

K-State MPH Faculty Advisory Council Meeting
Location: Trotter Rm 113
May 13, 2018 at 10:30 AM
Minutes

Ct	Committee Member	Emphasis	In Attendance
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	X
7	Nutsch, Abbey	FSB	X
8	Cernicchiaro, Natalia	IDZ	X
9	Nguyen, Annelise	Core Instructor + IDZ	Mulcahy proxy
10	Renter, David	IDZ	
11	Hanson, Jennifer	Core Instructor + PHN	
12	Rosenkranz, Ric	PHN	X
13	Rosenkranz, Sara	PHN	Rosenkranz proxy
14	Besenyi, Gina	PHPA	X
15	Mailey, Emily	PHPA	X
16	McElroy, Mary	Core Instructor + PHPA	

Dr. Mulcahy called the meeting to order at 10:35 AM. There was a quorum present.

Approval of Minutes:

Minutes from the April 9, 2018 meeting were approved and will be posted to the website.

Items Discussed:

- Pending: Need updated competency mapping of Foundational Public Health Learning Objectives in lieu of new information released by CEPH (Attachment 1 or link: <https://ceph.org/assets/compliance.pdf>) (Table D1-1 Foundational Objectives and Table D2-2 Foundational Competencies – attached as separate file dated 5-2018)

Newly released information from CEPH was reviewed and faculty will review their mapping in accordance with examples using Bloom's taxonomy as a reference.

Pending: Need updated syllabi from all core courses with information about MPH objectives and competencies. (Still need MPH 802, 720)

Pending: Need updated emphasis area revised syllabi with MPH competency information.

- FSB (Need FDSCI 730 & 731)
 - IDZ (Need BIOL 530)
 - PHN (Need FNDH 600, 844 & 880)
 - PHPA (Need KIN 610 & 612)
- MPH office has updated Applied Practice Experience (APE) and Integrated Learning Experience (ILE) form (aka MPH 840 Field Experience). (Attached as separate file MPH 840 APE+ILE). Encourage students to enroll in the MPH 840 section that lists Dr. Mulcahy as the instructor.

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- Fall orientation date for all new MPH students is August 16, 2018, 10.00 to noon (lunch at 11.30)
- Applied Practice Experience orientation for students enrolling in MPH 840 for Spring and/or Summer 2019 is November 8, 2018.

Continued Discussion:

- Continue discussion on Vision/Mission/Goals/Values section. (Attachment 2) Updates are in red on the attachment.
- Pending: Tables for Instructional Quality, Faculty Scholarship and Faculty Extramural Service items to address to set goals. Need information from all faculty so that the tables can be completed.

FYI ... Information below will be on MPH website and Emphasis Area Sheets.

Outline of MPH Course Sequence*

Year 1, Fall Semester – 9 credits	Year 2, Fall Semester – 9 credits
• MPH 701 – Fundamental Methods of Biostatistics (3)	• Emphasis area required courses (9)
• MPH 754 – Introduction to Epidemiology (3)	• Start planning for Applied Practical Experience (APE)
• MPH 802 – Environmental Health (3)	• Attend MPH Meeting for MPH 840 (APE orientation)
Year 1, Spring Semester – 9 credits	Year 2, Spring Semester – 9 credits
• MPH 720 – Administration of Health Care Organizations (3)	• Finish emphasis area required and elective courses (9)
• MPH 818 – Social and Behavioral Bases of Public Health (3)	• Finish up plans for MPH 840 and turn in signed form
• Emphasis area course (3)	Year 2, Summer Semester – 3 or 6 credits
• Select Committee and prepare Program of Study (POS)	• Enroll in MPH 840 for 6 hrs for summer graduation or
Year 1, Summer Semester – 3 or 6 credits	if graduating a different semester, enroll in only 3 hrs
• MPH 720 (if not taken spring semester)	Semester you plan to graduate you must be enrolled
• Emphasis area course if desired (3)	• Enroll in MPH 840 for 3 hrs

*suggested

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CEPH Consultation Visit schedule below.

See afternoon and time set aside for Core Instructors and Emphasis Area primary faculty.
Please attend if available.

Tuesday, June 5, 2018			
	Arrive	Manhattan Regional Airport Bluemont Hotel Van Pickup at 3:15 PM (reservation made)	Reservations: Bluemont Hotel Confirmation # 77228 785-473-7091
Wednesday, June 6, 2018			
8:00 AM	Breakfast Arrow Café in Trotter Hall	Consultation takes place in Dean's Conference Room, 113 Trotter Hall	
8:15 AM	Start working	Dr. Mulcahy + Ms. Mulvanity	Review of document - sections A, B, E
10:00 AM	15 Minute Break		
10:15 AM	Continue	Dr. Mulcahy + Ms. Mulvanity	Document sections F, G, H
Noon	Lunch @ Noon to 12:30 PM		
12:30 to 1:30 PM	Continue	Dr. Mulcahy + Ms. Mulvanity + Core Instructors	Competencies sections D1, D2
1:30 PM to 2:15 PM	Continue	Dr. Mulcahy + Ms. Multanity + FSB & IDZ emphasis areas	Sections D4, D5, D7
2:15 PM	15 Minute Break		
2:30 PM to 3:15 PM	Continue	Dr. Mulcahy + Ms. Multanity + PHN & PHPA emphasis areas	Sections D4, D5, D7
3:15 PM	15 Minute Break		
3:30 PM to 4:00 PM	Continue	Dr. Mulcahy + Consultant	Questions and Wrap-up
4:00 AM	Leave for Airport via Bluemont Hotel Shuttle from hotel lobby for 4:30 Airport Arrival (reservation made)		

Next Meeting: Second Monday in June 11, 2018 Union Rm 204. Review of consultant's visit.

Adjourned at 11:30 AM

Attachment 1. New Examples from CEPH

Foundational competency 3 (1 of 4)

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	MPHM 8280 Quantitative Methods in Health Administration	Properly select and apply the most appropriate research and analytic method based on the data generating process and underlying assumptions of the study
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Needs improvement, more detail

Foundational competency 3 (2 of 4)

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	PHC 6050 Public Health Biostatistics I	Weeks 2-15 Biostatistics Projects 1-8: These analysis projects are assigned throughout the semester; each require data analysis using various statistical techniques.
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Needs improvement, more detail

Attachment 1. New Examples from CEPH

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	BIOS 7010: Introductory Biostatistics I	Homework 1: Descriptive Statistics; Homework 2: Calculations of Probabilities and Conditional Probabilities; Homework 4: Screening Tests and Bayes Theorem; Homework 9,10,11: Hypothesis Tests; Homework 12: Compare Proportions; Homework 13: Simple Linear Regression; Midterm Exam 1: Questions on Probability Theory; Midterm Exam 2: Questions on Statistical Inference and Hypothesis Inference; Final Exam: Overall Assessment.
	EPID 7010: Introduction to Epidemiology I	In-class exercises: Group develops outline (week 10), refines topic (week 11) and selects final framework for actionable public health effort (week 12). Feedback for each stage from faculty and TA. Week 13 / 14: Community-based participatory research -Problems, Methods, and results. Select one category of mental illness and write an issue brief to educate a public health professional about the problem and its solution.



Needs improvement, more detail

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	PH212.Biostatistics	PH212. Analyze data using Stata, interpret the results of analysis, and write up the results in a weekly summative assignment.
	PH214.Qualitative & Survey Research Methods	PH214. (PH214 Coding Data Exercise) Conduct and code interviews, and write a data results section for a qualitative paper.
	PH216. Applied Epidemiology	PH216. Interpret the findings from a primary data analysis, to effectively present those findings in tables (including the proper presentation of data within a table and the proper flow or ordering of data across tables), and to correctly summarize the findings of the entire analysis.


Dartmouth – Geisel School of Medicine

8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	PUBH 6006- Mgt and Policy Approaches to PH; PUBH 6007- Social and Behavioral Approaches for PH	6006: Final group management presentation 6007: Group paper
	HSC 585 HSC 624	Final report of internship experience Final proposal
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.	MPH 513 Program Planning and Evaluation	Assignment 3, Criterion 1: students describe how their target audience's cultural values and practices are incorporated in the theme, delivery channels, scope & sequence, and program material and methods of their proposed PH program.
	MPH 522 Social and Behavioral Theories in PH	Final Exam-Case Scenario 1: students are required to describe and propose a theory-based PH program that is culturally tailored to improve access to a community health clinic among an immigrant population, and discuss why culturally tailoring the program is critical to reach and have an impact on the target population.
	MPH 527 Race, Cultural Competency, and PH	Final Project: Students are required to critically evaluate a current cultural competency program by applying their gained racial analysis and awareness around what produces health inequalities.



Charles R. Drew University of Medicine and Science

Attachment 1. New Examples from CEPH

13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	PBHE601 Health Care Administration PBHE540 Emergency Management Health and Medical Issues	PBHE601: Assignment Week #7: Strategic Alliances: Students will write a 3-page minimum paper, discussing strategic alliances and which alliance motivations they think are the most compatible with each other. What do they consider to be the likely stages of strategic alliance development. Whether or not every alliance has to go through each stage. PBHE540: Forum Week #5: Successful Partners and Emergency Preparedness: In terms of selecting strategic partners and interagency collaborators, the most important question is, "What are the response linkages that will allow the emergency preparedness network to respond to a disaster or emergency?" Student will formulate a brief sustainability plan for maintaining the appropriate community linkages for a high level of public health preparedness. They will list the community partners that they identified as key and/or strategic in their plan. They will discuss the advantages and disadvantages of each of them and their role in the overall strategic sustainability plan for emergency disasters.
American Public University System		
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	PH 602 U.S. Health Care Services and Policy	Round Table 3 Health Care Action: Pick a publication or policy-maker and write a letter addressing a critical factor in health care today. Letters will be read and discussed at final round table. Following any edits, letters should be mailed to the editor or policy-maker being addressed.
University of Hawaii		
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	CHS 755: Health Policy and Administration	Policy proposal presentation and brief report: Students will create an advocacy plan for their proposed policy change addressing an assigned public health problem, including a list of stakeholders and the types of information needed to sway these stakeholders.
University of Nevada, Reno		
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	<i>HLTH 612: Program Planning and Evaluation</i>	<i>Leadership and Learning Assignments 1-10; Team Charter; mid-term and final team evaluations</i>
Brigham Young University		
<p>Excerpt from syllabus:</p> <p>Leadership and Learning Assignments (Individual) There will be 13 individual mini-assignments throughout the course. Learning and Leadership Assignments (LLAs) 1-10 are designed to give students the opportunity to discuss and practice leadership principles, inform the instructor on how their teams are functioning, and practice knowledge and skills that they learn in their readings and in class discussions. Each assignment is usually a short answer response of approximately 1 page. They should be submitted through BYU Learning Suite before class on the day they are due. Each assignment is worth between 6-12 points. The other three mini-assignments are detailed below.</p> <ul style="list-style-type: none"> • Team Charter (5 points): Develop a team charter that includes team goals for the course project, individual team member objectives, information about team members that may affect the project, team rules, and a statement on how the team will resolve failure to comply with team rules and other challenges that may arise. • Mid-term evaluation of co-leader and team members (2 points): Includes feedback from you (as the team leader) to the co-team leader (where applicable) and undergraduate team members on individual team member performance and contribution to the team and course project for the first half of the semester. The feedback is considered formative and is designed to help individual team members improve performance where needed. Comments should be constructive and reflect leadership skills. • Final evaluation of co-leader team members (3 points): Includes feedback from you (as the team leader) to the co-team leader (where applicable) and undergraduate team members on individual team member performance and contribution to the team and course project for the full semester. Comments will not be shared with team members, but course instructors will take the comments into consideration when calculating final grades. MPH students will be evaluated based on their leadership 		
		

Attachment 1. New Examples from CEPH

17. Apply negotiation and mediation skills to address organizational or community challenges

FPH 7100 Healthcare Organization & Administration

FPH 7100: Negotiation & Mediation Analysis (Paper #3 Guidelines & Rubric, Syllabus p.4, 13)

Wayne State University

Excerpt from syllabus:

5. **Paper #3: Negotiation & Mediation Analysis:** You will be assigned a part in a team role-playing exercise to apply negotiation and mediation skills to address an organizational or community challenge. After the exercise is complete, you will write a 4-5 page paper evaluating your team's and the opposing team's performance of key negotiation and mediation skills. Compare your performance to the principles discussed in class and in Fisher and Ury's book, *Getting to Yes: Negotiating Agreement Without Giving In* (e.g., Separating People and Issues, Focus on Interests, Generating Options, and Using Objective Criteria). (key metric, FC#17)

21. Perform effectively on interprofessional teams

PHS 62XX: Public Health Professional Development

Workplace Violence Project (2017-2018)

Didactic: Interprofessional education and practice will be covered in PHS 62XX: Public Health Professional Development.

Community-based Project: Will change each year dependent on requests from community partners.
For 2017-2018: After participating in an active shooter training with local nonprofit organizations, taught by local law enforcement, MPH students, in small groups, will meet with a community police sergeant and nonprofit organization contacts to conduct walk-thru assessments of nonprofit organizations to prevent, prepare for, and respond to violent incidents in the workplace. Students will identify and create reports with strengths, weaknesses, and specific recommendations and present their findings to the organizations.

University of Texas Medical Branch at Galveston

21. Perform effectively on interprofessional teams

IPEC 501, Foundations of Interprofessional Collaboration

Course capstone project. Note that IPEC 501 enrolls students from Public Health, Health Administration, Nursing, Pharmacy, Dentistry, and Occupational and Physical Therapy and creates interprofessional student teams for projects representing multiple disciplines. Course Capstone Project, which requires students to collaborate as a team using decision-making principles to complete a group project; describe a challenge to inter-professional collaborative care and its impact on practitioners and patients; propose an intervention to address the challenge at the micro-, meso-, or macro- level of analysis; and orally and visually present the team's approach to the case to the class. See end of syllabus file for description, instructions, and rubric for the IPEC 501 Capstone Project.

Virginia Commonwealth University

22. Apply systems thinking tools to a public health issue

EPID 5112 Epidemiology I

Weeks 14 and 15: Students practice several approaches for thinking about multi-causal relationships, including directed acyclic graphs, and causal pies, and methods for assessment of confounding and effect modification (in class exercise and homework); Poster and presentation

University of Arkansas for Medical Sciences

22. Apply systems thinking tools to a public health issue

MPH 556: System Dynamics 1

System Dynamics Term Project: Develop a system dynamics model with policy recommendations

University of North Dakota

Attachment 1. New Examples from CEPH

e. Competency D2.22: Apply systems thinking tools to a public health issue

Learning Objectives:

- i. Identify characteristics of a system
- ii. Identify unintended consequences produced by changes made to a public health system
- iii. Identify feedback loops in a complex system that cause policy resistance
- iv. Create causal loop diagrams that capture feedback relationships in a complex system
- v. Create stock-and-flow diagrams that describe a complex system
- vi. Create and modify simulation models in system dynamics software
- vii. Run and interpret findings of simulations in system dynamics models
- viii. Assess strengths and weaknesses of applying the systems approach to public health problems.

Week 3: 9/7	Learning about Complex Systems <ul style="list-style-type: none"> • Policy resistance • Feedback loops • Types of complexity • Advantages of simulation In-Class Modeling Activity: <ul style="list-style-type: none"> • Build a simple stock-and-flow model of body weight • Simulate body weight example In-Class Discussion of Week 1 Student-Led Discussion pieces	Business Dynamics, Ch. 1 See Blackboard	Quiz 03 Week 03 Case Study, Student-led discussion (due EoD 9/13)
Week 4: 9/14	Causal Loop Diagrams <ul style="list-style-type: none"> • Feedback relationships • Positive/reinforcing loops • Negative/balancing loops • Guidelines for labeling In-Class Modeling Activity: <ul style="list-style-type: none"> • Causal loop diagrams • Labeling loop & link polarity • Inserting comments In-Class Discussion of Week 2 Student-Led Discussion pieces	Business Dynamics, Ch. 5 See Blackboard	Quiz 04 Week 04 Case Study, Student-led discussion (due EoD 9/20)
Week 5: 9/21	Stocks and Flows <ul style="list-style-type: none"> • Classifying as stocks or flows • Accumulations and depletions • Aggregation vs. disaggregation 	Business Dynamics, Ch. 6	Quiz 05



What reviewers look for in a syllabus

- Description of expectations for each assignment
- Schedule & outline of class assignments
- Grading: what gets assessed & goes into the grade?
- Textbooks & readings

Attachment 2: Vision, Mission, Goals and Values

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 **interdisciplinary** 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>