how each can be prevented, controlled, and/or mitigated in the food production system.	FDSCI 730-Multidisciplinary Overview of Food Safety and Security (2) FDSCI 731-Rood Protection and Defense: Essential Concepts (2)	
<b>3. Risk assessment and management.</b> Identify and categorize risks in the food system; Describe approaches to assessing and managing risk in the food system.	FDSCI 730-Multidisciplinary Overview of Food Safety and Security (2) FDSCI 731-Rood Protection and Defense: Essential Concepts (2)	
<b>4. Food safety policy and the global food system.</b> Describe how food safety and biosecurity policies, globalization, and international trade influence public health.	FDSCI 730-Multidisciplinary Overview of Food Safety and Security (2) FDSCI 731-Rood Protection and Defense: Essential Concepts (2)	
<b>5. Effective communication.</b> Develop and illustrate effective strategies to communicate public health/food safety issues to a variety of audiences.	AAI 801-Interdisciplinary Process (3) DMP 815-Multidisciplinary Thought and Presentation (3) MC 750-Strategic Health Communication MC 760-Communication and risk (3)	

### Attachment 3. Template D4-1. Emphasis Area Competencies

Content	Course number(s) or other educational requirements	Specific Assessment Opportunity
<b><i>Infectious Diseases and Zoonoses emphasis area competencies.</i></b>		
<b>1. Pathogens/pathogenic mechanisms.</b> Understand and be able to describe the ecology and modes of disease causation of infectious agents such as bacteria, viruses, parasites, and fungi.		
<b>2. Host response to pathogens/immunology.</b> Describe the current understanding of host immune response to infection and understand the role of vaccination in infectious disease control.		
<b>3. Environmental/ecological influences.</b> Understand the influence of space/geography, insect vectors, toxic plants and other toxin sources, as well as infectious agents on infectious disease and food safety.		
<b>4. Disease surveillance/ quantitative methods.</b> Understand how disease events and risk factors for disease are quantified and compared.		
<b>5. Effective communication.</b> Develop and demonstrate effective strategies to communicate public health/infectious disease issues to a variety of audiences.	AAI 801-Interdisciplinary Process (3) DMP 815-Multidisciplinary Thought and Presentation (3) MC 750-Strategic Health Communication MC 760-Communication and risk (3)	

### Attachment 3. Template D4-1. Emphasis Area Competencies

Content	Course number(s) or other educational requirements	Specific Assessment Opportunity
<b><i>Public Health Nutrition emphasis area competencies.</i></b>		
<p><b>1. Information literacy of public health nutrition.</b> Demonstrate information literacy through the acquisition of public health nutrition knowledge and skills necessary to locate, understand, and evaluate and use that information efficiently and effectively for public health practice.</p>	<p>FNDH 600-Public Health Nutrition (3) FNDH 844 Nutritional Epidemiology (3) FNDH 820-Functional Foods for Chronic Disease Prevention (3)</p>	
<p><b>2. Translate research into practice.</b> Translate research into practice through skills in nutrition surveillance, policy, program planning and evaluation, management, information dissemination and oral and written communication.</p>	<p>FNDH 600-Public Health Nutrition (3) FNDH 844 Nutritional Epidemiology (3) FNDH 820-Functional Foods for Chronic Disease Prevention (3)</p>	
<p><b>3. Population-based health administration.</b> Utilize advance principles of health literacy, including critical thinking skills, literature searches, data collection and interpretation, necessary for the implementation and administration of population-based food, nutrition and health services.</p>	<p>FNDH 600-Public Health Nutrition (3) FNDH 844 Nutritional Epidemiology (3) FNDH 820-Functional Foods for Chronic Disease Prevention (3)</p>	
<p><b>4. Integrate knowledge of human nutrition principles.</b> Integrate knowledge of human nutrition principles with epidemiological concepts in order to improve population health and reduce disease risk.</p>	<p>FNDH 600-Public Health Nutrition (3) FNDH 844 Nutritional Epidemiology (3) FNDH 820-Functional Foods for Chronic Disease Prevention (3) FNDH 880-Graduate Seminar in Human Nutrition (1)</p>	
<p><b>5. Effective communication.</b> Develop and illustrate effective strategies to communicate public health/nutrition issues to a variety of audiences.</p>	<p>FNDH 600-Public Health Nutrition (3) FNDH 880-Graduate Seminar in Human Nutrition (1)</p>	

### Attachment 3. Template D4-1. Emphasis Area Competencies

Content	Course number(s) or other educational requirements	Specific Assessment Opportunity
<b><i>Public Health Physical Activity emphasis area competencies.</i></b>		
<b>1. Population health.</b> Develop evidence-based knowledge of the relationship between physical activity and population health.	KIN 797 Topics: Public Health Physical Activity Behavior (3) FNDH 844-Nutritional Epidemiology (3)	
<b>2. Social, behavioral and cultural influences.</b> Understand how social, behavioral and cultural factors contribute to participation in physical activity.	KIN 610-Program Planning and Evaluation (3) KIN 805-Physical Activity and Human Behavior (3)	
<b>3. Theory application.</b> Understand how social and behavioral theory and frameworks are used in programs designed to promote physical activity in community settings.	KIN 610-Program Planning and Evaluation (3) KIN 805-Physical Activity and Human Behavior (3)	
<b>4. Creating and evaluating interventions.</b> Develop skills for creating and evaluating physical activity interventions in diverse community settings.	KIN 610-Program Planning and Evaluation (3) KIN 805-Physical Activity and Human Behavior (3)	
<b>5. Effective communication.</b> Develop the ability to collaboratively communicate with public health officials and other community partners to promote physical activity in community settings.	KIN 610-Program Planning and Evaluation (3) KIN 612-Policy, Built Environment and Physical Activity (3)	