

**K-State MPH Faculty Advisory Council Meeting  
Union Rm 209  
Wednesday, December 10, 2014, 10:30 AM  
Minutes**

<b>Committee Member</b>	<b>Emphasis</b>	<b>Present</b>	<b>Not Present</b>
Cates, Michael	MPH Director	X	
Stevenson, Barta	MPH Staff	Non Voting	
Grilliot, Elizabeth	MPH Student	x	
Canter, Deb	Core Instructor		X
Hsu, Wei Wen	Core Instructor	X	
Larson, Robert	Core Instructor	X	
Sanderson, Michael	Core Instructor	X	
Open	FSB		
Kastner, Justin	FSB	X	
Nutsch, Abbey	FSB	X	
Chapes, Stephen	IDZ	X	
Renter, David	IDZ	X	
van der Merwe, Deon	IDZ		X
Haub, Mark	PHN	X	Rosenkranz Proxy
Rosenkranz, Ric	PHN		X
Wang, George	PHN		X
Irwin, Brandon	PHPA	X	
Mailey, Emily	PHPA	X	
McElroy, Mary	PHPA	X	

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

**1. Approval of Minutes.** The minutes from the October meeting were approved and will be posted as distributed.

**2. Committee Reports / Recommendations:**

- a. **Program Director's Report.** Dr. Cates provided a status of the program update and his activities (Attachment 1). There was a brief discussion about some of the items he discussed.
- b. **Curriculum Committee.** The Curriculum Committee gave a review of their report and responded to questions. (Attachment 2). The Curriculum Committee said that all courses taught for the Infectious Diseases/Zoonoses emphasis area were appropriate. When they reviewed the course syllabi, some of the learning outcomes/objectives were hard to find, and that is why they recommended for several courses that "the course coordinator add a section titled 'Learning Objectives' that would show consistency with MPH learning objectives."

Dr. Cates provided Appendix Q – Interdisciplinary Graduate Course/Curriculum Flowchart (Attachment 3) and reviewed the procedure for changes to interdisciplinary programs. For discussion purposes, Attachment 4, Summary of Proposed Changes, was provided with proposed changes highlighted in red to facilitate discussion.

The Committee had also requested that the syllabus from DMP 710, Introduction to One Health (Attachment 5) be reviewed to assess if it would be an appropriate course

## Minutes

to add to the curriculum. It was originally developed by Dr. Freifeld with One Health Kansas. It will now be taught by Dr. Paige Adams from K-State Olathe and be offered in the Fall and Spring semesters, 20 seats each semester.

The merits of adding another course to the “core” requirements was discussed at length and the two courses considered were DMP 710 and/or DMP 844, Global Health Issues. DMP 844 is taught once a year has 10 seats, and is taught by Dr. Briggs, an adjunct professor.

After a lengthy discussion, the Council was not ready to make a decision about adding an additional course at this meeting, and they wanted to go back to their respective emphasis areas and discuss with their faculty. Adoption of an additional core course would mean reducing the number of emphasis hours students would take. Actions taken by the group:

- The Council approved the change of some courses from “P” designation to “R” designation on the IDZ alignment matrix. This is an internal document and does not need to be approved by the Graduate School and Faculty Senate.
- All core courses instructors would use the same format/wording for MPH learning outcomes in their respective syllabi. Instructors of emphasis area courses would be encouraged to update their syllabi and add the MPH competencies covered in the course.
- This meeting would be considered the “first reading” of adopting changes to the core curriculum, pending discussion and further review of DMP 710.
- The MPH Office will contact Dr. Adams to see if the council members could be given access to her course modules for review.
- This item will be reviewed again at meetings in January and February 2015.

### 3. New Business:

- a. **Graduate Faculty Application.** Dr. Jennifer Hanson, Human Nutrition (Attachment 6) was approved as a member of the MPH Graduate Faculty.
- b. Information from the survey data was reviewed and discussed by the group. Dr. Cates reminded the group about the 5-point question in the Alumni Survey and shared OEIE staff’s recommendation that we consider answers 3, 4, and 5 as positive; the percentages in the report reflected that position.

### 4. Future Meetings: Below is a list of future meetings (all scheduled to begin at 10:30 am).

Date	Location/Room
January 14, 2015	Mosier N202

The meeting adjourned at 11:35 AM.

## **Attachment 1 – MPH Program Director's Report**

### **MPH Program Director's Report**

November/December 2014

MPH Executive Council met on October 28, with Dr. Odde chairing the meeting. Discussed programmatic assessment and course/competency linkages. Draft minutes are posted in the K-State Online Faculty Advisory Council site.

Five new graduates with MPH degrees for Fall 2014 – 3 Infectious Diseases/Zoonoses (Collins, Engel and Heinrich), 1 Public Health Nutrition (Al Bashabsheh), and 1 Public Health Physical Activity (Grilliot)

Webpage on Petersons.com launched for recruiting efforts.

Kansas Public Health Workforce Development Coordinating Council: Assessment of state and local health department employees has been completed. Reports expected by early spring (over 60,000 pages of SAS data to be analyzed).

Kansas Public Health Association Annual Conference will be in Manhattan (Hilton), September 16-17, 2015.

Midwestern Public Health Training Center – HRSA-funded for Region VII (Iowa, Nebraska, Kansas and Missouri (University of Iowa College of Public Health: Lead). Provided four stipends of \$1500 each for Kansas MPH students' field experience.

Mid-Program and Alumni Surveys this semester. Results attached (Survey Results Dec 2014).

# **Kansas State University Master of Public Health**

## **Survey Results**

- **Alumni Survey**
- **Mid-Program Survey**
- **Exit Survey**

**December 2014**

## Attachment 1 – MPH Program Director's Report

Scale: 1 to 5 where 1 = Very Poorly and 5 = Very well. Any response of Not Applicable is excluded from the mean calculation.  
Percent of responses with a score of 3 - 5. (n) represents number of unique responses.

Survey Questions	Totals by AY					Totals
	AY'11	AY'12	AY'13	AY'14	AY'15	All Years
	(n=25)	(n=3)	(n=13)		(n=12)	(n=53)
How well did the K-State MPH program prepare you for your current career?	90%	100%	100%	n/a	83%	91%

**Thinking back to your K-State MPH experience, how satisfied were you with:**

Scale: 1 to 4 where 1 = Very Dissatisfied and 4 = Very Satisfied.

Percent of responses with a score of 3 - 4. (n) represents number of unique responses.

Survey Questions	Totals by AY					Totals
	AY'11	AY'12	AY'13	AY'14	AY'15	All Years
	(n=25)	(n=3)	(n=13)		(n=12)	(n=53)
Core curriculum courses	92%	67%	92%	n/a	92%	90%
Quality of instruction by faculty	96%	67%	100%	n/a	83%	92%
Accessibility of faculty	96%	100%	92%	n/a	92%	94%
Quality of academic advising	83%	100%	85%	n/a	75%	83%
Quality of relationships with faculty	92%	100%	77%	n/a	75%	85%
Quality of relationships with other students	88%	100%	62%	n/a	75%	79%
Quality of research opportunities in the program	88%	100%	77%	n/a	42%	75%
Overall academic experience in the K-State MPH program	92%	100%	92%	n/a	83%	90%

Scale: 1 to 5 where 1 = No, under no circumstances and 5 = Yes, with no reservations.

Percent of responses with a score of 3 - 5. (n) represents number of unique responses.

Survey Questions	Totals by AY					Totals
	AY'11	AY'12	AY'13	AY'14	AY'15	All Years
	(n=25)	(n=3)	(n=13)		(n=12)	(n=53)
Would you recommend the K-State MPH program to a friend considering a graduate program in public health?	96%	100%	85%	n/a	100%	94%

**Please share any final comments you may have about your experiences in the MPH program and/or its effectiveness in preparing you for work in the public health field.**

#	Comments	Comment Date
1	I don't know what to say here. My final comment remains the same as those I already developed above.	3/11/2013
2	My degree has not helped me yet. Most of the public health jobs I applied for also wanted a nursing degree along with the MPH degree. I'm doing the same job now that I was doing before schooling and the debt I incurred. Not sure I would have pursued this degree if I'd known trying to get a job in infectious diseases would be this difficult.	3/11/2013
3	I absolutely loved K-State and I overall enjoyed what I learned in my MPH classes, but I felt like it was a little to laissez faire. I would recommend K-State to almost anyone, but I would not give the MPH program a very good recommendation.	3/11/2013
4	Overall, the experience I had obtaining my MPH at KSU was great!	3/11/2013

## Attachment 1 – MPH Program Director's Report

5	Even though I focused more on research than practice during the MPH program and I am now an active practitioner, the research has helped me tremendously in my current position.	3/11/2013
6	I definitely enjoyed my experience in the MPH program. It was a field that I came into kind of by accident, but found a great interest in it. I liked that I had the opportunity to focus on an area of public health that was particularly interesting to me. And I do feel that it has helped in my current field of work. Even though I am not working in a specific public health field, I can apply certain aspects of what I have learned to improve our farming operation. Overall I was satisfied with my experience in the MPH Program.	3/11/2013
7	My MPH and GTA position have taught me much about program coordination, grant management, and basic needs to public health education. I hope to see this degree go into working use once I have obtained my BSN, RN in December 2013.	3/14/2013
8	I am very satisfied with my experience in the public health program at Kansas State University.	3/15/2013
9	I would like to see the program incorporate more promotion/education for practical certifications that could help make graduates more marketable. For example, a community health education specialist certification or a geographic information systems certification could be promoted to improve practical knowledge.	3/15/2013
10	Feel very well prepared. I work alongside others that are in tremendous debt and have the same degree and often I find myself just as knowledgeable and prepared to work if not more.	9/24/2014
11	I enjoyed my MPH program experience. I just wish there was more assistance once I graduated in searching for a job, or at least more opportunities while in the program to get hands on experience.	9/25/2014
12	I have been asked in interviews if I really thought my Master's degree added to my understanding of the field: if it was a 'necessary' part of making me qualified for the position. My response: Absolutely! I found the graduate school experience infinitely more enjoyable and useful in expanding my knowledge and helping me find my strengths and weaknesses. Although I do not apply most of the areas of emphasis directly to my work, I am happy to have a knowledge base in them, and it helps me see the bigger picture of Public Health as I focus in my one small piece of it: corporate wellness.	9/29/2014
13	I am not currently working in the public health field. I loved my advisor and overall thought the program was good but needed improvements to have better more qualified students.	10/14/2014

**Provide your overall rating of the following:**

Scale: 1 to 4 where 1 = Poor and 4 = Excellent.

Percent of responses with a score of 3 - 4. (n) represents number of unique responses.

Survey Questions	Totals by AY					Totals
	AY'11	AY'12	AY'13	AY'14	AY'15	All Years
	(n=45)		(n=22)	(n=11)	(n=15)	(n=93)
Services provided by the Master of Public Health Program Office	96%	n/a	86%	100%	100%	95%

**Please indicate your level of knowledge of the five MPH SLO.**

Scale: 1 to 5 where 1 = None and 5 = Very Knowledgeable. Any response of Not Applicable is excluded from the mean calculation.

Percent of responses with a score of 4 - 5. (n) represents number of unique responses.

Survey Questions	Totals by AY					Totals
	AY'11	AY'12	AY'13	AY'14	AY'15	All Years
	(n=45)		(n=22)	(n=11)	(n=15)	(n=93)
Biostatistics	33%	n/a	50%	50%	60%	43%
Environmental Health Sciences	51%	n/a	77%	50%	73%	61%
Epidemiology	80%	n/a	86%	70%	73%	79%
Health Services Administration	55%	n/a	68%	80%	73%	64%
Social and Behavioral Sciences	64%	n/a	77%	90%	73%	72%

**What aspect of the program has been the most positive in your first year?**

#	Comments	Comment Date
1	The MPH does a good job keeping students informed about different things going on and different deadlines. Good communication.	10/16/2013
2	Learning the basics about approaches to public health.	10/16/2013
3	I don't quite know how to answer that. The accumulation of experience I have had during my first year opened my eyes to countless things. Rather than one aspect, I'd say my positive experience was multifaceted.	10/21/2013
4	The most positive aspect has been the communication between the MPH coordinators and students.	10/22/2013
5	the online courses	10/22/2013
6	physiology	11/7/2013
7	Even with its diversity, the core curriculum is well-crafted to provide a great overview of the public health functional areas. The IDZ-specific courses have been excellent.	12/12/2013
8	My classes dealing with social sciences	12/17/2013
9	The teachers have been very willing to help and made themselves readily available.	9/25/2014
10	variety of courses that were interesting and applicable to my interests within public health	9/25/2014
11	The core courses have been helping me to understand how I can approach health care problems in multiple levels	9/25/2014
12	Interaction with the office. On-line offerings	9/28/2014
13	The exposure to different aspects of public health was an eye-opening experience.	9/29/2014
14	Research experience	10/14/2014
15	The One Health Concepts	10/14/2014
16	over-all knowledge and program diversity	10/14/2014
17	I really enjoy the courses and the ability to pace your own schedules as needed.	10/14/2014
18	The most positive aspect so far has been having instructors who, even though an online medium,	10/15/2014

	show genuine concern for student development and are willing to work with students who have constraints based on time or location in the world.	
19	I have found all faculty to be extremely helpful and accommodating via email and with personal meetings for providing clarity and insight.	10/15/2014
20	Loved Epidemiology	10/17/2014
21	Administration of Health Care Organization, Nutritional Epidemiology, Biostatistics, Epidemiology, Public Health Nutrition, Social and Behavioral Science, Functional Food	10/23/2014
22	Ability to get involved with existing health promotion projects	11/10/2014
23	Making the classes online!	11/18/2014

### Mid-Program Survey: What has been the most challenging part of the program for you this year?

#	Comments	Comment Date
1	Some of the core courses seem tailored more towards a specific area and have been very difficult for someone without a background in that area. (Environmental Toxicology was especially difficult, Biostatistics, and Physiology-I know they are working on changing this)	10/16/2013
2	Online classes, classes shared between undergrads and MPH.	10/16/2013
3	Taking the human body class while taking three other courses pertaining to my MPH. I am taking Human Body as a prerequisite for a PhD. Program I applied to. I will say though, it has helped me tremendously in understanding many aspects that the MPH program encompasses, as well as enlightening me even further on the absolutely fascinating system that is the human body.	10/21/2013
4	The most challenging part of the program has been finding a field experience that meets the MPH requirements.	10/22/2013
5	making appointments with all my advisers at the same time	10/22/2013
6	Getting all the paperwork in to the department. (Program of study, field experience contract)	10/29/2013
7	contacting teachers	11/7/2013
8	I have not had a very good experience with Biostatistics	12/9/2013
9	Some of the online courses have design difficulties. One of the STAT classes had no [adequate] lecture notes/slides, connection to textbook concepts, and only benefited auditory learners. Other online courses are restrictive (i.e. ONLY contact via message board, even if on-campus student) and not very well organized. I have not been impressed with the quality of online offerings.	12/12/2013
10	I found the epidemiology classes challenging.	12/17/2013
11	Being a long distance student I don't get the opportunity to interact with instructors and other students.	9/25/2014
12	I think that finding my committee members	9/25/2014
13	Taking courses while holding a full-time job. Also, real-time, on-site courses are better for me than virtual.	9/28/2014
14	Reprogramming my brain to study and write reports again.	9/29/2014
15	I had a poor experience with biostatistics and am struggling to learn it over again this year, without a teacher.	10/14/2014
16	Getting through the core courses. Many I found too dry and simplistic	10/14/2014
17	Having to take classes at other institutions that K-state does not offer via distance learning as of yet.	10/14/2014
18	Deciding on a field experience	10/14/2014
19	The most challenging aspect of the program for me personally is balancing a full time job with my course work.	10/15/2014
20	Adviser who is not a good fit for me	10/17/2014
21	Graduate Seminar HN 880	10/23/2014
22	External work load	11/10/2014
23	Making time for the class work.	11/18/2014

Scale: 1 to 4 where 1 = Very Dissatisfied and 4 = Very Satisfied.

Percent of responses with a score of 3 - 4. (n) represents number of unique responses.

Survey Questions -- How satisfied were you with the ...	Measurable	Totals by AY					Totals
	Outcome	AY'11	AY'12	AY'13	AY'14	AY'15	All Years
	Goal	(n=10)	(n=17)	(n=19)	(n=17)		(n=63)
Required "core" courses (DMP 754 or DMP 708 and 854; DMP 806; HMD 720; STAT 701; KIN 818)?	100%	100%	88%	89%	94%	n/a	92%
Required courses for your area of emphasis?	100%	100%	100%	100%	100%	n/a	100%
Elective courses?		80%	100%	100%	100%	n/a	97%
Quality of academic advising that you received?		90%	94%	79%	94%	n/a	89%
Availability of your academic advisor?		80%	94%	100%	94%	n/a	94%
Assistance of your academic advisor?		70%	94%	74%	88%	n/a	83%
Availability of faculty members?		100%	94%	100%	94%	n/a	97%
Approachability of faculty members?		90%	100%	100%	100%	n/a	98%
Way in which degree requirements (policies and procedures) were explained?		80%	94%	84%	94%	n/a	89%
Way in which administrative deadlines and requirements were communicated?		80%	94%	95%	94%	n/a	92%

Scale: 1 to 4 where 1 = Strongly Disagree and 4 = Strongly Agree.

Percent of responses with a score of 3 - 4. (n) represents number of unique responses.

Survey Questions -- Do you agree that the/there ...	Totals by AY					Totals
	AY'11	AY'12	AY'13	AY'14	AY'15	All Years
	(n=10)	(n=17)	(n=19)	(n=17)		(n=63)
Instruction in the MPH program keeps pace with recent developments in the public health field?	80%	100%	100%	100%	n/a	97%
Is a high degree of intellectual challenge in the MPH program?	80%	94%	84%	94%	n/a	89%
Academic standards of the faculty in the MPH program are high?	90%	94%	95%	94%	n/a	94%
Courses I needed to take were available when I needed to take them?	90%	94%	84%	94%	n/a	90%

Scale: 1 to 4 where 1 = Poor and 4 = Excellent. Any response of Not Applicable is excluded from the mean calculation.

Percent of responses with a score of 3 - 4. (n) represents number of unique responses.

Survey Questions -- Please rate the ...	Measurable	Totals by AY					Totals
	Outcome	AY'11	AY'12	AY'13	AY'14	AY'15	All Years
	Goal	(n=10)	(n=17)	(n=19)	(n=17)		(n=63)
Availability of research opportunities		83%	89%	73%	50%	n/a	71%
Quality of research experience		86%	100%	93%	100%	n/a	95%
Quality of advising for your research		71%	86%	67%	90%	n/a	78%
Value of your research experience to your overall educational experience		86%	100%	92%	100%	n/a	94%
Availability of field experience (practicum)		88%	77%	72%	82%	n/a	79%
Quality of field experience	100%	86%	100%	94%	100%	n/a	96%
Quality of advising in your field experience		71%	85%	83%	76%	n/a	80%

Survey Questions -- Please rate the ...	Measurable	Totals by AY					Totals
	Outcome	AY'11	AY'12	AY'13	AY'14	AY'15	All Years
	Goal	(n=10)	(n=17)	(n=19)	(n=17)		(n=63)
Value of your field experience to your overall educational experience	100%	86%	100%	100%	100%	n/a	98%
MPH Program's depth (i.e., ability to examine key concepts in detail).		100%	94%	89%	94%	n/a	94%
MPH Program's breadth (i.e., ability to examine a variety of key concepts).		80%	100%	100%	100%	n/a	97%
MPH Program's integration of diverse perspectives (i.e., ability to examine various viewpoints).		90%	100%	95%	94%	n/a	95%
MPH Program's preparation of students for future employment.		90%	100%	79%	76%	n/a	85%

**Please list any specific suggestions you have to improve the ways the program can serve its students.**

#	Comments	Comment Date
1	Regardless of what faculty want, develop a standardized way of doing things. It's very frustrating when some students are doing much more work for the same degree.	5/10/2013
2	Better ways to communicate important information (i.e. field experience availability and how early in the program, Public Health agencies need to be contacted). Assist students when they are looking for agencies for their field experiences.	5/10/2013
3	Allow the student to have a trial period with an advisor. Stress the importance of research. Encourage relevant employment and volunteer positions. Encourage earlier internships.	5/10/2013
4	It would be even more helpful if you told students to secure their field experience a year in advance, and therefore they could tailor their future electives to fit the background they will need for their field experience. For example my paper on tick-borne disease would have been much easier to understand, had I taken a parasitology course as an elective, if only I would have known my project in advance.	5/10/2013
5	Regular/posed hours of program office, greater availability of field experience opportunities, matching advisors with student interests, provide courses/training on statistical software	5/10/2013
6	I think the MPH program could improve by including more writing development courses in its core curriculum. Policy writing will be a large part of our jobs in the public health field.	5/12/2013
7	Improve guidance for field experiences - Better disseminate information regarding field experience	5/12/2013

	requirements/expectations/past reports etc. - Increase number of classes relating to global health (a booming field of public health!)	
8	The statistics class could be more applicable to real life problems and less basic-problem oriented. I took the old statistics class, not biostat, so this problem may have already been addressed.	5/14/2013
9	Keep working toward accreditation and increase in diversity of faculty, staff and students. A class on health disparities.	5/16/2013
10	More experience that is job related...	8/21/2013
11	Technology is changing our world more than ever before. I would like to see more emphasis in research using technology (e.g., iPad/tablets, apps, and other device for health) or understand how technology affects health (positive or negative). I would have liked have had a guest speakers from other universities that are pioneers/leaders in public health specifically (not kinesiology). If K-State MPH Nutrition and Physical Activity jump on the technology train, it would help the program achieve 2025 goals as well as bring brilliant students and ideas to the program. Any school can become a Yale if it invests in the right things.	12/6/2013
12	Have transitional class for students to learn about what types of careers they could get with an MPH	12/17/2013
13	For students in zoonosis, having a course in common human diseases seen in Health Departments could be helpful. Those not planning to work in those areas of the health department could at least be conversant with other areas.	12/19/2013
14	I would suggest the creation of GTA/GRA positions.	5/1/2014
15	Encourage students to take advantage of opportunities for "real-world" experiences. I am a very non-traditional student but even with years of experience as a veterinarian I learned many new ideas by participating in the Frontier program.	5/7/2014
16	More opportunities for MPH students to socialize as well as to be provided with an understanding of the breadth of careers following MPH (i.e. 0-1 CRHR course). The semester 0 CRHR assembly course required of my undergrad program was the most beneficial programmatic course of my entire undergrad.	8/25/2014
17	Course availability needs to be improved.	8/26/2014

**Please share any final comments or recommendations about your experience as a student in the MPH program at K-State.**

#	Comments	Comment Date
1	Overall, my experience here has been great. Barta and Dr. Cates are always ready to answer any questions that I have asked.	5/10/2013
2	Great experience. I was very hesitant at the beginning and was even looking for other graduate programs around the country during my first semester. I look at the public health school at the Universities of Minnesota, Colorado, and Michigan. In all, it turned out to be the right decision to stay (granted accreditation goes through in the next two years). I saved significant amounts of money. I know peers from public health programs from all around the country (most accredited) and I do not feel that I received any less of an education than them.	5/10/2013
3	The faculty are all very nice and friendly, and I find they are usually very willing to help students, that is something to be valued in a program. We also should find a way to more closely tie the MPH club to the program and work on gaining more support and club and program activities planned. Another option would be to develop an actual cohort of students coming into the program each year or semester and allow these kids to meet again once or twice throughout the program with events sponsored by the club or the program or joint efforts. It would be nice to know your peers better, which is lost with the current way the program is set up with many initial core courses done online.	5/10/2013
4	Had and great time and it was well worth the investment Thank You	5/11/2013
5	Overall a great experience with the K-State MPH program! Dr. Cates is great. Please keep us updated with CEPH accreditation!	5/12/2013

6	I had a great experience in the MPH program.	5/16/2013
7	Great program.	12/5/2013
8	If you are going to do a thesis, start a year early. Make sure your thesis topic interests your advisor or it won't happen.	12/6/2013
9	Pleased	12/17/2013
10	Please educate mentors about the requirements and ask those on committees to be available to their students. Returning emails is essential.	12/19/2013
11	I really enjoyed the MPH program and got a lot out of it, but it needs work on future application in terms of the student's employment and education endeavors after finishing the program. It is ultimately the responsibility of the student, but a little guidance is very beneficial for those who require it.	5/1/2014
12	I have enjoyed my experience and am grateful to the students and faculty that I have met during my enrollment in the MPH program.	5/7/2014
13	It was a challenging and very rewarding experience. It is good to see how the program is developing and I look forward to hearing news about the accreditation process soon! I have recommended this program to numerous individuals. I would do it all over again - it was a great experience and I look forward to see how I can build upon it.	5/9/2014
14	It has been unforgettable experience to be a graduate student of Kansas State University and enjoy its outstanding treasure of knowledge in the field of Public Health.	5/30/2014
15	I'm excited to see this program grow!	8/25/2014

## Attachment 2 – MPH Curriculum Committee Report – IDZ

24, November 2014

Michael B. Cates, DVM, MPH, DACVPM  
Director, Master of Public Health Program  
311 Trotter Hall  
Manhattan, Kansas 66506

*MPH curriculum committee report regarding Infectious Disease and Zoonoses emphasis area and two core courses*

Dear Dr. Cates,

During November 2014, the MPH curriculum committee conducted a review of the Infectious Disease and Zoonoses emphasis area, as well as two “core courses.” The committee reviewed course syllabi and stated programmatic competencies. Here are our observations and recommendations:

- All the courses listed in the Infectious Diseases and Zoonosis Core Competencies Course Alignment Matrix (page 51 2013 Self-Assessment) which are also listed on the Infectious Diseases and Zoonoses Emphasis Area web page on the MPH site (<http://www.k-state.edu/mphealth/areas/disease.html>) are currently being offered at least on an every-other-year basis.
- Please note that the Statistics Department has combined STAT 704 and 705, hereto forward offering just one 3-credit class, STAT 705; this change should be reflected in all programmatic literature and course checklist documents (the website currently has the old designations for these courses).
- In addition (or in lieu of) asking course instructors to document, in their syllabi, how their course content meets MPH core competencies, the curriculum committee suggests creating (for each emphasis area) separate web-posted statements, entitled “Summary of how the MPH FS&B/IDZ/PHN/PHPA courses meet core public health competencies.”
- The curriculum committee members reviewed course syllabi and the following table from Page 51 (Criterion 2) of the September 2013 self-study report, and discussed whether or not changes were warranted.
- The committee thinks that DMP 844 (Global Health Issues) is a very strong course for all MPH students and should be considered to be a “Core Course” for the MPH Program. The learning objectives cover areas that were identified as weaknesses during the CEPH site visit.

In addition to the Infectious Diseases and Zoonoses emphasis area courses, we also conducted a review of two MPH-wide core courses:

- Regarding (core course) MPH/DMP 806 Environmental Toxicology
  - The committee recommends that wording from the MPH core competency matrix be used as Learning Objectives in the syllabus
- Regarding (core course) MPH/STAT 701 Fundamental Methods of Biostatistics
  - The committee recommends that wording from the MPH core competency matrix be used as Learning Objectives in the syllabus

## Attachment 2 – MPH Curriculum Committee Report – IDZ

MPH Emphasis: Infectious Diseases and Zoonoses  Competencies and Courses  (See key below for complete list of course titles.)	Select 2 or 3 courses – 6-7 hrs												Select 1 or 2 courses 3-6 hrs	Select 1 or 2 courses – 3-6 hrs												Select 1 course – 3 hrs																						
	ASI 540	BIOL 530	BIOL 545	BIOL 546	BIOL 604	BIOL 675	BIOL 687	BIOL 730	DMP 712	DMP 718	DMP 722	DMP 860	BIOL 670	BIOL 671	DMP 705	DMP 860	BIOL 529	DMP 770	DMP 801	DMP 816	DMP 844	DMP 888	ENTOM 849	FDSCI 690	FDSCI 730	FDSCI 731	GEOG 508	GEOG 608	DMP 763	DMP 830	DMP 854	DMP 855	DMP 871	DMP 954	STAT 704	STAT 705	STAT 716	STAT 717	STAT 720	STAT 730	DMP 815	MC 750	MC 760					
1. Pathogens and pathogenic mechanisms	P	P	P	P	P	P	P	P	P	P	P	P																																				
2. Host response to pathogens and immunology													P	R	P	P																																
3. Environmental and ecological influences																		P	P	P	P	P	P	P	P	P	P	P	P																			
4. Disease surveillance and quantitative methods																														P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
5. Effective communication																																												P	P			

### Key to Course Titles

#### Infectious Diseases and Zoonoses Course List

Course Number	Course Title	Course Number	Course Title	Course Number	Course Title
ASI 540	Principles of Animal Disease Control (3 hrs)	DMP 850	Domestic Animal Immunology (3 hrs)	DMP 830	Quantitative Analysis (3 hrs)
BIOL 530	Pathogenic Microbiology (3 hrs)	BIOL 529	Fundamentals of Ecology (3 hrs)	DMP 854	Intermediate Epidemiology (3 hrs)
BIOL 545	Human Parasitology (3 hrs)	DMP 770	Fundamental Concepts in Emerging Pathogenic Disease (3 hrs) (Intersession)	DMP 855	Disease Detection, Surveillance and Risk Assessment (3 hrs)
BIOL 546	Human Parasitology Laboratory (1 hrs)	DMP 801	Toxicology (3 hrs)	DMP 871	Molecular Diagnostics of Infectious Diseases (3 hrs)
BIOL 604	Biology of Fungi (3 hrs)	DMP 816	Trade & Agricultural Health (2 hrs)(online)	DMP 954	Advanced Epidemiology (3 hrs)
BIOL 675	Genetics of Microorganisms (3 hrs)	DMP 844	Global Health Issues (3 hrs)(online)	STAT 704	Analysis of Variance (2 hrs)
BIOL 687	Microbial Ecology (3 hrs)	DMP 888	Global, Coop & the Food Trade (1 hrs)(online)	STAT 705	Regression & Correlation Analysis (2 hrs)
BIOL 730	General Virology (3 hrs)	ENTOM 849	Biology of Disease Vectors (3 hrs)	STAT 716	Non-parametric Statistics (2 hrs)
DMP 712	Veterinary Bacteriology and Mycology (3 hrs) (lecture only)	FDSCI 690	Principles of HACCP (2 hrs)(online)	STAT 717	Categorical Data Analysis (3 hrs)
DMP 718	Veterinary Parasitology (4 hrs)(DVM stds)	FDSCI 730	Overview of Food Safety and Security (2 hrs)	STAT 720	Design of Experiments (3 hrs)
DMP 722	Veterinary Virology (3 hrs)(DVM students)	FDSCI 731	Food Protection and Defense - Essential Concepts (2 hrs)(online)	STAT 730	Multivariate Statistics Methods (3 hrs)
DMP 860	Pathogenic Mechanisms (3 hrs)(alt years)	GEOG 508	Geographic Information Systems I (4 hrs)	DMP 815	Multidisciplinary Thought and Presentation (3 hrs)
BIOL 670	Immunology (4 hrs)	GEOG 608	Geographic Information Systems II (3 hrs) (prerequisite GEOG 508)	MC 750	Strategic Health Communication (alt years)(3 hrs)
BIOL 671	Immunology Laboratory (2 hrs)	DMP 763	Veterinary Public Health (2 hrs)(DVM students)	MC 760	Communication and Risk (3 hrs)(alt)
DMP 705	Prin of Vet Immunology (3 hrs) (DVM stds)	DMP 830	Quantitative Analysis (3 hrs)		

### Pathogens and pathogenic mechanisms

- ASI 540 - the committee recommends no changes
- BIOL 530 - the committee recommends no changes
- BIOL 545 – the committee recommends that the course coordinator add a section titled “Learning Objectives” that will clearly show consistency with MPH learning objectives
- BIOL 546 – the committee recommends the course be changed from a “Primary” (P) course to a “Reinforcing” (R) course
  - the committee recommends that the course coordinator add a section titled “Learning Objectives” that will clearly show consistency with MPH learning objectives
- BIOL 675 - the committee recommends no changes
- BIOL 730 - the committee recommends no changes
- DMP 712 – the committee recommends that the course coordinator add a section titled “Learning Objectives” that will clearly show consistency with MPH learning objectives

## Attachment 2 – MPH Curriculum Committee Report – IDZ

- DMP 718 – the committee recognizes that the only MPH students taking this course are dual-degree DVM/MPH students – but the learning objectives are appropriate for veterinary students and less so for MPH students
- DMP 722 - the committee recommends no changes
- DMP 860 - the committee recommends no changes
  - the course coordinator indicated to me (Larson) that most of the MPH students are struggling in the course and it may not be an appropriate course for the program

### Host response to pathogens and immunology

- BIOL 670 – the committee recommends that the course coordinator add a section titled “Learning Objectives” that will clearly show consistency with MPH learning objectives
- BIOL 671 – the committee recommends the course be changed from a “Primary” (P) course to a “Reinforcing” (R) course
- DMP 705 - the committee recommends no changes
- DMP 850 - the committee recommends no changes

### Environmental and ecological influences

- BIOL 529 – the committee recommends that the course coordinator add a section titled “Learning Objectives” that will clearly show consistency with MPH learning objectives
- DMP 770 - the committee recommends no changes
- DMP 801 - the committee recommends no changes
- DMP 816 - the committee recommends no changes
- DMP 844 - the committee thinks that this course is a very strong course for all MPH students and should be considered to be a “Core Course” for the MPH Program. The learning objectives cover areas that were identified as weaknesses during the site visit.
- DMP 888 - the committee recommends no changes
- ENTOM 849 – the committee recommends that the course coordinator add a section titled “Learning Objectives” that will clearly show consistency with MPH learning objectives
- FDSCI 690 – the committee recommends the course be changed from a “Primary” (P) course to a “Reinforcing” (R) course
- FDSCI 730 – the committee recommends the course be changed from a “Primary” (P) course to a “Reinforcing” (R) course
- FDSCI 731 – the committee recommends the course be changed from a “Primary” (P) course to a “Reinforcing” (R) course
- GEOG 508 - the committee recommends no changes
- GEOG 608 - the committee recommends no changes

### Disease surveillance and quantitative methods

- DMP 753 – the committee recommends that the course coordinator add a section titled “Learning Objectives” that will clearly show consistency with MPH learning objectives
- DMP 830 – the committee recommends that the course coordinator add a section titled “Learning Objectives” that will clearly show consistency with MPH learning objectives
- DMP 854 – the committee recommends that the course coordinator add a section titled “Learning Objectives” that will clearly show consistency with MPH learning objectives
- DMP 855 – the committee recommends that the course coordinator add a section titled “Learning Objectives” that will clearly show consistency with MPH learning objectives

## Attachment 2 – MPH Curriculum Committee Report – IDZ

- DMP 871 - the committee recommends no changes
- DMP 954 – the committee recommends the course be changed from a “Primary” (P) course to a “Reinforcing” (R) course
- STAT 705 – no syllabus available
  - the committee recommends that the course coordinator add a section titled “Learning Objectives” that will clearly show consistency with MPH learning objectives
- STAT 716 – no syllabus available
  - the committee recommends that the course coordinator add a section titled “Learning Objectives” that will clearly show consistency with MPH learning objectives
- STAT 717 – the committee recommends that the course coordinator add a section titled “Learning Objectives” that will clearly show consistency with MPH learning objectives
- STAT 720 – the committee recommends that the course coordinator add a section titled “Learning Objectives” that will clearly show consistency with MPH learning objectives
- STAT 730 – the committee recommends that the course coordinator add a section titled “Learning Objectives” that will clearly show consistency with MPH learning objectives

### Effective communication

- DMP 815 – the committee recommends that a statement be added to the syllabus that MPH students must select a public health topic
- MC 750 - the committee recommends no changes
- MC 760 - the committee recommends no changes

Respectfully submitted,

Bob L. Larson, DVM, PhD

Mary McElroy, PhD

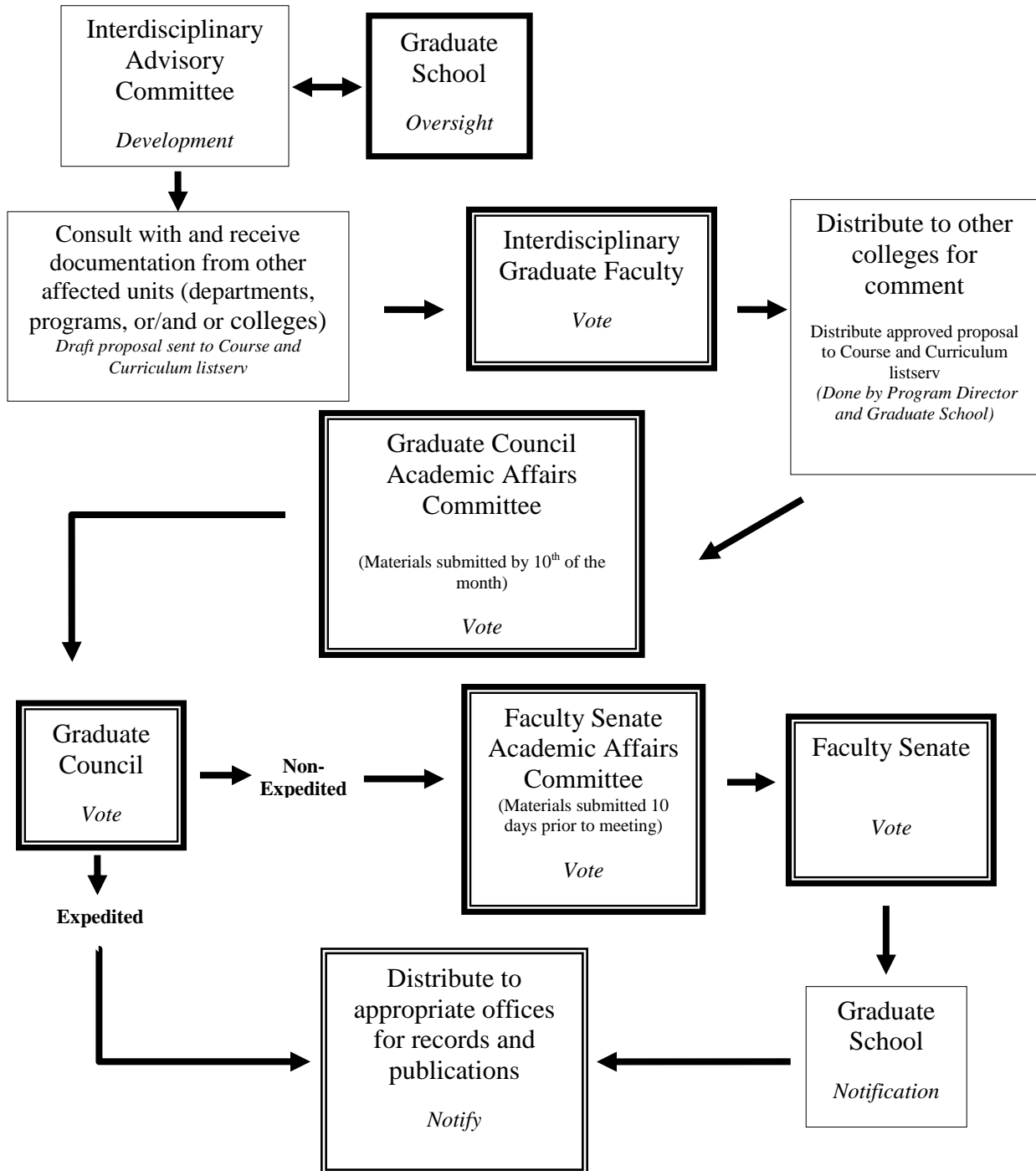
Abbey Nutsch, PhD

Richard Rosenkranz, PhD

Michael Sanderson, DVM, MS

**Attachment 3 – Interdisciplinary Graduate Course/Curriculum Flowchart  
(Appendix Q from KSU Registrar)**

**Appendix Q  
Interdisciplinary Graduate  
Course/Curriculum Change Flowchart**



## Attachment 4 – Summary of Proposed Changes

### Infectious Diseases and Zoonoses Core Competencies Course Alignment Matrix

MPH Emphasis Area Core Competencies: Infectious Diseases and Zoonoses  (See key for list of course titles.)	Select 2 or 3 courses – 6-7 hrs												Select 1 or 2 courses – 3-6 hrs			Select 2 or 3 courses – 3-6 hrs (Do we need to require at least 1 of the Primary courses?)										Select 1 or 2 courses – 3-6 hrs (Do we need to require at least 1 of the Primary courses?)										Select 1 course – 3 hrs										
	ASI 540	BIOL 530	BIOL 545	BIOL 546	BIOL 604	BIOL 675	BIOL 687	BIOL 730	DMP 712	DMP 718	DMP 722	DMP 860	BIOL 670	BIOL 671	DMP 705	DMP 850	BIOL 529	DMP 770	DMP 801	DMP 816	DMP 844	DMP 888	ENTOM 849	FDSCI 690	FDSCI 730	FDSCI 731	GEOG 508	GEOG 608	DMP 753	DMP 830	DMP 854	DMP 855	DMP 871	DMP 954	STAT 704	STAT 705	STAT 716	STAT 717	STAT 720	STAT 730	DMP 815	MC 750	MC 760			
1. Pathogens and pathogenic mechanisms: Understand and be able to describe the ecology and modes of disease causation of infectious agents such as bacteria, viruses, parasites, and fungi.	P	P	P	P	P	P	P	P	P	P	P	P																																		
2. Host response to pathogens and immunology: Describe the current understanding of host immune response to infection and understand the role of vaccination in infectious disease control.													P	R	P	P																														
3. Environmental and ecological influences: 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.																		P	P	P	P	P	P	P	P	R	R	R	P	P																
4. Disease surveillance and quantitative methods: Understand how disease events and risk factors for disease are quantified and compared.																													P	P	P	P	P	P	R	P	P	P	P	P	P					
5. Effective communication: Develop and demonstrate effective strategies to communicate public health/infectious disease issues to a variety of audiences.																																											P	P	P	

P=Primary Course; R=Reinforcing Course

## Attachment 4 – Summary of Proposed Changes

### Key to Course Titles

Infectious Diseases and Zoonoses Course List					
Course #	Course Title	Course #	Course Title	Course #	Course Title
ASI 540	Principles of Animal Disease Control (3 hrs)	DMP 850	Domestic Animal Immunology (3 hrs)	DMP 830	Quantitative Analysis (3 hrs) Instructor: Dritz
BIOL 530	Pathogenic Microbiology (3 hrs)	BIOL 529	Fundamentals of Ecology (3 hrs) Instructor: Blair or Joern	DMP 854	Intermediate Epidemiology (3 hrs) Instructor: Sanderson
BIOL 545	Human Parasitology (3 hrs) Instructor: Michel	DMP 770	Fundamental Concepts in Emerging Pathogenic Disease (3 hrs) (intersession)	DMP 855	Disease Detection, Surveillance and Risk Assessment (3 hrs) Instructor: Cernicchiaro (?)
BIOL 546	Human Parasitology Laboratory (1 hrs) Instructor: Michel	DMP 801	Toxicology (3 hrs)	DMP 871	Molecular Diag of Infect Diseases (3 hrs)
BIOL 604	Biology of Fungi (3 hrs)	DMP 816	Trade & Agricultural Health (2 hrs) (online)	DMP 954	Advanced Epidemiology (3 hrs)
BIOL 675	Genetics of Microorganisms (3 hrs)	DMP 844	Global Health Issues (3 hrs) (online)	STAT 704	<del>Analysis of Variance (2 hrs)</del>
BIOL 687	Microbial Ecology (3 hrs)	DMP 888	Global, Coop & the Food Trade (1 hrs) (online)	STAT 705	Regression & Analysis of Variance (3 hrs) Instructor: Jager or Keating
BIOL 730	General Virology (3 hrs)	ENTOM 849	Biology of Disease Vectors (3 hrs) Instructor: Ortigao	STAT 716	Non-parametric Statistics (2 hrs) Instructor: TBD
DMP 712	Vet Bacteriology & Mycology (3 hrs) (lec) Instructor: Chengappa	FDSCI 690	Principles of HACCP (2 hrs) (online)	STAT 717	Categorical Data Analysis (3 hrs) Instructor: Jaeger
DMP 718	Veterinary Parasitology (4 hrs) (DVM stds)	FDSCI 730	Overview of Food Safety and Security (2 hrs)	STAT 720	Design of Experiments (3 hrs) Instructor: Murray
DMP 722	Veterinary Virology (3 hrs) (DVM stds)	FDSCI 731	Food Protection and Defense (2 hrs) (online)	STAT 730	Multivariate Statistics Methods (3 hrs) Instructor: Johnson
DMP 860	Pathogenic Mechanisms (3 hrs) (alt years)	GEOG 508	Geographic Information Systems I (4 hrs)	DMP 815	Multidisc Thought and Presentation (3 hrs) Instructor: Kastner
BIOL 670	Immunology (4 hrs) Instructor: Chapes	GEOG 608	Geog Info Sys II (3 hrs) (prereq GEOG 508)	MC 750	Strategic Health Comm (alt years) (3 hrs)
BIOL 671	Immunology Laboratory (2 hrs)	DMP 753	Veterinary Public Health (2 hrs) (DVM stds) Instructor: Cates	MC 760	Communication and Risk (3 hrs) (alt )
DMP 705	Prin of Vet Immunology (3 hrs) (DVM stds)				

## Attachment 5 – DMP 710 Syllabus

### Introduction to One Health Syllabus

**Course Number:** DMP 710 - OA

**Class Number:** 17263

**Course Credits:** 2 credit hours

#### K-State Online (KSOL) Website

**for Course Materials:** <http://public.online.ksu.edu/>

**Instructor Information:** Paige Adams, DVM, Ph.D.  
K-State Olathe  
22201 W. Innovation Dr.  
Room 170A  
Olathe, KS 66061  
Office phone: (913) 307-7367  
apadams@vet.k-state.edu  
Class hours are by appointment only.

**Course Description:** "One Health" encompasses the complex interrelationships among humans and animals, humans and the environment, and animals and the environment. This course provides a broad-based introduction to One Health, incorporating in person lectures, original videos of leading subject matter experts and researchers, case studies, and scientific readings. It addresses zoonotic diseases (those that may be transferred between humans and animals) and environmental issues that impact human, animal, and ecosystem health. Topics include disease surveillance, the human-animal bond, the built environment, disaster response, sanitation, rural/suburban/urban interface, and food safety and security.

**Prerequisites:** Two courses in the biological sciences

**Course Format:** This is a hybrid course led by the instructor, involving a combination of in-person class meetings (that can also be accessed remotely via Zoom) and online coursework assignments. Lecture videos, selected reference materials, reading assignments, and classroom assignments (including Discussion Questions) will be available to the students on K-State Online. The class will meet in person every Thursday from 4:00 pm to 5:30 pm in Room 222B at K-State Olathe.

**Textbook:** *Human-Animal Medicine: Clinical Approaches to Zoonoses, Toxicants and Other Shared Health Risks*. Peter M. Rabinowitz and Lisa A. Conti. Maryland Heights: Saunders, Elsevier. 2010. ISBN: 978-1-4160-6837-2.

#### Course Learning Objectives

1. Become familiar with the One Health concept and the respective interrelationships among human health, animal health, and environmental health
2. Identify diseases with zoonotic potential and their routes of transmission
3. Define the role of One Health in food safety and defense
4. Demonstrate how a variety of natural and human-made environmental issues influence human health, and how communities impact the environment

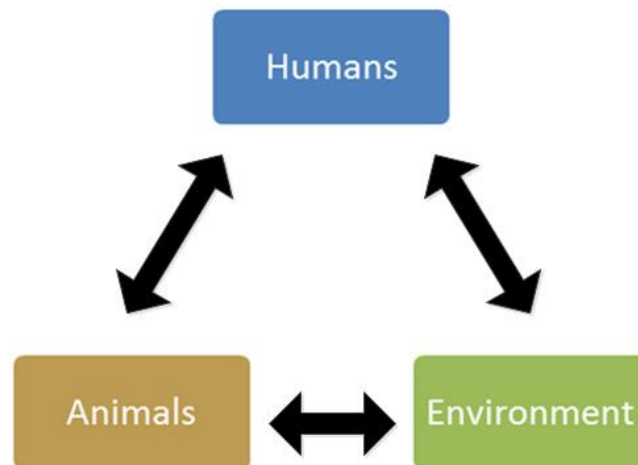
## Attachment 5 – DMP 710 Syllabus

5. Demonstrate how a variety of natural and human-made environmental issues affect animal health, and how animal populations affect the environment
6. Identify issues of society and nature that exemplify One Health and describe methods by which these may be addressed

### Overall Structure

- I. Introduction: The concepts and practices of One Health
- II. Relationships among humans and animals
- III. Relationships among humans and the environment
- IV. Relationships among animals and the environment
- V. Applied research case analysis for a term project

The Basic Concept of One Health:



### Grades

Discussion questions (3 x 5%)	=	15%
Quizzes (3 x 15%)	=	45%
Case analysis papers (2 x 10%)	=	20%
Final case analysis paper (Term Paper)	=	<u>20%</u>
		100%

A = 90– 100%  
B = 80– 89.9%  
C = 70– 79.9%  
D = 60– 69.9%  
F = 0– 59.9%

## **Attachment 5 – DMP 710 Syllabus**

### **Late Assignments**

1. Discussion questions may not be completed late due to their interactive nature.
2. All other late assignments will have a 10% deduction off the total score for each day that the assignment is late.
3. If you need extra time to complete assignments, contact me as early as possible. I understand that you have busy lives outside of this course, and in most cases, I am happy to schedule new due dates. I will generally not grant last minute requests or requests after the due date has passed.

### **Extra Credit**

There is no extra credit offered in this course. There are no exceptions.

## Attachment 5 – DMP 710 Syllabus

### Course Schedule

#### I. Introduction (1 week)

##### Week 1: Introduction to One Health (Jan. 20-23, 2015)

1. In class: Review the K-State online resources
2. In class: Review the syllabus
3. Post your profile (optional) (See Week 1 outline for more info)
4. Post your self-introduction in the Message Board (See Week 1 outline for more info)
5. In class lecture: Introduction to Microbiology
6. In class lecture: Introduction to Disease Models
7. Reading: Chapter 1, The Convergence of Human and Animal Medicine, pp. 1-6
8. Video: One Health – Dr. Laura Kahn (Time: 20:22)
9. Video: The Role of a Public Health Officer – Dr. Ingrid Garrison (Time: 3:41)
10. Video: History of One Health – Dr. Justin Kastner (Time: 6:34)
11. Reading: Chapter 2, Legal and Ethical Issues in Human-Animal Medicine, pp. 7-11
12. Reading: Chapter 3, Establishing a New Approach to Clinical Health History, pp. 12-17

#### II. Relationships among Humans and Animals (5 weeks)

##### Week 2: Globalization and the Human-Animal Bond (Jan. 26-30, 2015)

1. Reading: Chapter 5, Psychosocial and Therapeutic Aspects of Human-Animal Interaction, pp. 24-36
2. Video: Human-Animal Bond – Dr. Deb Sellers (Time: 10:34)
3. In class lecture: Role of Globalization in Emerging Diseases
4. Video: Introduction to Global Public Health – Dr. Deborah Briggs (Time: 8:57)
5. Video: Long Term Challenges in Global Public Health – Dr. Deborah Briggs (Time: 10:59)
6. Video: Sustaining Global Surveillance and Response to Emerging Diseases (Committee on Achieving Sustainable Global Capacity for Surveillance and Response to Emerging Diseases of Zoonotic Origin) – The Institute of Medicine and the National Research Council (Time: 7:05)
7. In class lecture: Comparative Medicine

##### Week 3: Zoonotic Diseases – Routes of Transmission (Feb. 2-6, 2015)

1. Reading: Chapter 9, Zoonoses (reference only), pp. 105-298
2. Reading: Chapter 10, Infectious Diseases Scenarios, pp. 299-330
3. In class lecture: Zoonotic Diseases 1: Routes of Transmission
4. Video: Be Aware of Diseases you and your Pet can Share – Dr. Susan Nelson (Time: 5:01)
5. Video: Leptospirosis – Dr. Kate KuKanich (Time: 6:37)
6. Video: Influenza – Dr. Dick Hesse (Time: 13:51)
7. Video: Johnny the Puppy, Part 1 – Drs. Cathleen Hanlon, Jean McNeil, and Robert Weedon (Time: 5:18)
8. Video: Johnny the Puppy, Part 2 – Drs. Cathleen Hanlon, Jean McNeil, and Robert Weedon (Time: 4:15)
9. Video: Toxoplasmosis – Dr. Susan Nelson (Time: 1:09)

## Attachment 5 – DMP 710 Syllabus

### **Week 4: Zoonotic Diseases – Vector-borne Diseases and Sentinel Animals (Feb. 9-13, 2015)**

1. In class lecture: Zoonotic Diseases 2: Vector-borne Diseases
2. Video: Ehrlichiosis and Anaplasmosis – Dr. Roman Ganta (Time: 21:57)
3. Video: West Nile Virus – Dr. Bonnie Rush (Time: 15:54)
4. Reading: Chapter 4, Sentinel Disease Signs and Symptoms, pp. 18-23
5. In class lecture: Animals as Sentinels
6. **Assignment:** Discussion Questions 1

### **Week 5: Zoonotic Diseases – Foodborne Illness (Feb. 16-20, 2015)**

1. Reading: Chapter 11, Foodborne Illness, pp. 331-342
2. In class lecture: Zoonotic Diseases 3: Foodborne Diseases
3. Video: Shiga-Toxin Producing *E. coli* – Dr. T.G. Nagaraja (Time: 20:15)
4. **Assignment:** Case Study Analysis 1 (Due Feb. 20, 2015)

### **Week 6: Food Safety, Defense, and Security (Feb. 23-27, 2015)**

1. In class lecture: Food Safety, Defense, and Security
2. Video: Food Safety – Dr. Doug Powell (Time: 09:09)
3. Video: Antibiotic Residues – Dr. Mike Apley (Time: 15:34)
4. Video: Milk Safety – Dr. Karen Schmidt (Time: 15:40)
5. Video: Safe Meat Processing – Dr. Elizabeth Boyle (Time: 21:08)
6. **Assignment:** Quiz 1

## **III. Relationships among Humans and the Environment (4 weeks)**

### **Week 7: The Built Environment Disease Concerns (March 2-6, 2015)**

1. Reading: Chapter 6, The Built Environment and Indoor Air Quality, pp. 37-42
2. Reading: Chapter 8, Toxic Exposures, pp. 50-78 (First half of chapter)
3. In class lecture: Built Environment Disease Concerns
4. Video: Indoor Air Quality – Mr. Bruce Snead (Time: 24:11)
5. Video: Lead Poisoning – Dr. Ingrid Garrison (Time: 1:56)

### **Week 8: The Natural Environment Disease Concerns (March 9-13, 2015)**

1. Reading: Chapter 7, Allergic Conditions, pp. 43-49
2. Reading: Chapter 8, Toxic Exposures, pp. 79-104 (second half of chapter)
3. In class lecture: Natural Environment Disease Concerns
4. Video: Blue-Green Algae – Dr. Deon van der Merwe (Time: 15:48)
5. Video: Heavy Metal and Trace Mineral Toxicity – Dr. Saugata Datta (Time approximately 23:00)
6. Video: Heavy Metals and Trace Minerals in the Environment – Dr. Saugata Datta (Time approximately 24:00)
7. Video: Mycotoxins – Dr. John Leslie (Time: 19:53)

**Student Holiday: March 16-20, 2015**

## Attachment 5 – DMP 710 Syllabus

### **Week 9: The Built Environment: Physical Activity, Health, and Safety (March 23-27, 2015)**

1. In class lecture: Built Environment Effects on Physical Activity, Health, and Safety
2. Video: Design of the Built Environment – Prof. Susanne Siepl-Coates (Time: 13:47)
3. Video: Design of Homes for the Human Life Span – Associate Prof. Migette Kaup (Time: 15:33)
4. Video: Walkability – Dr. Katie Heinrich (Time: 14:28)
5. **Assignment:** Discussion Questions 2

### **Week 10: Multiple and Reciprocal Levels of Human-Environment Interaction (March 30-April 3, 2015)**

1. Reading: Chapter 12, Occupational Health of Animal Workers, 343-371
2. In class lecture: Multiple and Reciprocal Levels of Human-Environment Interaction
3. Video: Maintaining Human Health in Short-Term Concentrations of People – Dr. Paul Benne (Time: 23:03)
4. Video: Rocky Mountain Spotted Fever – Dr. Kate KuKanich (Time: 9:34)
5. **Assignment:** Quiz 2

## **IV. Relationships among Animals and the Environment (4 weeks)**

### **Week 11: Animals in the Built Environment (April 6-10, 2015)**

1. In class lecture: Animals and the Built Environment
2. Video: Wetland Ecology/Lead in Mottled Ducks – Dr. David Haukos (Time: 13:23)
3. Video: Exercising with Pets – Dr. Susan Nelson (Time: 2:18)
4. Video: Lead Toxicity in Livestock – Dr. Deon van der Merwe (Time: 15:11)
5. **Assignment:** Case Study Analysis 2 (Due April 10, 2015)

### **Week 12: Wildlife Habitat Encroachment / Introduction of Non-Native Species (April 13-17, 2015)**

1. In class lecture: Wildlife Habitat Encroachment
2. Video: Wildlife Encroachment – Dr. Sam Wisely (Time: 15:45)
3. In class lecture: Introduction of Non-Native Species
4. Video: Invasive Species – Dr. Kim With (Time: 27:15)
5. **Assignment:** Discussion Questions 3

### **Week 13: Climate Change and Effects on Animals / Animal Disaster Management (April 20-24, 2015)**

1. In class lecture: Climate Change and Effects on Animals
2. Reading: Chapter 13, Public health and Human-Animal Medicine, pp. 372-383
3. In class lecture: Animal Disaster Management
4. Video: Pets in Disasters – Dr. Christen Skaer (Time: 14:58)
5. Video: Livestock in Disasters – Dr. Tarrie Crnic (Time: 14:13)
6. Video: “Sampling Crab Larvae in the Gulf of Mexico” - Gulf Oil Spill - Dr. Marco Kaltofen, Civil and Environmental Engineer, Boston Chem Data Corp. (Time: 02:36)

## Attachment 5 – DMP 710 Syllabus

### **Week 14: Bio- and Agro-Terrorism (April 27-May 1, 2015)**

1. In class lecture: Bio- and Agro-Terrorism
2. Video: Bio- and Agro-Terrorism and Emerging Diseases – Dr. Jerry Jaax (Time: 13:22)
3. Video: Food Protection and Defense – Dr. Justin Kastner (Time: 13:22)
4. In class lecture: Risk Communication
5. **Assignment:** Quiz 3

<b>V. One Health Case Analysis / Research Paper Term Project (2 weeks)</b>
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### **Week 15: Term Paper (May 4-8, 2015)**

1. Submit references by 11:59 p.m. on May 7, 2015
2. Work independently

### **Finals Week: Term Paper Submission (May 11-15, 2015)**

- Due by 11:59 p.m. on Friday, May 15, 2015

## **Attachment 5 – DMP 710 Syllabus**

### **Kansas State University Policies**

#### **1. Statement Regarding Academic Honesty**

Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The honor system website can be reached via the following URL: [www.k-state.edu/honor](http://www.k-state.edu/honor). A component vital to the Honor System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

For more information, visit the Honor & Integrity System home web page at: <http://www.ksu.edu/honor>

#### **2. Statement Regarding Students with Disabilities**

Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in campus/online courses through the Manhattan or Olathe campuses, contact the [Student Access Center](mailto:accesscenter@k-state.edu) at [accesscenter@k-state.edu](mailto:accesscenter@k-state.edu), 785-532-6441; for Salina campus, contact the [Academic and Career Advising Center](mailto:acac@k-state.edu) at [acac@k-state.edu](mailto:acac@k-state.edu), 785-826-2649.

#### **3. Statement Defining Expectations for Classroom Conduct**

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

#### **4. Statement for Copyright Notification**

Copyright 2012 (Jodi Freifeld, DVM, MBA; Robert L. Larson, DVM, PhD; Beth A. Montelone, PhD; Kansas State University) as to this syllabus and all lectures. During this course students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.

**APPLICATION**  
**MASTER OF PUBLIC HEALTH (MPH) PROGRAM FACULTY**  
**KANSAS STATE UNIVERSITY**

Please complete this form and send it along with an accompanying brief (2-3 page) Curriculum Vitae to:  
Dr. Michael Cates, Director, Master of Public Health Program, 311 Trotter Hall.

**PERSONAL INFORMATION**

Name of Applicant: Jennifer A Hanson  
Title and Department: Assistant Professor Hospitality Management and Dietetics  
Office Address: 148 A Justin Hall  
Office Phone: 2-2212 Email: jhanson2@ksu.edu

**PROFESSIONAL RESPONSIBILITIES**

Graduate Faculty Status: ☒ Yes ☐ No

Graduate Courses Taught (limit 285 characters)

Louisiana Tech University: FNU 531 (Nutrition and Renal Disease), FNU 543 (Nutrition and Worksite Wellness), FNU 547 (Childhood Weight Issues & Management), FNU 528 (Nutritional Management of Cardiovascular). All courses part of the offerings for the Master of Science in Nutrition and Dietetics at Louisiana Tech University.

**PERSONAL STATEMENT**

Briefly describe in the space below, your interest, experience, current projects, and other contributions to the Master of Public Health program at Kansas State University (limit 855 characters)

I am a registered dietitian with clinical experience, teaching experience, and an earned doctorate degree in human nutrition. My research interests lie in disease prevention, dietary assessment methods, and human performance.

My dissertation research, entitled "Omega-3 Fatty Acids and Cognitive Outcomes in Soldiers Deployed to Combat Areas," was designed to determine whether low dietary intakes of omega-3 fatty acids increase the risk of unfavorable cognitive and psychological outcomes among soldiers deployed to combat. I recently conducted a pilot study to determine the feasibility and potential efficacy of using a parent-child tennis program as the platform for a multicomponent obesity prevention intervention. I am also currently a co-investigator on a study examining tailgaters' food safety behaviors.

My ultimate goal is to help individuals and communities achieve optimal health and quality of life through lifelong eating and physical activity habits.

October 29, 2014

Date

*Jennifer A. Hanson*

Signature

## Attachment 6 – MPH Graduate Faculty Application

JENNIFER A. HANSON, PhD, RD, CSSD, LD

### **EDUCATION**

Doctor of Philosophy, Human Nutrition, Kansas State University (2011)  
Dissertation: Omega-3 Fatty Acids and Cognitive Outcomes in Soldiers Deployed to Combat

Dietetic Internship, University of Alabama, Birmingham (2002)

Master of Science in Nutrition, University of Nevada, Reno (2000)  
Thesis: Correlates of Safe Food-Handling among Nevada's Elderly

Bachelor of Science in Nursing, University of Minnesota, Minneapolis (1989)

### **CURRENT CREDENTIALS**

Dietetic Licensure, Kansas Department of Health and Environment (2004)

Dietetic Registration, Commission on Dietetic Registration (2004)

Board Certified Specialist in Sports Dietetics, Commission on Dietetic Registration (2013)

ServSafe® Instructor and Proctor Certification, National Restaurant Association (2014)

### **EXPERIENCE**

8/2014-  
Assistant Professor, Hospitality Management and Dietetics, Kansas State University.

8/2012- 8/2014  
Assistant Professor, Nutrition and Dietetics Program, Louisiana Tech University.

6/2013- 8/2013  
Health/Environmental Analyst (Temporary), Kansas Environmental Public Health Tracking Program, Kansas Department of Health and Environment, Topeka, KS 66612.

### **PUBLICATIONS**

**Hanson J**, Benedict J. Use of the Health Belief Model to examine older adults' food-handling behaviors. *Journal of Nutrition Education and Behavior*; 2002, 34; S25-S30.

**Hanson J**, Haub M, Walker J, Johnston D, Nelson Goff, B, Dretsch M. Attention deficit hyperactivity disorder subtypes and their relation to cognitive functioning, mood states, and combat stress symptomatology in deploying U.S. soldiers. *Military Medicine*; 2012, 6; 655-662.

**Hanson J**, Rosenkranz R, Holcomb C, Haub M. Content validity and reliability of a food frequency questionnaire to measure eicosapentaenoic acid and docosahexaenoic acid intakes in young adults: A pilot study. *Functional Foods in Health and Disease*; 2012, 2(12); 501-507.

Lin Y, **Hanson J**, Strandjord S, Salem, N, Dretsch, M, Haub M, Hibbeln J. Fast transmethylation of total lipids in dried blood by microwave irradiation and its application to a population study. *Lipids*; 2014, 49(8); 839-51.

## Attachment 6 – MPH Graduate Faculty Application

**Hanson J**, Lin Y, Strandjord S, Haub, M, Dretsch M, Hibbeln J. Omega-3 HUFA Score and dietary intakes of EPA and DHA among US Soldiers. (In Progress).

### **ABSTRACTS**

**Hanson J**, Benedict J. Use of the Health Belief Model to examine safe food-handling among Nevada's elderly. *Journal of the American Dietetic Association*; 2000, 100(9) supplement, A36.

**Hanson J**, Haub M, Hibbeln J, Junnila J, Johnston D, Dretsch M. Dietary intakes of EPA and DHA among soldiers deploying to combat areas. Presented at the 9th biennial scientific meeting of the International Society for the Study of Fatty Acids and Lipids (ISSFAL), May 29-June 2nd, 2010, in Maastricht, the Netherlands.

**Hanson J**, Haub M. Seasonal availability, culture, and religious practices appear to influence fish consumption throughout the year. *Journal of the American Dietetic Association*; 2010, 110(9) supplement, A79.

**Hanson J**, Dretsch M, Junnila J, Johnston D, Haub M. Dietary supplement use among soldiers deploying to combat. *Journal of the American Dietetic Association*; 2011, 111(9) supplement, A30.

Lin Y, **Hanson J**, Strandjord S, Hibbeln J. Microwave irradiation accelerated fatty acid analysis and its application in finger-pricked whole blood samples of deploying soldiers. Presented at the 10th biennial scientific meeting of the International Society for the Study of Fatty Acids and Lipids (ISSFAL), 26-30 May, 2012, in Vancouver, Canada.

**Hanson J**, Lin Y, Strandjord S, Hibbeln J. The relationship between Omega-3 HUFA Score and dietary intake of EPA and DHA among US Soldiers. *Journal of the Academy of Nutrition and Dietetics*; 2013, 113 (9) supplement, A26.

**Hanson J**, Phillips L, Kim Y, Corson K, Hughes S. The relationship between attention deficit hyperactivity disorder symptomatology and nutrition-related health behaviors among university athletes and non-athletes. *Journal of the Academy of Nutrition and Dietetics*; 2013, 113 (9) supplement, A86.

Liu P, **Hanson J**, Hughes S. Investigation of tailgaters' food-handling behaviors. Presented at the International Association for Food Protection, 3-6 August, 2014, in Indianapolis, IN.

Wallace W, **Hanson J**, Feigenberg S, Pope J, Erickson D, Tyer T. Nutrition-related clinical outcomes among head and neck radiation oncology patients. *Journal of the Academy of Nutrition and Dietetics*; 2014, 114 (9) supplement, A32.

Hughes S, **Hanson J**, Liu P. Safe food-handling cues to action, perceived threat of foodborne illness, and food-handling behaviors among adults attending a tailgating event. *Journal of the Academy of Nutrition and Dietetics*; 2014, 114 (9) supplement, A90.

## **Attachment 6 – MPH Graduate Faculty Application**

### **GRANT ACTIVITY**

Kids Eat Right Family Meals Mini-Grants, Academy of Nutrition and Dietetics Foundation, March 2013, \$200 (funded)

College of Applied and Natural Sciences, Louisiana Tech University, “Parents-as-Partners” Tennis as a Platform for Obesity Prevention, Fall 2012, \$1,350 (funded)

Herbert D. and Nylda Gemple Research Grant, 2010, ADA Foundation, \$5,000 (funded)

Invited Application, Omega-3 Fatty Acids and Cognitive Outcomes in Soldiers Deployed to Combat Areas, Congressionally Directed Medical Research Program, \$553,886 (not funded)

Graduate Student Council Travel Grant, Fall 2009, \$150 (funded)

Jean Hankin Nutritional Epidemiology Research Grant, 2009, ADA Foundation, \$5,000 (not funded)

### **ADDITIONAL COURSE WORK/TRAINING**

2014 Captains Career Course, US Army Medical Department

2013 Qualitative Data Analysis, University of Minnesota, School of Public Health

2012 United States Tennis Association Recreational On-Court Training Workshop

2012 Certificate of Training in Childhood & Adolescent Weight Management

2011 Biomedical Investigator Training, Collaborative Institutional Training Initiative

2008 Fundamentals of Epidemiology, University of Minnesota, School of Public Health

1999 Introduction to Biostatistics, University of Iowa

### **AWARDS**

Margaret D. Simko Memorial Award for Excellence at a Clinical Poster Session, Academy of Nutrition and Dietetics Annual Food and Nutrition Conference and Expo, 2013

American Society for Nutrition Travel Award for the National Institutes of Health’s Office of Dietary Supplement (ODS) Research Practicum, 2011

Research and the State Finalist, 2010

Kansas State University Research Foundation Doctoral Fellowship, 2009