Attached you’ll find a form to be completed for EACH of your required core courses. The purpose of this form is identify how well our program is (or isn’t) providing classroom opportunities for students to develop the competencies CEPH has determined all MPH graduates should achieve. It is not enough to simply “check off” that a course helps meet the competency; we must assess how our courses meet them to ensure we are doing so in ways that meet CEPH standards. Please note that this process, while cumbersome, is necessary for ensuring we’re meeting our commitment to our students. =)

Using this Form

1. Please complete a separate form for EACH *required* core course that you teach. Please note your name and course name/number.
2. Link your course objectives (what is shown on your syllabi and/or other course materials) to the competencies they help meet. One objective may help fulfill parts of several competencies. Similarly, several objectives may meet one competency. If you do not wish to type out the objective in the space provided, please number your course objectives on your syllabus, place the number in the “Course Objective” column, and provide an electronic copy of your syllabus.
3. Summarize the content associated with each objective and describe the activities you use in class to deliver the content. Many content areas may meet one course objective; please list each of them. Similarly, you may use many activities to deliver the content; please list all of them. Activities include things such as lecture, group discussion, case study, etc.
4. Describe how the activity is assessed. Sometimes, the activity is also the assessment. For example, students may complete a case-study in class to facilitate learning on a specific topic. Working on the case study (the process) is the activity and its completion (the product) is the assessment, regardless of whether it is a graded activity.

Note: Please type your responses to facilitate compiling results.

Please return your completed forms to Marilyn Gardner by December 19th.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Course Learning Objective (should be on syllabus) | Course Content/Activity | Assessment of content |
| Evidence-based Approaches to Public Health | | | |
| 1. Apply epidemiological methods to the breadth of settings and situations in public health practice |  |  |  |
| 2. Select quantitative and qualitative data collection methods appropriate for a given public health context |  |  |  |
| 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate |  |  |  |
| 4. Interpret results of data analysis for public health research, policy or practice |  |  |  |
| Public Health & Health Care Systems | | | |
| 5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings |  |  |  |
| 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels |  |  |  |
| Planning & Management to Promote Health | | | |
| 7. Assess population needs, assets and capacities that affect communities’ health |  |  |  |
| 8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs |  |  |  |
| 9. Design a population-based policy, program, project or intervention |  |  |  |
| 10. Explain basic principles and tools of budget and resource management |  |  |  |
| 11. Select methods to evaluate public health programs |  |  |  |
| Policy in Public Health | | | |
| 12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence |  |  |  |
| 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes |  |  |  |
| 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations |  |  |  |
| 15. Evaluate policies for their impact on public health and health equity |  |  |  |
| Leadership | | | |
| 16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making |  |  |  |
| 17. Apply negotiation and mediation skills to address organizational or community challenges |  |  |  |
| Communication | | | |
| 18. Select communication strategies for different audiences and sectors |  |  |  |
| 19. Communicate audience-appropriate public health content, both in writing and through oral presentation |  |  |  |
| 20. Describe the importance of cultural competence in communicating public health content |  |  |  |
| Interprofessional Practice: “interprofessional” refers to engagement with professionals outside of public health (eg, architects, nurses), rather than to engagement with individuals from other public health disciplines (eg, biostatisticians, health promotion specialists). | | | |
| 21. Perform effectively on interprofessional teams |  |  |  |
| Systems Thinking | | | |
| 22. Apply systems thinking tools to a public health issue |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Foundational Knowledge of Public Health: NOTE: These are not competencies; however, we have to demonstrate that our students have this foundational knowledge, which can be obtained through our required courses. | | | |
| Profession & Science of Public Health | | | |
| 1. Explain public health history, philosophy and values |  |  |  |
| 2. Identify the core functions of public health and the 10 Essential Services11 |  |  |  |
| 3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health |  |  |  |
| 4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program |  |  |  |
| 5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc. |  |  |  |
| 6. Explain the critical importance of evidence in advancing public health knowledge |  |  |  |
| Factors Related to Human Health | | | |
| 7. Explain effects of environmental factors on a population’s health |  |  |  |
| 8. Explain biological and genetic factors that affect a population’s health |  |  |  |
| 9. Explain behavioral and psychological factors that affect a population’s health |  |  |  |
| 10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities |  |  |  |
| 11. Explain how globalization affects global burdens of disease |  |  |  |
| 12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health) |  |  |  |

That’s it! Thanks so much! =)