

**K-State MPH Faculty Advisory Council Meeting**  
**Location: Trotter Hall Rm 113 – Dean’s Conference Room**  
**March 12, 2018 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	
5	Gragg, Sara	FSB	
6	Kastner, Justin	FSB	
7	Nutsch, Abbey	FSB	X
8	Cernicchiaro, Natalia	IDZ	
9	Nguyen, Annelise	Core Instructor + IDZ	
10	Renter, David	IDZ	
11	Hanson, Jennifer	Core Instructor + PHN	X
12	Rosenkranz, Ric	PHN	Rosenkranz, S Proxy
13	Rosenkranz, Sara	PHN	X
14	Besenyi, Gina	PHPA	X
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.

**Approval of Minutes:**

January 8, 2018 minutes were approved for posting. The February meeting was cancelled due to members being out with the flu.

**Items for Discussion:**

Dr. Gina Besenyi, PhD, MPH was welcomed to the committee and will replace Dr. Brandon Irwin from Public Health Physical Activity emphasis area.

Course and Curriculum: Re-listing of courses is in Curriculog and moving through the required steps. It should become effective Spring 2019. Starting Fall 2018 will be encouraged to follow the new listing.

- Reviewed updated competency mapping of Foundational Public Health Learning Objectives (Table D1-1 send as Foundational Objectives v2-2018) and Foundational Competencies, missing competencies in red (#s 6, 8, 14 & 20). ([Attachment 1](#))

Reviewed updated emphasis area revised course lists for Course and Curriculum and mapping. Mapping is almost completed. ([Attachment 2](#))

- FSB needs more information on course assignments/tests.
  - IDZ is complete.
  - PHN needs more information on course assignments/tests.
  - PHPA needs information for competency #1 and more information on course assignments/tests.
- Started discussion on Vision/Mission/Goals/Values section. Updates and suggestions are highlighted in red on [Attachment 3](#).

## **K-State MPH Faculty Advisory Council Meeting**

**Location: Union Room 204**

**March 12, 2018 at 10:30 AM**

### **Agenda**

- Start discussion on Instructional Quality, Faculty Scholarship and Faculty Extramural Service items to address. Measures selected are highlighted in red on Attachment 4.
- Discussion on new assessment to be aligned with 22 Foundational Competencies. It was suggested that we investigate how Qualtrics could make filling out the assessment easier by only typing in the numbers of the competency the student selected, and those would be the only ones that come up for review. (Attachment 5)
- Information to be added to syllabi for core courses was distributed to core faculty in attendance. (Attachment 6)

#### **FYI Item: CEPH dates for your calendar.**

- June, 6, 2018, consultation visit to review document.
- October 15, 2018, self-study document due for copies and mailing to reach CEPH by October 22.
- December 21, 2018, comments from reviews with changes that need to be made to the document
- February 21, 2019, final self-study due.
- March 21-22, 2019, On-site visit.
- Decision, CEPH council decision at least 18 weeks after site visit.

**Next Meeting:** April 8, 2018 (second Monday in April) in Union, Room 204.

**Adjourned at 11:50 AM.**

## Attachment 1: 12 Foundational Objectives and 22 Foundational Competencies Mapping

**Table 1. Template D1-1. Content Coverage for MPH.**

Content	Course number(s) or other educational requirements	Specific Assessment Opportunity
1. Explain public health history, philosophy and values	MPH 720, Administration of Health Care Organizations	720 Exam 1 question #37 requires the students to compare and contrast the holistic vs the medical model of health #38 requires students to understand the evolution of health services from home care, poorhouses, and unsanitary filed hospitals (Florence Nightingale) to the hospitals of today. 720: Quiz 2a questions #2 requires students to identify the Flexner Report's (1910) role in reforming medical education and #8 requires students to distinguish between the social justice vs market justice model of distribution of health services.
	MPH/DMP 754 Introduction to Epidemiology	754: Assessed by quiz 1-2, quiz 15-1, quiz 15-2, quiz 15-3, and Exam 1 Including questions on: the history of epidemiology (Quiz 1-2), the first use of administrative databases to study disease (Quiz 1-2), the predominant disease prevention strategies employed by epidemiologists (Quiz 15-1), ethical issues associated with data mining and other epidemiological research methods (Quiz 15-3), and epidemiologic approaches to disease investigation (Exam 1)
2. Identify the core functions of public health and the 10 Essential Services*	MPH 720, Administration of Health Care Organizations	720 Exam 1 questions #36 requires the student to list the 10 essential services and the core functions of public health.
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	701: Assessed by homework 1, 5, 6, 7, 8, Exam 1, 3, and final exam. Students are required to describe the population's health with descriptive statistics (HW1 question 1-3; Exam1 question 1, 4, 6, 7, 12) and use advanced statistical inference tools, such as confidence interval (HW5 question 6.23-6.45; Exam 3 question 5, 7b, 7c, 8a), hypothesis testing (HW6 question 7.33-7.38, HW7 question 8.41-8.47; Exam 3 question 7d, 7e, 7f) and regression models (HW8 question 11.13-11.15; Final exam question 3), to answer these scientific questions related to public health.
	MPH 720, Administration of Health Care Organizations	720: Stakeholder interview assignment requires the students to utilize qualitative methods in assessing community health.
	MPH/DMP 754 Introduction to Epidemiology	754: Assessed by calculating quantitative measures of population health (Assignment 1, Assignment 2, & Assignment 3) and Examinations 1, 2, & 3 Including questions requiring students to calculate amount of disease in a population (Assignment 1 & Exam 1), measures of association (Assignment 2 & Exam 1), measures of association (Assignment 2 & Exam 2), and effect of risk factors on exposed

## Attachment 1: 12 Foundational Objectives and 22 Foundational Competencies Mapping

		populations, and effect of risk factors on entire populations (Assignment 3 & Exam 3).
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	<p>MPH 720, Administration of Health Care Organizations</p> <p>MPH 754, Introduction to Epidemiology</p>	<p>720: Exam 1 question #18 requires students to know the relative life expectancy of different racial/ethnic group in the US.</p> <p>754: Discussion questions 1&amp;3 Including questions on shifts in leading causes of death over time (Discussion Question 1) and the role of epidemiology to identify public health priorities based on changing disease trends (Discussion Question 3).</p>
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	<p>MPH 701, Fundamental Methods of Biostatistics</p> <p>MPH 720, Administration of Health Care Organizations</p> <p>MPH 754, Introduction to Epidemiology</p>	<p>701: Use probability tool: Bayes' rule to evaluate the health screening test (HW 2 question 3.21-3.29, 3.93-3.119 and Exam 1 question 10, 11).</p> <p>720: Quiz 1a (2017) questions #3-4 requires students to identify the prevention level when given examples of different interventions.</p> <p>754: Exam 1 &amp; Discussion Question 2 Including questions asking students to identify different public health interventions as primary, secondary, or tertiary (Exam 1), questions requiring students to design and justify a disease screening strategy (Exam 1 and Discussion Question 2)</p>
6. Explain the critical importance of evidence in advancing public health knowledge	<p>MPH 701, Fundamental Methods of Biostatistics</p> <p>MPH 720, Administration of Health Care Organizations</p> <p>MPH 754, Introduction to Epidemiology</p>	<p>701: Assessed by homework 5, 6, 7 and Exam 3. Use advanced statistical inference tools, such as confidence interval (HW5 question 6.23-6.45; Exam 3 question 5, 7b, 7c, 8a), hypothesis testing (HW6 question 7.33-7.38, HW7 question 8.41-8.47; Exam 3 question 7d, 7e, 7f), to evaluate the importance of evidence in advancing public health knowledge.</p> <p>720: Exam 2, question #9 requires students to know the mission of the federal agency AHRQ (Agency for Healthcare Research and Quality).</p> <p>754: Exam 3 Including questions on causal criteria and evidence based medicine/public health (Exam 3)</p>
7. Explain effects of environmental factors on a population's health	<p>MPH 701, Fundamental Methods of Biostatistics</p> <p>MPH 802, Environmental Health</p>	<p>701: Assessed by homework 8 and Final Exam. Use regression models to evaluate the environmental factors on the health outcomes of population (HW8 question 11.48-11.49; Final exam question 3).</p> <p>802: 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</p>

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8. Explain biological and genetic factors that affect a population's health	MPH 754, Introduction to Epidemiology	754: Exam 2, Exam 3, quiz 12-4 Including questions on assessing multiple variables at the same time (Exam 2 & Exam 3) and specifically the methods to investigate the role of environment and genetics on disease risk and prognosis (Quiz 12-4).
9. Explain behavioral and psychological factors that affect a population's health	MPH 701, Fundamental Methods of Biostatistics	701: Assessed by homework 6 and Exam 3. Use hypothesis testing to evaluate the psychological factors on the health outcomes of population (HW6 question 6.30-6.32; Exam 3 question 8).
	MPH 720, Administration of Health Care Organizations	720: Exam 2, question #38 requires students to list major barriers to mental health care.
	MPH 818, Social and Behavioral Bases of Public Health	MPH 818-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	720: Exam 1, requires students to identify the general characteristics of the US Health Care System (questions #2 & #8), and the Affordable Care Act (questions #19 & #21). Quiz 1a questions #1 & #2 requires students to distinguish between Medicare, CHIP, and Medicaid. Quiz 1a questions #8 & #9 requires students to identify the meaning of the terms "moral hazard" and "defensive medicine". Exam 2 question #35 students must identify which branch of government is responsible for developing and submitting budget proposals to congress. Exam 2, question #20 students must identify which division of government is responsible for interpreting and implementing new laws. Quiz 2a, question #4 requires students to identify the determinants of health according to Blum's Force Field.
	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
	MPH 754, Introduction to Epidemiology	754: Discussion question 3 Including questions requiring students to compare risk factors and disease burden in developed and developing countries (Discussion Question 3)
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.

## Attachment 1: 12 Foundational Objectives and 22 Foundational Competencies Mapping

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

Competency	* Course number(s) and name(s)	Specific assessment opportunity
<b>Evidence-based Approaches to Public Health</b>		
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	<p>MPH 701, Fundamental Methods of Biostatistics</p> <p>MPH 754, Introduction to Epidemiology</p>	<p>701: Assessed by Exam 2. Using probability tools correctly to public health practice is the aim. The questions on calculating prevalence and incidence, as well as sensitivity and specificity were given.</p> <p>754: Discussion Questions 1, 2, &amp;3, and Assignment 1. Questions on chronic diseases such as cancer and heart disease (Discussion Question 1), infectious disease (Assignment 1 &amp; Discussion Question 2), disease screening (Discussion Question 3); and at the population levels of schools (Discussion Question 1), communities (Assignment 1), nations (Discussion Question 1), and risk groups based on behaviors (Discussion Question 2)</p>
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	<p>MPH 701, Fundamental Methods of Biostatistics</p> <p>MPH 720, Administration of Health Care Organizations</p> <p>MPH 754, Introduction to Epidemiology</p>	<p>701: Evaluated by Homework 5 &amp; 6 and Exam 2 &amp; 3. Questions on the sample size and power calculation for the associated study designs (/data collection design) were given.</p> <p>720: Exam 1(2017 v.A) question #5 requires students to understand the broad differences between qualitative and quantitative methods.</p> <p>754: Discussion Question 1, Assignments 2&amp;3, and Exam 3. Questions that require students to select and calculate the best measures for specific disease based on chronicity, lethality, contagiousness, and other attributes (Discussion Question 1, Assignment 1, Assignment 2, and Exam 3)</p>
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	<p>MPH 701, Fundamental Methods of Biostatistics</p> <p>MPH 754, Introduction to Epidemiology</p>	<p>701: Assessed by all homework and Exams. Describe the population's health with descriptive statistics and use advanced statistical inference tools to answer these scientific questions related to public health. The basic analysis with SAS is evaluated by Exam 1.</p> <p>754: Assignments 1,2,&amp;3, and Exams 1,2,&amp;3. Questions that require students to calculate various measures of incidence, prevalence, attributable risk, and population risk (Assignments 1,2,&amp;3, Exams 1,2,&amp;3)</p>
4. Interpret results of data analysis for public health research, policy or practice	<p>MPH 701, Fundamental Methods of Biostatistics</p>	<p>701: Assessed by all homework and Exams. Describe the population's health with descriptive statistics and use advanced statistical inference tools, such as confidence interval, hypothesis testing and regression models, to answer these scientific questions related to public health.</p>

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	MPH 754, Introduction to Epidemiology	754: Discussion Questions 1,2, &3, Assignments 1, 2,&3, and Exams 1,2,&3. Questions that require students to interpret disease measures and the application of those interpretations at risk-group, community, and population level decisions and policy (Discussion Questions 1,2, &3, Assignments 1,2, &3, and Exams 1,2, &3).
<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	720: Quiz 1a (2017) requires students to understand the concept of primary care (question #5), acute care (question #7), and the Quad Functional Model of Basic Health Care Delivery Systems (question #6). Exam 2 (2017 v.A) question #5 requires students to understand the authority structure over the local county health department. Quiz 4a (2017) questions #7-9, requires students to distinguish between distributive policies, redistributive policies, and regulatory tools.
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	MPH 720, Administration of Health Care Organizations	720: Exam 2 (2017 v.A) question #39 requires students to describe the factors used in the yearly Robert Johnston Foundation County Health Rankings
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	MPH 754, Introduction to Epidemiology	754: Discussion question 3, Assignment 3 Questions requiring students to describe the factors that federal and state agencies should use to prioritize public funds (Discussion Question 3), and requiring students to describe how different measures of disease are used to inform policy for different types of populations (Assignment 3).
10. Explain basic principles and tools of budget and resource management	MPH 720, Administration of Health Care Organizations	720: Exam 1 (2017, v.1) question # 35 requires students to describe 2 managed care methods used to monitor and control utilization of health care services. Exam 2 (2017, v.A), question #18 requires students to understand the difference between operational and capital budgets, question #34 requires students to quantify the relative cost of fraudulent health care billing. Quiz 4a (2017), question #6 requires students to understand the basic concept of block grants.

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	MPH 754, Introduction to Epidemiology	754: Discussion question 3, Exam 3, quiz 14-5. Questions requiring students to calculate and interpret different measures of disease for the purpose of informing policy based on the best use of scarce resources (Assignment 3), screening test resources (Exam 3), and total optimum cost (Quiz 14-5).
11. Select methods to evaluate public health programs	MPH 701, Fundamental Methods of Biostatistics	701: Assessed by Exam 3 and final exam. Use confidence intervals and hypothesis testing to evaluate the programs.
	MPH 754, Introduction to Epidemiology	754: Discussion question 3, Assignment 3, Exam 3 Questions requiring students to defend their choice of measures to base decisions for individuals and communities (Discussion Question 3), to calculate and interpret population relative risk, population attributable risk and attributable fractions (Assignment 3 & Exam 3).
<b>Policy in Public Health</b>		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	MPH 754, Introduction to Epidemiology	754: Discussion question 3, Assignment 3, Exam 3 Questions requiring students to consider raw death risk, quality of life lost, years of potential life lost, emerging disease problems, and effectiveness of intervention when allocating scarce public health resources (Discussion Question 3), to require students to apply the criteria for causation when evaluating a study linking a risk factor to an outcomes (Assignment 3), to ask students how levels of evidence and ethical considerations for data collection impact their conclusions from epidemiologic studies (Exam 3).
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	MPH 720, Administration of Health Care Organizations	720: Stakeholder interview assignment requires the students to identify stakeholders within the State of Kansas.
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	MPH 754, Introduction to Epidemiology	754: Discussion Questions 2 & 3, Assignment 3, Exam 3 Questions requiring students to calculate both risk-group and population-level risk reduction measures on potential public health interventions and their interpretation regarding implementing those interventions based on the calculated values (Discussion Questions 2&3), and to consider different population-groupings when evaluating health outcomes (Assignment 3 and Exam 3).
<b>Leadership</b>		
16. Apply principles of leadership, governance and management, which	MPH 720, Administration of Health Care Organizations	720: Reflection paper assignment requires students to take notes and reflect upon guest lecture topics related to leadership/management.



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include creating a vision, empowering others, fostering collaboration and guiding decision making		720 Exam 2 (2017, v.A), question #36 students must provide examples of potential organizational threats and offer administrative actions which could decrease the risk.
17. Apply negotiation and mediation skills to address organizational or community challenges	MPH 720, Administration of Health Care Organizations	720: Reflection paper assignment requires students to take notes and reflect upon guest lecture topics related to negotiation and mediation.
<b>Communication</b>		
18. Select communication strategies for different audiences and sectors	MPH 840 Field Experience and poster	840: Student prepare their Final paper and PowerPoint Presentation with the guidance of their major professor and committee members designed to communicate their public health practice to an audience of interdisciplinary members. Students also prepare a poster and/or an oral presentation for a non-academic audience or a university wide audience outside of public health. These are required assessments for MPH 840.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	MPH 754, Introduction to Epidemiology	754: Discussion questions 1, 2, & 3, Assignments 1, 2, & 3 Questions requiring students to provide written instructions or feedback for use by a variety of audiences (i.e. patients/public (Discussion Question 2, Assignment 1&3); and health professionals (Discussion Questions 1,2&3, Assignments 1,2&3)
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	MPH 840 Field Experience	840: The field experience preceptor and the teams with which they work during the field experience placement are diverse in their professions so that students work with two or more professions in order to learn about, from and with each other to enable effective interprofessional collaboration. These are required and expected activities for MPH 840. In addition, students are required to use competency #21 as one of their five competencies addressed during their field experience placement.
<b>Systems Thinking</b>		
22. Apply systems thinking tools to a public health issue	MPH 754, Introduction to Epidemiology	754: Discussion question 2 & 3 Questions that required students to alter decisions based on differing prior knowledge (Discussion Question 2) and to consider upstream and downstream factors when allocating public resources (Discussion Question 3).

\* 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.

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^ "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: Emphasis Area Mapping

**Table 3. Template 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  FDSCI 731-Rood Protection and Defense: Essential Concepts	FDSCI 730: Report #4  FDSCI 731: Module B Quizzes (L1, L2, CS1, L3, L4, L5)
<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  FDSCI 731-Rood Protection and Defense: Essential Concepts	FDSCI 730: Quiz, Lecture D1; Quiz, Lecture F1  FDSCI 731: Module C, Quizzes (L6, L7); Module E Quizzes (L13, L15, L16); Module F Quiz (CS2)
<b>3. Food safety laws and regulations.</b> Identify key US food safety regulatory bodies and their legislative authorities, missions, and jurisdictions.	DMP 816-Trade & Agricultural Health	DMP 816: Module 5 quiz, questions #2, 3, 4, 5 and 6
<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.	DMP 888 Globalization, Cooperation, and the Food Trade	DMP 888: Module 1 assignment (questions 2, 4, and 6); Module 3 assignment (questions 2, 3, and 4); and Module 7 assignment (questions 1 and 4).
<b>5. Effective communication.</b> Develop and illustrate effective strategies to communicate public health/food safety issues to a variety of audiences.	DMP 815-Multidisciplinary Thought & Presentation	Three assignments in DMP 815 assess this competency: Students are asked to prepare a news release to communicate a multidisciplinary science topic; Students are asked to prepare a technical report for a specific target audience related to a multidisciplinary science topic; and Students are asked to write and present a scientific seminar for a specific target audience related to a multidisciplinary science topic.
<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	BIOL 530 – Pathogenic Microbiology or	BIOL 530: Pathogens are discussed and assessed in 4 exams, 2 laboratory reports, and weekly quizzes. The questions assess if students can determine the causative agents, diagnosis, virulence and treatment options in the form of clinical case studies. For each assessment report, students are evaluated for their skills in identifying an

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Content	Course number(s) or other educational requirements	Specific Assessment Opportunity
agents such as bacteria, viruses, parasites, and fungi.	DMP 812 – Veterinary Bacteriology and Mycology	enteric organism (report 1) and an unknown (report 2) organism.  DMP 812: The pathogens and pathogenic mechanism topics are covered in all four exams of the course in the following manner: first exam - ~ 30%; and second, third, and fourth exams, each, ~ 80%. Exam questions include multiple choice, short answers and fill in the blanks format. Students are expected to answer short answer questions with examples.
<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.	BIOL 670 – Immunology or  DMP 705 – Principles of Veterinary Immunology	BIOL 670: Exam 1 will ask students to understand the innate immune responses and antibody structure and function. For exam 2, the students will understand T cell biology and cytokine biology. Exam 3 will require student understanding and be able to apply both adaptive and innate concepts to infectious disease. Exam 4 will focus on vaccinations to control the infectious diseases and autoimmunity. Each of these concepts will be demonstrated by the student applying the material to research or clinical problems involving humans or vertebrate animals.  DMP 705: Exam 1 questions 1b-f asks students to name the first sentinel cell to arrive at infection site, sentinel cell located at portals of pathogen entry, pathogen recognition mechanisms, and mechanisms of evading destruction by immune effectors. Exam 2 question 1 ask students to explain the role played by MHC molecules and MHC polymorphisms in immune responses against extracellular and intracellular pathogens; questions 2d-e ask student to list cytokines produced by Th17 cells, the effect of the cytokines on host immune response, and name a pathogen that requires a strong Th17 response in order to be controlled/cleared; question 3 ask students to identify adaptive immune response mechanisms involved in clearance of intracellular bacterial infections. Exam 3, questions 1a-d ask students to explain how an adjuvant works and give examples of different types of adjuvants/role in influencing type of immune responses for protection against infectious microbial pathogens; describe different types of vaccines/describe how they work in inducing immune protection and give an example of each; define core/noncore vaccines and give one example of each.
<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	DMP 710 – Introduction to One Health	DMP 710: Online discussion questions on Weeks 4, 9, and 12; online quizzes on Weeks 6, 10, and 14 associated with environmental/ecological influences.

## Attachment 2: Emphasis Area Mapping

Content	Course number(s) or other educational requirements	Specific Assessment Opportunity
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.	DMP 710 – Introduction to One Health	DMP 710: Two case analysis paper assignments and one term paper assignment that must include primary research articles associated with disease surveillance and/or quantitative methods.
<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  or  DMP 815-Multidisciplinary Thought and Presentation	Module 3 quiz, question 6 asks about communications strategies and the challenges of communicating to different audiences with varying degrees of expertise with the particular issue (such as food safety, or epidemiology)  Three assignments in DMP 815 assess this competency: Students are asked to prepare a news release to communicate a multidisciplinary science topic; Students are asked to prepare a technical report for a specific target audience related to a multidisciplinary science topic; and Students are asked to write and present a scientific seminar for a specific target audience related to a multidisciplinary science topic.
<b>Public Health Nutrition emphasis area competencies.</b>		
<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.	FNDH 600 – Public Health Nutrition  FNDH 820 – Functional Foods for Chronic Disease Prevention  FNDH 844 – Nutritional Epidemiology	FNDH 600: Online quizzes from peer-reviewed articles;  FNDH 820: Reviewed paper;  FNDH 844: Critical appraisals of peer-reviewed articles
<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.	FNDH 600 – Public Health Nutrition  FNDH 820 – Functional Foods for Chronic Disease Prevention	FNDH 600: Food security service-learning project;  FNDH 820: Reviewed paper

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Content	Course number(s) or other educational requirements	Specific Assessment Opportunity
<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.	FNDH 600 – Public Health Nutrition	FNDH 600: Food security service-learning project
<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.	FNDH 600 – Public Health Nutrition	FNDH 600: Quiz and exam covering food safety
<b>5. Effective communication.</b> Develop and illustrate effective strategies to communicate public health/nutrition issues to a variety of audiences.	FNDH 844 – Nutritional Epidemiology  FNDH 880 – Graduate Seminar in Human Nutrition	FNDH 844: Oral presentation of peer-reviewed articles;  FNDH 880: Research seminar presentations
<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 612 – Policy, Built Environment and Physical Activity	
<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  KIN 805 – Physical Activity and Human Behavior	KIN 610 – Program Planning and Evaluation  KIN 805 – Physical Activity and Human Behavior
<b>3. Theory application.</b> Understand how social and behavioral theory and frameworks are used in programs designed to	KIN 610 – Program Planning and Evaluation  KIN 805 – Physical Activity and Human Behavior	KIN 610 – Program Planning and Evaluation  KIN 805 – Physical Activity and Human Behavior

## Attachment 2: Emphasis Area Mapping

Content	Course number(s) or other educational requirements	Specific Assessment Opportunity
promote physical activity in community settings.		
<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  KIN 805 – Physical Activity and Human Behavior	KIN 610 – Program Planning and Evaluation  KIN 805 – Physical Activity and Human Behavior
<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  KIN 612 – Policy, Built Environment and Physical Activity	KIN 610 – Program Planning and Evaluation  KIN 612 – Policy, Built Environment and Physical Activity

## Attachment 3: Vision/Mission/Goals/Values Section

### B1-1. Vision, Mission, Goals and Values

The MPH Program vision: Be a partner in improving public health for our community through education.

The MPH Program mission: To provide education, scholarship and service across public health, affecting human, animal, and community health locally, regionally, and globally.

This multi-faceted mission aligns with the three main aspects of Kansas State University's land grant mission - education, research, and service.

The MPH Program has four overarching goals aligned with the program vision that describe how our mission will be accomplished in education, scholarship, service, and student success.

Instruction: Provide comprehensive education and professional development to all students in the substantive areas of public health including epidemiology, biostatistics, social and behavioral sciences, health services administration, and environmental health sciences. In addition, provide excellent training and education in specialized areas of public health, including food safety and biosecurity, infectious diseases and zoonoses, public health nutrition, and public health physical activity.

Scholarship: Conduct and communicate collaborative research and scholarship in the public health sciences.

Service: Influence and support public health practice, to enhance health within Kansas and beyond.

Student Success: Mentor and support public health students in their education and training to build a public health workforce.

The MPH program statement of values guides and informs the program and its stakeholders. The MPH Program is an integral part of the entire university setting and adheres to the same values communicated in the Kansas State University's Principles of Community statement. That statement may be found on K-State's website: <http://www.k-state.edu/about/community.html>



### Attachment 3: Vision/Mission/Goals/Values Section

The program goals identified above in **B1-1** are associated with evaluation measures related to each major goal (instruction, scholarship, service and student success) and are selected by the MPH Program Faculty Advisory Council. The evaluation plan is as follows:

**Table 4. Template B5-1. Evaluation Plan**

Evaluation measures	Data collection method for measure	Responsibility for review
<b>Goal Statement:</b> Advance the field of public health through graduate education and training.		
<i>Measure</i> One-hundred percent (100%) of Foundational Public Health Knowledge learning objectives will be addressed by core courses.	Foundational Public Health Knowledge learning objectives will be embedded and assessed in core courses.	MPH Director, MPH Faculty Advisory Board.
<i>Measure</i> One-hundred percent (100%) of MPH foundational competencies will be addressed by core courses and degree requirements.	MPH foundational competencies will be will be embedded and assessed in core courses and degree requirements.	MPH Director, MPH Faculty Advisory Board.
<b>Goal Statement:</b> (will need to collect more faculty forms to determine measures %)		
<i>Measure</i> Each academic year, at least X% of the primary and core MPH faculty will communicate public health related research to the public via scholarly presentations and/or publications.	Measured by tracking annual self-reporting of faculty written or oral public health scholarship.	MPH Director, MPH Faculty Advisory Board.
<i>Measure</i> Each academic year, at least 95%% of the MPH students will communicate public health related research or practice to the public via oral or poster presentations and/or publications	Measured by tracking annual data of student completion of MPH Applied Practice Experience (APE) requirement of written or oral communications.	MPH Director, MPH Major Professors.
<b>Goal Statement:</b> (will need to collect more faculty forms to determine measures %)		
<i>Measure</i> Each academic year, MPH faculty will support # community education, outreach, extension, or service projects.	Measured by tracking annual self-reporting of faculty service and engagement.	MPH Director, MPH Faculty Advisory Board.
<i>Measure</i> Each academic year, MPH students will support # community education, outreach, extension, or service projects.	Measured by tracking annual self-reporting of student service and engagement.	MPH Director, MPH Faculty Advisory Board.

### Attachment 3: Vision/Mission/Goals/Values Section

<b>Goal Statement:</b> Promote public health student success through advising and mentoring.		
<i>Measure*</i> At least <b>seventy-five</b> percent ( <b>75%</b> ) of <b>full-time</b> MPH students will complete their degree requirements within 24 months of enrollment in the program. This reflects the ratio of full- to part-time students.	Measured by tracking annual graduation rate data	MPH Director, MPH Faculty Advisory Board.
<i>Measure*</i> At least <b>seventy-five</b> percent ( <b>75%</b> ) of all MPH students will complete their degree requirements within 6 years of enrollment in the program.	Measured by tracking annual graduation rate data .	MPH Director, MPH Faculty Advisory Board.

\*2 years considered full time, 6 years to complete degree from Graduate school – will note this in document text.

#### **B5-2. Describe how the chosen evaluation methods and measures track the program's progress in advancing the field of public health.**

The evaluation methods and measures track the program's progress in advancing the field of public health. The program goals identified above in B5-1 are associated with evaluation measures related to each major goal for the program, including instruction, scholarship, service, and student success. The instruction and student success goals and measures will ensure that MPH graduates are trained in foundational public health skills that are transferable to all public health careers, and they are prepared and confident for a future career in public health. The scholarship and service goals and measures will ensure that MPH program faculty and students are both committed to and engaged in public health in their community. In addition, these goals and measures fulfil important principles of the tenets of the mission and vision of the program, which is to serve and improve public health in our community. Data collected for these measures will be tracked annually and will demonstrate the integral role of the program students and faculty in public health advancement.

#### **B5-3. Provide evidence of implementation of the plan described in Template B5-1.**

The evaluation plan is implemented in an ongoing manner with data input each semester and annually from a number of sources. Some key components of the evaluation process include:

- Student, Graduate and Alumni Surveys
- Employer/Potential Employer Surveys
- Faculty Evaluations of Student Performance / Attainment of Program Competencies
- Student and Preceptor Evaluations of Students after Field Experiences
- Kansas Board of Regents Program Review
- Program Updates to Provost, Deans and Department Heads
- Meetings of the Faculty Advisory Committee

## Attachment 4: Instructional Quality, Faculty Scholarship and Faculty Service

**E3-5. Select at least three indicators, with one from each of the listed categories that are meaningful to the program and relates to instructional quality. Describe the program's approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the lists that follow, the program may add indicators that are significant to its own mission and context.**

Faculty currency

Peer/internal review of syllabi/curricula for currency of readings, topics, methods, etc.

Faculty instructional technique

Student satisfaction with instruction quality

School- or program-level outcomes

Courses that integrate technology in innovative ways to enhance learning

**E4-6. Select at least three of the following measures that are meaningful to the program and demonstrate its success in research and scholarly activity. Provide a target for each measure and data from the last three years.**

Number of faculty-initiated IRB applications

Number of articles published in peer-reviewed journals

Presentations at professional meetings

(will need to collect more faculty forms to determine measures/target)

**Table 5. Template E4-1. Outcome Measures for Faculty Research and Scholarly Activity**

Outcome Measure	Target	Year 1	Year 2	Year 3
Number of faculty-initiated IRB applications				
Number of articles published in peer-reviewed journals				
Presentations at professional meetings				

To identify the three years of data required, start with the date of your site visit (not the due date of your preliminary self-study) and use the three most recent, complete years of data.

If required data are not available when the preliminary self-study is submitted, you may leave these cells blank and provide a footnote to explain that the table will be updated later. Updates between the preliminary and final self-studies (and even between the final self-study and site visit) are typical.

Example: If your site visit takes place in fall 2016 or spring 2017, the template must present data for 2013-2014 (Year 1), 2014-2015 (Year 2) and 2015-2016 (Year 3).

#### **Attachment 4: Instructional Quality, Faculty Scholarship and Faculty Service**

SPH should focus data and descriptions on faculty associated with the public health degree programs.

**E5-5. Select at least three of the following indicators that are meaningful to the program and relate to service. Describe the program's approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the list that follows, the program may add indicators that are significant to its own mission and context.**

Number of faculty-student service collaborations

Number of community-based service projects

Public/private or cross-sector partnerships for engagement and service

## Attachment 5: Proposed Degree Assessment

### MPH Degree Assessment (proposed effective Fall 2018)

Instructions. The competencies expected of each MPH graduate are listed below. As a supervisory committee member, please assess each competency to the best of your ability (even if you are not an expert in that area) and select the appropriate response. All responses are confidential.

Student Name:

Your Name:

Role: Major Professor or Committee Member

Graduation Semester:

There are 22 Foundational Objectives addressed in the 5 MPH Core Courses. The competencies are group by topic and students are expected to pick 5 of the competencies and address them in the field experience report. **One competency must be #21. Perform effectively on interprofessional teams.** Your student has summarized the competencies they have chosen in a table in the field experience report and discussed them in their presentation. In addition, these 5 Foundational Objectives addressed in the 5 MPH Core Courses, are provided to you by the MPH office, to prepare for the final exam.

Based on the written report **and** oral presentation, please assess the student on the 5 competencies they selected.

Note: Any competency not chosen by the student should be left blank.

22 Foundational Competencies	Does not meet	Some weakness	No weakness	Clearly exceeds expectations
<b>Evidenced-based approaches to public health</b>				
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 quantities 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				
<b>Public Health and Health Care Systems</b>				
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 basis, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels				
<b>Planning and 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				
9. Design a population-based policy, program, project or intervention				

## Attachment 5: Proposed Degree Assessment

10. Explain basic principles and tools of budget and resource management				
11. Select methods to evaluate public health programs				
<b>Policy in Public Health</b>				
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence				
13. Process 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				
<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				
<b>Interprofessional Practice</b>				
21. Perform effectively on interprofessional teams				
<b>Systems Thinking</b>				
22. Apply systems thinking tools to a public health issue				

**Emphasis area competencies.** Select the student's emphasis area

Food Safety and Biosecurity or Infectious Diseases and Zoonoses or Public Health Nutrition or Public Health Physical Activity

Integration	Does not meet	Some weakness	No weakness	Clearly exceeds expectations
At the completion of the degree requirements, students will have demonstrated their ability to integrate knowledge and skills to solve problems and to produce scholarly work in both an applied practice experience (APE; i.e., field experience and products) and an integrated learning experience (ILE; i.e., written report and final exam).				

**Comments:** Please provide comments, especially for strengths or weaknesses in particular competencies.

**Suggested guidelines for MPH competencies.**

In addition to what you normally address in an oral defense, please review the following.

If not clearly addressed and identified by competency number, ask the student which 5 of the 22 Foundation Competencies they selected to address in their report (one of the 5 being #21. Perform effectively on

### **Attachment 5: Proposed Degree Assessment**

interprofessional teams). If the student does not present adequate knowledge in the five chosen competencies during the final exam/oral defense, ask additional questions to ensure they have demonstrated the selected competencies.

## Attachment 6: Core Syllabi Attachments

Course Number and Name: **MPH 701 – Fundamental Methods of Biostatistics**

Emphasis Area: **All emphasis areas**

Information concerning this course for MPH students. The following are the emphasis area specific competencies addressed and assessed by this course:

<b>MPH Foundational Public Health Learning Objectives</b>	
<b>Content</b>	<b>Specific Assessment Opportunity</b>
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	701: Assessed by homework 1, 5, 6, 7, 8, Exam 1, 3, and final exam. Students are required to describe the population's health with descriptive statistics (HW1 question 1-3; Exam1 question 1, 4, 6, 7, 12) and use advanced statistical inference tools, such as confidence interval (HW5 question 6.23-6.45; Exam 3 question 5, 7b, 7c, 8a), hypothesis testing (HW6 question 7.33-7.38, HW7 question 8.41-8.47; Exam 3 question 7d, 7e, 7f) and regression models (HW8 question 11.13-11.15; Final exam question 3), to answer these scientific questions related to public health.
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	701: Use probability tool: Bayes' rule to evaluate the health screening test (HW 2 question 3.21-3.29, 3.93-3.119 and Exam 1 question 10, 11).
6. Explain the critical importance of evidence in advancing public health knowledge	701: Assessed by homework 5, 6, 7 and Exam 3. Use advanced statistical inference tools, such as confidence interval (HW5 question 6.23-6.45; Exam 3 question 5, 7b, 7c, 8a), hypothesis testing (HW6 question 7.33-7.38, HW7 question 8.41-8.47; Exam 3 question 7d, 7e, 7f), to evaluate the importance of evidence in advancing public health knowledge.
7. Explain effects of environmental factors on a population's health	701: Assessed by homework 8 and Final Exam. Use regression models to evaluate the environmental factors on the health outcomes of population (HW8 question 11.48-11.49; Final exam question 3).
9. Explain behavioral and psychological factors that affect a population's health	701: Assessed by homework 6 and Exam 3. Use hypothesis testing to evaluate the psychological factors on the health outcomes of population (HW6 question 6.30-6.32; Exam 3 question 8).

<b>MPH Foundation Competencies</b>	
<b>Competency</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	701: Assessed by Exam 1. Use probability tools for public health practice. The questions on calculating prevalence and incidence (question 13), as well as sensitivity and specificity (question 10) were given for assessment.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	701: Evaluated by Homework 5 & 6 and Exam 3. Questions on the sample size and power calculation for the associated study designs (/data collection design) were given (HW5 6.32; HW6 7.102-7.103; Exam 3 question 7e, 7f).
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	701: Assessed by homework 1, 5, 6, 7, 8, Exam 1, 3, and final exam. Students are required to describe the population's health with descriptive statistics (HW1 question 1-3; Exam1 question 1, 4, 6, 7, 12) and use advanced statistical inference tools, such as confidence interval (HW5 question 6.23-6.45; Exam 3 question 5, 7b, 7c, 8a), hypothesis testing (HW6 question 7.33-7.38, HW7 question 8.41-8.47; Exam 3 question 7d, 7e, 7f) and regression models (HW8 question 11.13-11.15; Final exam question 3), to answer these scientific questions related to public health. The basic analysis with SAS is evaluated by Exam 1 question 5.



## Attachment 6: Core Syllabi Attachments

4. Interpret results of data analysis for public health research, policy or practice	701: Assessed by homework 5, 6, 7, 8, Exam 3, and final exam. Students are required to interpret the results of advanced statistical inference methods, such as confidence interval (HW5 question 6.23-6.45; Exam 3 question 5, 7b, 7c, 8a), hypothesis testing (HW6 question 7.33-7.38, HW7 question 8.41-8.47; Exam 3 question 7d, 7e, 7f) and regression models (HW8 question 11.13-11.15; Final exam question 3), for the questions of public health.
<b>Planning &amp; Management to Promote Health</b>	
11. Select methods to evaluate public health programs	701: Assessed by Exam 3 (question 3) and final exam (question 1). Use confidence intervals and hypothesis testing to evaluate the intervention or public programs.

If you have any questions or comments, please see your instructor or contact the MPH office at 103 Trotter Hall, [mphealth@ksu.edu](mailto:mphealth@ksu.edu), 785-587-2042.

Course Number and Name: **MPH 720 – Administration of Health Care Organizations**

Emphasis Area: **All emphasis areas**

Information concerning this course for MPH students. The following are the emphasis area specific competencies addressed and assessed by this course:

<b>MPH Foundational Public Health Learning Objectives</b>	
<b>Content</b>	<b>Specific Assessment Opportunity</b>
1. Explain public health history, philosophy and values	720 Exam 1 question #37 requires the students to compare and contrast the holistic vs the medical model of health #38 requires students to understand the evolution of health services from home care, poorhouses, and unsanitary filled hospitals (Florence Nightingale) to the hospitals of today. 720: Quiz 2a questions #2 requires students to identify the Flexner Report's (1910) role in reforming medical education and #8 requires students to distinguish between the social justice vs market justice model of distribution of health services.
2. Identify the core functions of public health and the 10 Essential Services	720 Exam 1 questions #36 requires the student to list the 10 essential services and the core functions of public health.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	720: Stakeholder interview assignment requires the students to utilize qualitative methods in assessing community health.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	720: Exam 1 question #18 requires students to know the relative life expectancy of different racial/ethnic group in the US.
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	720: Quiz 1a (2017) questions #3-4 requires students to identify the prevention level when given examples of different interventions.
6. Explain the critical importance of evidence in advancing public health knowledge	720: Exam 2, question #9 requires students to know the mission of the federal agency AHRQ (Agency for Healthcare Research and Quality).
9. Explain behavioral and psychological factors that affect a population's health	720: Exam 2, question #38 requires students to list major barriers to mental health care.

## Attachment 6: Core Syllabi Attachments

10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	720: Exam 1, requires students to identify the general characteristics of the US Health Care System (questions #2 & #8), and the Affordable Care Act (questions #19 & #21). Quiz 1a questions #1 & #2 requires students to distinguish between Medicare, CHIP, and Medicaid. Quiz 1a questions #8 & #9 requires students to identify the meaning of the terms “moral hazard” and “defensive medicine”. Exam 2 question #35 students must identify which branch of government is responsible for developing and submitting budget proposals to congress. Exam 2, question #20 students must identify which division of government is responsible for interpreting and implementing new laws. Quiz 2a, question #4 requires students to identify the determinants of health according to Blum’s Force Field.
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MPH Foundation Competencies	
Competency	Specific assessment opportunity
<b>Evidence-based Approaches to Public Health</b>	
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	720: Exam 1(2017 v.A) question #5 requires students to understand the broad differences between qualitative and quantitative methods.
<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	720: Quiz 1a (2017) requires students to understand the concept of primary care (question #5), acute care (question #7), and the Quad Functional Model of Basic Health Care Delivery Systems (question #6). Exam 2 (2017 v.A) question #5 requires students to understand the authority structure over the local county health department. Quiz 4a (2017) questions #7-9, requires students to distinguish between distributive policies, redistributive policies, and regulatory tools.
<b>Planning &amp; Management to Promote Health</b>	
7. Assess population needs, assets and capacities that affect communities’ health	720: Exam 2 (2017 v.A) question #39 requires students to describe the factors used in the yearly Robert Johnston Foundation County Health Rankings
10. Explain basic principles and tools of budget and resource management	720: Exam 1 (2017, v.1) question # 35 requires students to describe 2 managed care methods used to monitor and control utilization of health care services. Exam 2 (2017, v.A), question #18 requires students to understand the difference between operational and capital budgets, question #34 requires students to quantify the relative cost of fraudulent health care billing. Quiz 4a (2017), question #6 requires students to understand the basic concept of block grants.
<b>Policy in Public Health</b>	
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	720: Stakeholder interview assignment requires the students to identify stakeholders within the State of Kansas.
<b>Leadership</b>	
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	720: Reflection paper assignment requires students to take notes and reflect upon guest lecture topics related to leadership/management. Exam 2 (2017, v.A), question #36 students must provide examples of potential organizational threats and offer administrative actions which could decrease the risk.
17. Apply negotiation and mediation skills to address organizational or community challenges	720: Reflection paper assignment requires students to take notes and reflect upon guest lecture topics related to negotiation and mediation.

## Attachment 6: Core Syllabi Attachments

If you have any questions or comments, please see your instructor or contact the MPH office at 103 Trotter Hall, [mphealth@ksu.edu](mailto:mphealth@ksu.edu), 785-587-2042.

Course Number and Name: **MPH 754 – Introduction to Epidemiology**

Emphasis Area: **All emphasis areas**

Information concerning this course for MPH students. The following are the emphasis area specific competencies addressed and assessed by this course:

<b>MPH Foundational Public Health Learning Objectives</b>	
<b>Content</b>	<b>Specific Assessment Opportunity</b>
1. Explain public health history, philosophy and values	754: Assessed by quiz 1-2, quiz 15-1, quiz 15-2, quiz 15-3, and Exam 1 Including questions on: the history of epidemiology (Quiz 1-2), the first use of administrative databases to study disease (Quiz 1-2), the predominant disease prevention strategies employed by epidemiologists (Quiz 15-1), ethical issues associated with data mining and other epidemiological research methods (Quiz 15-3), and epidemiologic approaches to disease investigation (Exam 1)
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	754: Assessed by calculating quantitative measures of population health (Assignment 1, Assignment 2, & Assignment 3) and Examinations 1, 2, & 3 Including questions requiring students to calculate amount of disease in a population (Assignment 1 & Exam 1), measures of association (Assignment 2 & Exam 2), and effect of risk factors on exposed populations, and effect of risk factors on entire populations (Assignment 3 & Exam 3).
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	754: Discussion questions 1&3 Including questions on shifts in leading causes of death over time (Discussion Question 1) and the role of epidemiology to identify public health priorities based on changing disease trends (Discussion Question 3).
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	754: Exam 1 & Discussion Question 2 Including questions asking students to identify different public health interventions as primary, secondary, or tertiary (Exam 1), questions requiring students to design and justify a disease screening strategy (Exam 1 and Discussion Question 2)
6. Explain the critical importance of evidence in advancing public health knowledge	754: Exam 3 Including questions on causal criteria and evidence based medicine/public health (Exam 3)
8. Explain biological and genetic factors that affect a population's health	754: Exam 2, Exam 3, quiz 12-4 Including questions on assessing multiple variables at the same time (Exam 2 & Exam 3) and specifically the methods to investigate the role of environment and genetics on disease risk and prognosis (Quiz 12-4).
11. Explain how globalization affects global burdens of disease	754: Discussion question 3 Including questions requiring students to compare risk factors and disease burden in developed and developing countries (Discussion Question 3)

<b>MPH Foundation Competencies</b>	
<b>Competency</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	754: Discussion Questions 1, 2, &3, and Assignment 1. Questions on chronic diseases such as cancer and heart disease (Discussion Question 1), infectious disease (Assignment 1 & Discussion Question 2), disease screening (Discussion

## Attachment 6: Core Syllabi Attachments

	Question 3); and at the population levels of schools (Discussion Question 1), communities (Assignment 1), nations (Discussion Question 1), and risk groups based on behaviors (Discussion Question 2)
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	754: Discussion Question 1, Assignments 2&3, and Exam 3. Questions that require students to select and calculate the best measures for specific disease based on chronicity, lethality, contagiousness, and other attributes (Discussion Question 1, Assignment 1, Assignment 2, and Exam 3)
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	754: Assignments 1, 2, &3, and Exams 1, 2, &3. Questions that require students to calculate various measures of incidence, prevalence, attributable risk, and population risk (Assignments 1,2,&3, Exams 1,2,&3)
4. Interpret results of data analysis for public health research, policy or practice	754: Discussion Questions 1,2, &3, Assignments 1, 2,&3, and Exams 1,2,&3. Questions that require students to interpret disease measures and the application of those interpretations at risk-group, community, and population level decisions and policy (Discussion Questions 1,2, &3, Assignments 1,2, &3, and Exams 1,2, &3).
<b>Planning &amp; Management to Promote Health</b>	
9. Design a population-based policy, program, project or intervention	754: Discussion question 3, Assignment 3 Questions requiring students to describe the factors that federal and state agencies should use to prioritize public funds (Discussion Question 3), and requiring students to describe how different measures of disease are used to inform policy for different types of populations (Assignment 3).
10. Explain basic principles and tools of budget and resource management	754: Discussion question 3, Exam 3, quiz 14-5. Questions requiring students to calculate and interpret different measures of disease for the purpose of informing policy based on the best use of scarce resources (Assignment 3), screening test resources (Exam 3), and total optimum cost (Quiz 14-5).
11. Select methods to evaluate public health programs	754: Discussion question 3, Assignment 3, Exam 3 Questions requiring students to defend their choice of measures to base decisions for individuals and communities (Discussion Question 3), to calculate and interpret population relative risk, population attributable risk and attributable fractions (Assignment 3 & Exam 3).
<b>Policy in Public Health</b>	
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	754: Discussion question 3, Assignment 3, Exam 3 Questions requiring students to consider raw death risk, quality of life lost, years of potential life lost, emerging disease problems, and effectiveness of intervention when allocating scarce public health resources (Discussion Question 3), to require students to apply the criteria for causation when evaluating a study linking a risk factor to an outcomes (Assignment 3), to ask students how levels of evidence and ethical considerations for data collection impact their conclusions from epidemiologic studies (Exam 3).
15. Evaluate policies for their impact on public health and health equity	754: Discussion Questions 2 & 3, Assignment 3, Exam 3 Questions requiring students to calculate both risk-group and population-level risk reduction measures on potential public health interventions and their interpretation regarding implementing those interventions based on the calculated values (Discussion Questions 2&3), and to consider different population-groupings when evaluating health outcomes (Assignment 3 and Exam 3).
<b>Communication</b>	
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	754: Discussion questions 1, 2, & 3, Assignments 1, 2, & 3 Questions requiring students to provide written instructions or feedback for use by a variety of audiences (i.e. patients/public (Discussion Question 2, Assignment 1&3); and health professionals (Discussion Questions 1,2&3, Assignments 1,2&3)

## Attachment 6: Core Syllabi Attachments

Systems Thinking	
22. Apply systems thinking tools to a public health issue	754: Discussion question 2 & 3 Questions that required students to alter decisions based on differing prior knowledge (Discussion Question 2) and to consider upstream and downstream factors when allocating public resources (Discussion Question 3).

If you have any questions or comments, please see your instructor or contact the MPH office at 103 Trotter Hall, [mphealth@ksu.edu](mailto:mphealth@ksu.edu), 785-587-2042.

Course Number and Name: **MPH 802 – Environmental Health**

Emphasis Area: **All emphasis areas**

Information concerning this course for MPH students. The following are the emphasis area specific competencies addressed and assessed by this course:

MPH Foundational Public Health Learning Objectives	
Content	Specific Assessment Opportunity
7. Explain effects of environmental factors on a population's health	802: 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
11. Explain how globalization affects global burdens of disease	802: 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)	802: Quizzes 1, 2, 3, 4, and 5 assess the relationship between environment, animal, and human producing adverse effects.

If you have any questions or comments, please see your instructor or contact the MPH office at 103 Trotter Hall, [mphealth@ksu.edu](mailto:mphealth@ksu.edu), 785-587-2042.

Course Number and Name: **MPH 818 – Social and Behavioral Bases of Public Health**

Emphasis Area: **All emphasis areas**

Information concerning this course for MPH students. The following are the emphasis area specific competencies addressed and assessed by this course:

MPH Foundational Public Health Learning Objectives	
Content	Specific Assessment Opportunity
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	

## Attachment 6: Core Syllabi Attachments

MPH Foundation Competencies	
Competency	Specific assessment opportunity
<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	
<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	
<b>Policy in Public Health</b>	
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	
<b>Communication</b>	
20. Describe the importance of cultural competence in communicating public health content	

If you have any questions or comments, please see your instructor or contact the MPH office at 103 Trotter Hall, [mphealth@ksu.edu](mailto:mphealth@ksu.edu), 785-587-2042.