

K-State MPH Faculty Advisory Council Meeting
Location: Trotter Hall Rm 113 – August 27, 2018 at 10:30 AM
Minutes

1. 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	
3	Larson, Robert	Core Instructor	
	Nguyen, Annelise	Core Instructor	X
4	Sanderson, Michael	Core Instructor	
5	Gragg, Sara	FSB	X
6	Kastner, Justin	FSB	X
7	Nutsch, Abbey	FSB	X
	Adams Paige	IDZ	X
8	Cernicchiaro, Natalia	IDZ	
9	KuKanich, Kate	IDZ	
11	Hanson, Jennifer	Core Instructor + PHN	X
12	Rosenkranz, Ric	PHN	X
13	Rosenkranz, Sara	PHN	R Rosenkranz Proxy
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 10:35 AM. There was a quorum present.

Approval of Minutes:

Minutes from the June 11, 2018 meeting were approved and will be posted to the website.

Items Discussed:

The focus of the meeting was on items still needed for the accreditation document. After reviewing the tables below and attachments page by page, faculty agreed to send missing information before September 10.

Updates to the tables below including MPH 802, MPH 818, FNDH 880 during the week of 8/27/18 have been incorporated.

- Reviewed and updated competency mapping of Foundational Public Health Learning Objectives in lieu of new information released by CEPH (see CEPH draft document).

Reviewed updated syllabi from all core courses with information about MPH objectives and competencies and emphasis area required courses with same information. *Note: Consultant said all syllabi will be reviewed and has to contain the competency info and assessment.*

Note: The table below was put together looking at the course syllabi only to determine if the wording for the objectives and competencies was included.

12 Public Health Foundational Objectives and Course Taught In	MPH 701	MPH 720	MPH 754	MPH 802	MPH 818
1. Explain public health history, philosophy and values		Partial	OK		Partial
2. Identify the core functions of public health and the 10 Essential Services		OK			
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	OK	OK	OK		

12 Public Health Foundational Objectives and Course Taught In	MPH 701	MPH 720	MPH 754	MPH 802	MPH 818
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program		Not listed	OK		
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	OK	Partial	OK		
6. Explain the critical importance of evidence in advancing public health knowledge	OK	Not listed	OK		
7. Explain effects of environmental factors on a population's health	OK			OK	
8. Explain biological and genetic factors that affect a population's health			OK	OK	
9. Explain behavioral and psychological factors that affect a population's health	OK	?? not sure			OK
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities					OK
11. Explain how globalization affects global burdens of disease			OK	?? not sure	?? not sure
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)				?? not sure	OK

22 Public Health Foundational Competencies and Course Taught In	MPH 701	MPH 720	MPH 754	MPH 802	MPH 818
Evidence-based Approaches to Public Health					
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	OK		OK		
2. Select quantitative and qualitative data collection methods appropriate for a given public health context		Partial	OK		
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	OK	Partial	OK		
4. Interpret results of data analysis for public health research, policy or practice	OK		OK		
Public Health and Health Care Systems					
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings		OK			
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					OK
Planning and Management to Promote Health					
7. Assess population needs, assets and capacities that affect communities' health		Partial		Not listed	
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs					OK
9. Design a population-based policy, program, project or intervention			OK		
10. Explain basic principles and tools of budget and resource management		Not listed	OK		
11. Select methods to evaluate public health programs	OK		OK		Not listed
Policy in Public Health					
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence		Partial		Partial	x
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes		Partial		Partial	
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations					Partial
15. Evaluate policies for their impact on public health and health equity		Partial		Partial	Partial
Leadership					

22 Public Health Foundational Competencies and Course Taught In	MPH 701	MPH 720	MPH 754	MPH 802	MPH 818
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making		OK			Not listed
17. Apply negotiation and mediation skills to address organizational or community challenges		Not listed			
Communication					
18. Select communication strategies for different audiences and sectors	DMP 815; FNDH 880; KIN 796 Need updated syllabus for KIN class				
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	DMP 815; FNDH 880; KIN 796 Need updated syllabus for KIN class				
20. Describe the importance of cultural competence in communicating public health content		Not listed			OK
Interprofessional Practice					
21. Perform effectively on interprofessional teams	x	x	x	x	x
Systems Thinking					
22. Apply systems thinking tools to a public health issue				OK	

There was a discussion about content coverage and if an additional core course would be needed. Possible options were discussed, including splitting MPH 840 into two 3 hour classes. It was decided that we would go forward with the above.

Assessment information on above competencies:

- MPH 701 -- OK (removed competencies #2 & 11 from syllabus as per consultant)
- MPH 802 – needs more complete assessment information, will continue to work on this.
- MPH 754 – OK (removed competencies #12, 15, 19 & 22 from syllabus as per consultant)
- MPH 720 – needs more complete assessment information, will continue to work on this.
- MPH 818 – needs more complete assessment information, will continue to work on this.
- MPH 840 – OK (Note updated to APE template and ILE template. These templates need to be used starting this semester).

Need updated emphasis area revised syllabi with MPH competency and assessment information.

- FSB –OK, needs final review.

FSB Emphasis Area Competency	Description of Competency	Required Course
1 <i>Food safety and biosecurity</i>	Evaluate solutions appropriate for different food safety, biosecurity, and defense issues in the food production continuum.	FDSCI 730 and FDSCI 731 OK + includes assessment
2 <i>Threats to the food system</i>	Examine specific threats to the food system and scientifically investigate how each can be prevented, controlled, and/or mitigated in the food production system.	FDSCI 730 and FDSCI 731 OK + includes assessment
3 <i>Food safety laws and regulations</i>	Differentiate key U.S. food safety regulatory bodies and their unique legislative authorities, missions, and jurisdictions.	DMP 816 OK + includes assessment
4 <i>Food safety policy and the global food system</i>	Analyze and distinguish how food safety and governmental biosecurity policies, globalization, and international trade cooperation influence public health.	DMP 888 OK + includes assessment
5 <i>Multidisciplinary leadership</i>	Contrast the food safety and biosecurity technical needs of different stakeholders and make judgements as to the appropriate methods of collaboration.	DMP 815 OK + includes assessment

- IDZ –OK, needs final review.

IDZ Emphasis Area Competency		Description of Competency	Required Course
1	<i>Pathogens/pathogenic mechanisms</i>	Evaluate modes of disease causation of infectious agents.	BIOL 530 OR DMP 812 <i>OK + includes assessment</i>
2	<i>Host response to pathogens/immunology</i>	Investigate the host immune response to infection.	BIOL 670 OR DMP 705 <i>OK + includes assessment</i>
3	<i>Environmental/ecological influences</i>	Examine the influence of environmental and ecological forces on infectious diseases.	DMP 710 <i>OK + includes assessment</i>
4	<i>Disease surveillance</i>	Analyze disease risk factors and select appropriate surveillance.	DMP 710 <i>OK + includes assessment</i>
5	<i>Disease vectors</i>	Investigate the role of vectors, toxic plants and other toxins in infectious diseases.	DMP 710 <i>OK + includes assessment</i>

- PHN – Last check of correct competencies and assessments for all. Need syllabus for FNDH 844 and FNDH 600. We have the syllabus for FNDH 820.

PHN Emphasis Area Competency		Description of Competency	Required Course <i>Need syllabi with info</i>
1	<i>Information literacy of public health nutrition</i>	Examine the acquisition of public health nutrition knowledge and skills, and evaluate how to select information efficiently and effectively for public health practice.	FNDH 820 and FNDH 844
2	<i>Compare and relate research into practice</i>	Examine chronic disease surveillance, policy, program planning and evaluation, and program management.	FNDH 600 and FNDH 820
3	<i>Population-based health administration</i>	Develop and examine the administration of population-based food, nutrition and health services.	FNDH 600
4	<i>Analysis of human nutrition principles</i>	Examine epidemiological concepts of human nutrition in order to improve population health and reduce disease risk.	FNDH 600
5	<i>Analysis of nutrition epidemiology</i>	Critique nutritional epidemiological research design methods.	FNDH 844

- PHPA –OK, needs final review.

PHPA Emphasis Area Competency		Description of Competency	Required Course
1	<i>Population health</i>	Examine and evaluate evidence-based knowledge of the relationship between physical activity and population health.	KIN 612 <i>OK + includes assessment</i>
2	<i>Social, behavioral and environmental influences</i>	Investigate social, behavioral and environmental factors that contribute to participation in physical activity.	KIN 610 and KIN 805 <i>OK + includes assessment</i>
3	<i>Theory application</i>	Examine and select social and behavioral theories and frameworks for physical activity programs in community settings.	KIN 610 and KIN 805 <i>OK + includes assessment</i>
4	<i>Developing and evaluating interventions</i>	Develop and evaluate physical activity interventions in diverse community settings.	KIN 610 and KIN 805 <i>OK + includes assessment</i>
5	<i>Support evidence-based practice</i>	Support public health officials and other community partners in the promotion of physical activity with evidence-based	KIN 612 <i>OK + includes assessment</i>

	practices.	
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2. Course and Curriculum updates needed:

- Update name for MPH 840 to MPH 840 Public Health Practice.
- IDZ Updates: Add to required section as equivalent to DMP 812, DMP 814 Veterinary Bacteriology and Mycology (no lab) and move AAI 801 to elective list.
- PHPA Updates: New number for Graduate Seminar, now KIN 796 (problems course number).
- Any others?

3. **Updates to FAC.** When updating faculty information for CEPH, some primary faculty tenths have changed. As a result, we have some new members and some are rotating off. To be a member, you must teach an MPH class (required or elective) and report that 50% or more of your time is spent in public health pursuits (teaching, research, and service) OR teaching one of the required core courses. Each emphasis area has 3 FAC members (in addition to core instructors). The number 3 was chosen because CEPH requires that as a minimum.

The new FAC is listed going forward is below:

Committee Member	Emphasis
Mulcahy, Ellyn	MPH Director
Stevenson, Barta	MPH Staff
Open	MPH Student
Hsu, Wei Wen	Core Instructor
Larson, Robert	Core Instructor
Nguyen, Annelise	Core Instructor
Sanderson, Michael	Core Instructor
Gragg, Sara	FSB
Kastner, Justin	FSB
Nutsch, Abbey	FSB
Adams, Paige	IDZ
Cernicchiaro, Natalia	IDZ
KuKanich, Kate	IDZ
Hanson, Jennifer	PHN
Rosenkranz, Ric	PHN
Rosenkranz, Sara	PHN
Besenyi, Gina	PHPA
Mailey, Emily	PHPA
McElroy, Mary	PHPA

4. Dr. Mulcahy asked for volunteers to review the draft document thoroughly before posting it to the website for public review. It was decided that the MPH office would assign 1-2 sections to everyone for review.

5. Calendar Dates:

Faculty Advisory Meeting Dates & Times for Fall 2018

Time	Date	Location
10:30 AM	Monday, September 10, 2018	Trotter 113 - Dean's Conference Room
10:30 AM	Monday, October 8, 2018	TBA
10:30 AM	Monday, November 12, 2018	APHA in San Diego. If no feedback from CEPH will cancel.
10:30 AM	Monday, December 10, 2018	Trotter 113 - Dean's Conference Room

10:30 AM	Monday, January 14, 2019	TBA
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Required for Students -- MPH 840 Applied Practice Experience Orientation

Noon to 1 PM	Thursday, November 8, 2018	Mosier Hall Rm P-223 (NICKS Conf Room)
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CEPH Accreditation Dates

October 15, 2018	Self-study complete for copies & mailing
October 22, 2018	Document due to CEPH in Washington, DC
December 21, 2018	Comments from reviewers with changes that need to be made
February 21, 2019	Final self-study due to CEPH
March 21 & 22, 2019	On-site visit
June 1, 2019	Decision, at least 18 weeks after site visit

Attached to the agenda was the draft of the CEPH document. Any items in **red** are where we need more information, to update the ERF, and/or review edits. Also attached were the updated competencies tables.

Before our next meeting:

A plan for faculty members to review specific sections and send back edits/suggestions was distributed after the meeting.

Specific syllabi and assessment requests were sent to faculty members during the week of 8/27.

Next Meeting: Second Monday in September on the 10th in 113 Trotter Hall at 10:30 AM.

Adjourned at 12:05 PM