# K-State MPH Faculty Advisory Council Meeting
## Location: via Zoom … link included
## September 13, 2021 at 10:30 AM
## Minutes

| Ct | Committee Member | Emphasis/Role | In Attendance |
|---|---|---|---|
| 1 | Ellyn Mulcahy | MPH Director | X |
|  | Stevenson, Barta | MPH Staff |  |
|  | Open | MPH Student |  |
|  | Open | MPH Student |  |
| 3 | Larson, Robert | Core Instructor |  |
| 4 | Gragg, Sara | FSB | Kastner , Proxy |
| 5 | Kastner, Justin | FSB | X |
| 6 | Nutsch, Abbey | FSB | X |
| 7 | Adams Paige | IDZ + Core Instructor | X |
| 8 | Cernicchiaro, Natalia | IDZ | X |
| 9 | KuKanich, Kate | IDZ | X |
| 10 | Hanson, Jennifer | PHN + Core Instructor | X |
| 11 | Rosenkranz, Ric | PHN | X |
| 12 | Rosenkranz, Sara | PHN | X |
| 13 | Besenyi, Gina | PHPA | X |
| 14 | Mailey, Emily | PHPA | X |
| 15 | McElroy, Mary | PHPA + Core Instructor | X |

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

Approval of Minutes from May meeting. The following items were reviewed and discussed.

**Dates for FAC Meetings, Fall 2021.**  Second Monday of each month at 10:30 AM. All meetings will be via Zoom until further notice.

https://ksu.zoom.us/j/93776897966?pwd=MUVaWDd5MFRjLy91ZDlLQkpqYWxKdz09
Meeting ID: 937 7689 7966     Passcode: 469550

| | | |
|---|---|---|
| Monday, October 11, 2021 | 10:30 to 11:30 |  |
| Monday, November 8, 2021 | 10:30 to 11:30 |  |
| Monday, December 13, 2021 | 10:30 to 11:30 |  |
| Monday, January 10, 2022 | 10:30 to 12:00 | Annual Retreat to Review Survey Data |

**Fall 2021 Student Enrollment.**  (As of 8-31-2021)

| Emphasis Area | Graduates | Cont | Start | Future Grads | Future Admits | | Subtotal | | Total | Active Not Enrolled |
|---|---|---|---|---|---|---|---|---|---|---|
| | Sum 2021 | Fall 2021 | Fall 2021 | Fall 2021 | Dom 2022 | Intl 2022 | Manhattan Campus | Other Campus* | All Students | Fall 2021 |
| Cert Only | 1 | 10 | | 2 | | | 2 | 8 | 10 | (3) |
| FSB | 0 | 3 | 4 | | | | | 7 | 7 | |
| IDZ | 10 | 31 | 5 | 10 | 2 | 4 | 29 | 7 | 36 | (12) |
| PHN | 2 | 6 | 5 | 2 | | 2 | 8 | 3 | 11 | (1) |
| PHPA | 0 | 4 | | 2 | | | 3 | 1 | 4 | (1) |
| Total | 13 | 53 | 14 | 16 | 3 | 6 | 42 | 26 | 68 | (17) |
| | | | | Not in totals | | | | | | |

*Other includes Online (MMPHX), Salina, and Olathe (MMPHY) students, as coded in KSIS (which may change).

**Student Engagement**.  CEPH requirement:  Student participation in policy making and decision making at the program level.

In the past, we have used the Comprehensive Public Health Group (CPHG) and Student Outbreak Response Team (SORT) to address this requirement.  A member of the groups is invited to all FAC meetings, but due to class schedules and timing, they have been unable to attend.

1. Hold student feedback meetings at least once each semester. Dr. Adams suggested this and other members agree a semester wrap-up meeting would be a good idea.
2. Email FAC agendas of monthly meetings to MPH students and request input.
3. Have an open invitation to any student to attend any meeting.

**CEPH updated 22 Foundation Competencies**.  Information was emailed to all FAC members in June.  The updated list will be voted on by CEPH Fall 2021 and become effective Spring 2022.  Changes are documented below.  Every core course has at least one updated competency.  When you update your syllabus, send us the updated copy.

| 22 Public Health Foundational Competencies Course Mapping | MPH 701 | MPH 720 | MPH 754 | MPH 802 | MPH 818 |
|---|:---:|:---:|:---:|:---:|:---:|
| **Evidenced-based Approaches to Public Health** | | | | | |
| 1. Apply epidemiological methods to settings and situations in public health practice | x | | x | | |
| **Public Health and Health Care Systems** | | | | | |
| 5. Compare the organization, structure and function of health care, public health, and 868 regulatory systems across national and international settings | | x | | | |
| 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 systemic levels | | | | | x |
| **Planning and Management to Promote Health** | | | | | |
| 8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs | | | | | x |
| **Policy in Public Health** | | | | | |
| 12. Discuss the policy-making process including the roles of ethics and evidence | | x | x | x | |
| **Leadership** | | | | | |
| 16. Apply leadership and/or management principles to address a relevant issue | | x | | | x |
| **Communication** | | | | | |
| 19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation | DMP 815 or FNDH 880 or KIN 890 | | | | |
| **Interprofessional and/or Intersectional Practice** | | | | | |
| 21. Integrate perspectives from other sectors and/or professions to promote and advance population health | | x | | | x |
| **Systems Thinking** | | | | | |
| 22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative (Apply in MPH 840 Public Health Practice) | x | x | | x | x |

Excerpt below CEPH document concerning updates to competencies, pay particular attention to footnotes:

844    Assessment may occur in simulations, group projects, presentations, written products, etc.
845
846    Since the unit must demonstrate that all students perform all competencies, units must define
847    methods to assess individual students' competency attainment in group projects Also,
848    assessment should occur in a setting other than an internship, which is tailored to individual
849    student needs and designed to allow students to practice skills previously learned in a classroom.
850    Additionally, assessment must occur outside of the integrative learning experience (see Criterion
851    D7), which is designed to integrate previously-attained skills in new ways.
852
853    These competencies are informed by the traditional public health core knowledge areas,
854    (biostatistics, epidemiology, social and behavioral sciences, health services administration and
855    environmental health sciences), as well as cross-cutting and emerging public health areas.
856
857    **Evidence-based Approaches to Public Health**
858        1.  Apply epidemiological methods to ~~the breadth of~~ settings and situations in public health
859            practice
860        2.  Select quantitative and qualitative data collection methods appropriate for a given public
861            health context
862        3.  Analyze quantitative and qualitative data using biostatistics, informatics, computer-based
863            programming, and software, as appropriate
864        4.  Interpret results of data analysis for public health research, policy, or practice
865
866    **Public Health & Health Care Systems**
867        5.  Compare the organization, structure and function of health care, public health, and
868            regulatory systems across national and international settings
869        6.  Discuss the means by which structural bias, social inequities, and racism undermine
870            health and create challenges to achieving health equity at organizational, community and
871            ~~societal~~ systemic levels
872
873    **Planning & Management to Promote Health**
874        7.  Assess population needs, assets, and capacities that affect communities' health
875        8.  Apply awareness of cultural values and practices to the design, ~~or~~ implementation, or
876            critique of public health policies or programs
877        9.  Design a population-based policy, program, project, or intervention
878        10. Explain basic principles and tools of budget and resource management[13]
879        11. Select methods to evaluate public health programs
880
881    **Policy in Public Health**
882        12. Discuss ~~multiple dimensions of~~ the policy-making process[14], including the roles of ethics
883            and evidence
884        13. Propose strategies to identify stakeholders and build coalitions and partnerships for
885            influencing public health outcomes
886        14. Advocate for political, social, or economic policies and programs that will improve health
887            in diverse populations[16]

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[13] "Resource management" refers to stewardship (planning, monitoring, etc.) of resources throughout a project, not simply preparing a budget statement that projects what resources will be required.

[14] This competency refers to technical aspects of how public policies are created and adopted, including legislative and/or regulatory roles and processes, ethics in public policy making, and the role of evidence in creating policy.

888    15. Evaluate policies for their impact on public health and health equity

889

890    **Leadership**

891    16. Apply leadership and/or management principles to address a relevant issue[16] of
892    leadership, governance, and management, which include such principles may include
893    creating a vision, empowering others, fostering collaboration, and guiding decision
894    making

895    17. Apply negotiation and mediation skills to address organizational or community
896    challenges[17]

897

898    **Communication**

899    17.18.    Select communication strategies for different audiences and sectors

900    18.19.    Communicate audience-appropriate (i.e., non-academic, non-peer audience) public
901    health content, both in writing and through oral presentation

902    19.20.    Describe the importance of cultural competence in communicating public health
903    content

904

905    **Interprofessional and/or Intersectoral Practice**

906    20.21.    Integrate perspectives from other sectors and/or professions to promote and
907    advance population health[18] Perform effectively on interprofessional teams

908

909    **Systems Thinking**

910    21.22.    Apply a systems thinking tools to visually represent a public health issue in a
911    format other than standard narrative[19]

912

913    Required documentation:

914

915    1) List the coursework and other learning experiences required for the school or program's MPH
916    degrees, including the required curriculum for each concentration and combined degree option.

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[15] This competency refers to the ability to influence policy and/or decision making, such as through stakeholder mobilization, educating policy makers, etc. Ability to argue in support of (or in opposition to) a position, as in a standard debate, is not sufficient. Students must produce a product that would be part of an advocacy campaign or effort (e.g., legislative testimony, fact sheets, advocacy strategy outline, etc).

[16] Such principles may include creating a vision, empowering others, fostering collaboration, and guiding decision making

[17] "Negotiation and mediation," in this competency, refers to the set of skills needed when a common solution is required among parties with conflicting interests and/or different desired outcomes. Such skills extend beyond the level of negotiation required in a successful intra-group process; effective communication within a work group or team is more closely related to competency 16.

[18] This competency requires direct engagement (in-person or online) between the student and an individual or individuals in a profession or sector other than public health; students must combine the external sector/profession's perspective and/or knowledge with their own public health training to complete a task, solve a problem, etc.. Role-playing, in which public health students assume the identity of an individual from another profession or sector to which they do not already belong, is not an acceptable substitute for actual engagement with an individual or individuals from a profession or sector outside of public health.

[19] Systems thinking tools depict or map complex relationships, demonstrating, for example, how component parts of a system interact with and influence one another. Examples include causal loop diagrams, systems archetypes, network analyses, and concept maps. Logic models and evidence tables are not sufficient to address this competency.

917        Information may be provided in the format of Template D2-1 or in hyperlinks to student
918        handbooks or webpages, but the documentation must present a clear depiction of the
919        requirements for each MPH degree. (self-study document)
920

921       2) List the required curriculum for each combined degree option in the same format as above,
922          clearly indicating (using italics or shading) any requirements that differ from MPH students who
923          are not completing a combined degree. (self-study document)
924

925       2)3) Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each
926          of the foundational competencies listed above (1-22). If the school or program addresses all of
927          the listed foundational competencies in a single, common core curriculum, the school or program
928          need only present a single matrix. If combined degree students do not complete the same core
929          curriculum as students in the standalone MPH program, the school or program must present a
930          separate matrix for each combined degree. If the school or program relies on concentration-
931          specific courses to assess some of the foundational competencies listed above, the school or
932          program must present a separate matrix for each concentration. (self-study document)
933

934       3)4) Include the most recent syllabus from each course listed in Template D2-1, or written guidelines,
935          such as a handbook, for any required elements listed in Template D2-1 that do not have a
936          syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment
937          activity listed in Template D2-2, provide additional documentation of the assessment, e.g.,
938          sample quiz question, full instructions for project, prompt for written discussion post, etc.
939          (electronic resource file)
940

941       4)5) If applicable, assess strengths and weaknesses related to this criterion and plans for
942          improvement in this area. (self-study document)
943

944

945 **D3. DrPH Foundational Competencies (SPH and PHP, if applicable)**
946

947 The DrPH is the professional doctoral degree in public health, designed to produce transformative
948 academic and practice leaders with expertise in evidence-based public health practice and
949 research. These individuals are able to convene diverse partners; communicate to effect change
950 across a range of sectors and settings; synthesize and translate findings; and generate practice-
951 based evidence that advances programs, policies, services and/or systems addressing population
952 health. DrPH graduates demonstrate the competencies defined in this criterion.
953

954 The school or program documents at least one specific, required assessment activity (e.g.,
955 component of existing course, paper, presentation, test) for each competency below, during
956 which faculty or other qualified individuals (e.g., preceptors) validate the student's ability to
957 perform the competency.
958

959 Assessment opportunities may occur in foundational courses that are common to all students, in
960 courses that are required for a concentration or in other educational requirements outside of
961 designated coursework, but the school or program must assess *all* DrPH students, at least once,
962 on each competency. Assessment may occur in simulations, group projects[20], presentations,
963 written products, etc.
964

965 **Data & Analysis**
966      1. Explain qualitative, quantitative, mixed methods and policy analysis research and
967         evaluation methods to address health issues at multiple (individual, group, organization,
968         community, and population) levels

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[20] Since the unit must demonstrate that all students perform all competencies, units must define methods
to assess individual students' competency attainment in group projects.

# FAC Agenda – September 13, 2021

**CEPH 2026 Timeline**

| Fall 2026, before Dec 2026 | Site Visit |
|---|---|
| Spring 2026, 5 months before site visit | Prelim self-study submission |
| By Dec 2024 | CEPH schedules site visit |

**Curriculum Design/Review**. FAC discussed plan for CEPH 2026, and agreed with tentative outline of core course/emphasis review. Committee consists of core instructor(s) of course being reviewed, one representative from each emphasis area and an additional member from the area under review, and Dr. Mulcahy. Dr. Kastner suggested the faculty members teaching the Communications competencies also meet to review; DMP 815, FNDH 880, PHN 880. The FAC agreed to this review. Dr. Adams asked to review the previous core course review for MPH 802. Dr. Mulcahy will contact each group to establish these committees.

| Academic Year of Review (starting) | 2022 (F2021) | 2023 (F2022) | 2024 (F2023) | 2025 (F2024) |
|---|---|---|---|---|
| **Emphasis Area to be Reviewed** | PHPA | FSB | IDZ | PHN |
| **Review due to FAC** | Feb Mtg 2022 | Feb Mtg 2023 | Feb Mtg 2024 | Feb Mtg 2025 |
| **Core Course to be Reviewed** | | | | |
| MPH 754 Introduction to Epidemiology (Larson) | | | X | |
| MPH 720 Admin of Health Care Orgs (Hanson) | | | | X |
| MPH 818 Soc/Behav Bases of Public Health (McElroy) | X | | | |
| MPH 701 Fund Methods of Biostatistics (open) | | (X) | | |
| MPH 802 Environmental Health (Adams) | | | X | |
| DMP 815, FNDH 880, PHN 880; Communications competencies | | | | |

| Curriculum Committee | 2022 (F2021) | 2023 (F2022) | 2024 (F2023) | 2025 (F2024) |
|---|---|---|---|---|
| FSB Rep: Sara Gragg | | | | |
| FSB Rep: Abbey Nutsch | x | | | |
| FSB Rep: | | | | |
| IDZ Rep & MPH 802: Paige Adams | | | | |
| IDZ Rep: Kate KuKanich | | | | |
| IDZ Rep: | | | | |
| MPH 754: Bob Larson | | | | |
| PHN Rep: Sara Rosenkranz | | | | |
| PHN Rep: Ric Rosenkranz | x | | | |
| PHN Rep: Jennifer Hanson | | | | |
| Other: Brian Linshield, Elaine Johannes | | | | |
| PHPA Rep: Emily Mailey | x | | | |
| PHPA Rep: Mary McElroy (MPH 818) | x | | | |
| PHPA Rep: Gina Besenyi | x | | | |
| Other: Jennifer Miller (BSPH) | x | | | |
| Communications PHPA Rep: | | | | |
| Communications PHN Rep: | | | | |
| Communications IDZ/FSB, DMP 815 Rep: Dr. Kastner | | | | |

**Faculty Extramural Service and Community Involvement**. Dr. Mulcahy asked the FAC members to submit their extramural service and community involvement annually for the next CEPH review process.

**BSPH.** The FAC agreed to invite Dr. Miller to our meetings.