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| Western Kentucky University |
| Appendices |
| 2017 Interim Report |

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## Appendix A

## 2016 Criteria Assessment Grid

**Assessment Grid**

**2016 CEPH Criteria Requirements**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CEPH Criterion/Assessment** | **Informed by:** | **CEPH Form** | **When** | **Whom** |
|  | Introduction* Instructional Matrix/Syllabi
* Enrollment Data by degree
 | Program MaterialsIR Reports | Intro-1\*Intro-2 | SS | SS-Coord |
| A1 | Organization and Administrative Processes* Governance structure; policies/procedures
* Faculty involvement/leadership in university committees outside of program
* Faculty interactions (including part-time)
 | Program documentsFaculty Reportminutes |  | SSAnnual | Assess Com |
| A3 | Student Engagement* Students serving on program committees
* Student governance organization
 | Committee list/minutesPHUGAS bylaws |  | Annual | PHUGAS Pres |
| B1 | Guiding Statements* Review/revise annually in conjunction w/ advisory comm.
 | minutes |  | Annual | MPH Coord |
| B2 | Graduation Rates w/in 6 yr* MPH
* BSPH
 | Institutional Research (IR) Graduation Reports | B2-1CEPH Annual Repot (AR) | Self-Study (SS)Annual | MPH CoordBSPH Coord |
| B3 | Post-Graduation Outcomes* work/school/looking
 | 1 yr alumni survey | B3-1 CEPH AR | SS (3 yr)Annual | MPH CoordBSPH Coord |
| B4 | Alumni Perceptions of Curricular Effectiveness* success in achieving competencies/ability to apply in post-graduation placements
 | 3 yr alumni surveys |  | Annual  | MPH CoordBSPH Coord |
| B5 | Defining Evaluation Practices* annual review of goal measures
 | minutes | B5-1 | SSAnnual | SS CoordAssess Comm |
| B6 | Evaluation Use * Annual Report
* Strategic Planning
 | All reportsminutes | -- | Annual | Both Coord |
| C2 | Faculty Resource Adequacy* Headcounts:
	+ advising
	+ UG internships
	+ GR ILE
* student perceptions class size and availability of faculty (qualitative & quantitative responses)
 | IR ReportUG Internship FormsILE Tracking FormStudent SurveysMPH Exit SurveyBSPH Exit Survey | C2-1C2-2 | SSSS (1 yr)AnnualSemesterSemesterAnnualSemesterSemester | SS CoordSS CoordBoth CoordBSPH CoordMPH CoordAssessCommMPH CoordBSPH Coord |
| D1 | MPH Foundational Knowledge* Syllabi review
* Curricular Review
 | MPH Syllabi ReviewMPH Competency Alignment |  | Annualq3.5 yrs | MPH CCMPH CC |
| D2 | MPH Foundational Competencies* Syllabi review
* Curricular review
 | MPH Syllabi ReviewMPH Competency Alignment | D2-1\*D2-2\* | SSSSAnnualq3.5 yrs | SS CoordSS CoordMPH CCMPH CC |
| D4 | MPH Competencies * Syllabi Review
* Curricular Review
 | MPH Syllabi ReviewMPH Competency Alignment | D4-1 | SSAnnual3.5 yrs | SS CoordMPH CCMPH CC |
| D5 | MPH APEs* Courses w/ APEs embedded
* Extramural APEs
* Internships
 | Faculty Annual ReportAPE FormsMPH Internship Forms  | D5-1 | S-SAnnualOngoingOngoing | SS CoordAPE CoordAPE CoordAPE Coord |
| D7 | MPH ILEs | ILE Tracking Forms | D7-1 | S-SSemester | SS CoordMPH Coord |
| D9 | BSPH General Domains* foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease
* foundations of social and behavioral sciences
* basic statistics
* the humanities/fine arts
 | Program MaterialsUndergrad HandbookSyllabi | D9-1\* | S-S | SS CoordBSPH Coord |
| D10 | BSPH Foundational Domains * Syllabi Review
* Curricular Review
 | BSPH Syllabi ReviewBSPH Competency Alignment | D10-1\* | S-SAnnual3.5 years | SS CoordBSPH CCBSPH CC |
| D11 | BSPH Foundational Competencies | BSPH Syllabi ReviewBSPH Competency Alignment | D11-1\* | S-SAnnual3.5 years | SS CoordBSPH CCBSPH CC |
| D12 | BSPH Cumulative and Experiential Activities * Internships
 | BSPH Internship FormsBSPH Internship Manual | D12-1\* | S-Songoing | SS CoordBSPH CoordBSPH Coord |
| D13 | BSPH Cross Cutting Concepts & Experiences  | BSPH Syllabi ReviewBSPH Competency Alignment | D13-1\* | S-SAnnual3.5 years | SS CoordBSPH CCBSPH CC |
| E2 | Integration of Faculty with Practice Experience* adjuncts/pt from PH practice
* AHD MOAs/MOUs
* guest speakers from PH practice
* co-curricular workshops/activities provided by PH prof
 | Adjunct/part-time CVMOA/MOUFaculty Annual ReportAnnouncements/sign in |  | AnnualAnnualAnnualongoing | Both CoordMPH CoordAssess CommMPH Coord |
| E3 | Faculty Instructional Effectiveness* Peer/internal review of syllabi/curricula for currency of readings, topics, methods, etc.
* Student satisfaction with instructional quality
* Courses that involve community-based practitioners
* Courses that integrate community-based projects
* Courses that use higher-level assessments
* Courses that employ active-learning techniques
 | MPH Competency AlignmentBSPH Competency AlignmentStudent SurveyFaculty Annual ReportFaculty Annual ReportSyllabi Review (MPH & BSPH)Competency Alignments |  | 3.5 yrs3.5 yrsAnnualAnnualAnnualAnnual3.5 yrs | MPH CCBSPH CCMPH CoordAssess CommAssess CommBoth CCsBoth CCs |
| E4 | Faculty Scholarship (targets will be identified after baseline assessment)* % primary faculty engage in research
* # community-based research project
* # professional presentations
* # peer-reviewed articles
* # grant submissions
 | Faculty Annual ReportFaculty Annual ReportFaculty Annual ReportFaculty Annual ReportFaculty Annual Report |  | AnnualAnnualAnnualAnnualAnnual | Assess CommAssess CommAssess CommAssess CommAssess Comm |
| E5 | Faculty Extramural Service * primary faculty participating in extramural service activities
* community-based service projects
* faculty-student service collaborations
* Public/private or cross-sector partnerships for engagement and service.
 | Faculty Annual ReportFaculty Annual ReportFaculty Annual ReportFaculty Annual Report |  | AnnualAnnualAnnualAnnual | Assess Comm |
| F1 | Community Involvement in Program Assess/Eval * Student outcomes: competencies
* Stakeholder participation in evaluation practices
 | Advisory Committee MinutesAPE FormsAdvisory Committee Minutes |  | AnnualOngoingAnnual | Note takerAPE CoordNote taker |
| F2 | Student Involvement in Comm/Prof Service * APEs
* Faculty-Student service/PD projects
* Student org service projects
 | Student SurveyAPE FormsFaculty Annual ReportReports |  | AnnualAnnualAnnualOngoing | Assess CommMPH CoordAssess CommStudent Org Rep |
| F3 | Assess Community Professional Development Needs * Stakeholder discussions
* AHD annual meetings
* Advisory meetings
* BECKY and other relevant meetings
 | Email/notesMinutesMinutesReport |  | AnnualAnnualAnnualOngoing | MPH CoordAHD LiaisonsNote-takerAttendee |
| F4 | Deliver Professional Development* Professional developments conducted: topic, agency
 | Faculty Annual ReportAttendance sheet/Report |  | AnnualOngoing | Assess CommFacilitator |
| G1 | Diversity and Cultural competence* % priority populations
* Faculty/staff assessment of culture
* Student assessment of culture
 | IR ReportsOrientation SurveyCHHS / WKU Diversity SurveyStudent Survey |  | AnnualEach SemesterAs administeredAnnual | Diversity CommBoth CoordsDiversity CommBoth Coords |
| H1 | Academic Advising * MPH Orientation
* Student satisfaction with advising
 | Handbook/agenda/pptStudent SurveyExit Survey |  | Each SemesterAnnualEach Semester | MPH CoordBoth CoordsBoth Coords |
| H2 | Career Advising* Link to job sites
* # career-related workshops
* Student satisfaction w/ career advising
* Alumni use of career services
* Alumni mentoring
 | Link on websiteAnnouncements/ sign in Student SurveyExit Survey3-yr alumni surveySign up forms |  | OngoingAnnualAnnualAnnualAnnual | MPH coordAssess CommAssess CommBoth CoordsMPH coord |
| H3 | Student Complaints/Grievances * Formal
* Informal
 | Dept Head fileVirtual Suggestion Box |  | AnnualOngoing | Assess CommBoth Coords |
| H4 | Student Recruitment and Admissions – will set targets after baseline* SAT/ACT for newly admitted BSPH
* GRE/TOEFEL for newly admitted MPH
* Multilingual
* Previous health/public health background
 | IR ReportIR ReportOrientation SurveyOrientation Survey  |  | AnnualAnnualAnnualAnnual | UG CoordMPH CoordMPH CoordMPH Coord |

 \* Required for 2018 Compliance Report

## Appendix B

## Email to Advisory Committee Members Prior to Meeting

Dear Advisory Committee Member,

Our accrediting body, Council on Education for Public Health (CEPH), recently – and radically – revised accreditation standards. [This article from the Nation’s Health](http://thenationshealth.aphapublications.org/content/46/10/1.2.full) explains the paradigm shift from curriculum to competencies, and the goal of preparing graduates who are “practice-ready” from day one. The Advisory Committee meeting on March 24th will detail our program’s curricular response to these changes, and focus on two aspects of our program, relative to these changes: competencies and guiding statements.

Competencies are a combination of knowledge, skills, abilities, and attributes. In addition to demonstrating the competencies CEPH prescribes, we are required to identify competencies unique to our program. To facilitate this process, we ask that you **please** **come to the meeting with a list of the top ten skills/abilities needed to meet current and projected public health practice needs.**

During the meeting, we will also develop guiding statements that meet the new criteria and reflect our program. As defined by CEPH, our guiding statements are clearly articulated statements that define our:

*Vision:*  describes how the community/world will be different if the school or program achieves its aims.

*Mission:*  identifies what we will accomplish operationally in our instructional, community engagement and scholarly activities. The mission may also define our setting or community and priority population(s).

*Goals:*  describes strategies to accomplish the defined mission. Goals must address instruction, scholarship, and service.

*Values:* informs stakeholders about our core principles, beliefs, and priorities.

To facilitate this process, we ask that you **please come to the meeting with suggestions for these guiding statements.**

Thank you for giving your time and expertise to ensure the quality and relevance of WKU’s MPH and BSPH programs. We look forward to learning from and working with you during our March 24th meeting, which will be in the auditorium (room 1011) in the Honors College/International Center (HCIC -- [#74 on the map).](https://www.wku.edu/campusmap.php)

**Parking Information:** We have arranged for parking in the Mimosa F/S lot, which is adjacent to Gary Ransdell Hall (GRH -- [#76](https://www.wku.edu/campusmap.php)) and the Adams-Whitaker Student Publications Center [(#75](https://www.wku.edu/campusmap.php)). A student will be stationed at the Normal Drive entrance of the Mimosa lot to provide you with a parking pass. If you need directions or assistance, please email or call 270-779-2767.

Kind Regards,

Marilyn Gardner

MPH Program Coordinator

#

## Appendix C

##  BSPH Exit Survey, AY 15/16

**BSPH Exit Survey: AY 15/16 (N=9)**

**Please check the response that best describes you:**

|  |  |
| --- | --- |
| a) Full time domestic student | 8 |
| b) Full time international student | 0 |
| c) Part time domestic student | 1 |
| d) Part time international student | 0 |
| Total | 9 |

**Area of concentration:**

|  |  |
| --- | --- |
| a) Health Education | 8 |
| b) Environmental health | 1 |
| Total | 9 |

**Gender**

|  |  |
| --- | --- |
| a) Male | 3 |
| b) Female | 6 |
| Total | 9 |

**Did you participate in the KPHA student organization while a BSPH student?**

|  |  |
| --- | --- |
| a) Yes | 3 |
| b) No | 6 |
| Total | 9 |

**Did you make a presentation at a conference that was NOT part of class requirement?**

|  |  |
| --- | --- |
| a) Yes | 1 |
| b) No | 8 |
| Total | 9 |

**Did you participate in a service project that was NOT part of a course requirement while a BSPH student?**

|  |  |
| --- | --- |
| a) Yes | 5 |
| b) No | 4 |

**Have you submitted an abstract for presentation at a state or national conference while a BSPH student?**

|  |  |
| --- | --- |
| a) Yes | 1 |
| b) No | 8 |
| Total | 9 |

**Have you served on a PH committee while a BSPH student?**

|  |  |
| --- | --- |
| a) Yes | 2 |
| b) No | 7 |
| Total | 9 |

**What are your plans for your FIRST YEAR after graduation from the BSPH program?**

|  |  |
| --- | --- |
| a) Work in a health related field | 3 |
| b) Work in a non-health related field | 0 |
| d) Master's degree | 4 |
| e) Other academic / professional preparation program | 1 |
| f) Other | 1 |
| Total | 9 |

**Which of the following certification exams do you plan on taking or have you taken during your BSPH program?**

|  |  |
| --- | --- |
| a) Certified Public Health Exam (National Board of Public Health Examiners) | 0 |
| b) CHES | 4 |
| c) NEHA | 0 |
| d) Other | 0 |
| e) None | 5 |
| Total | 9 |

 **Epidemiology Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues. | 0 | 1 | 2 | 1 | 5 | 4.11\*(1.10) |
| Describe a public health problem in terms of magnitude, person, time and place. | 0 | 0 | 1 | 4 | 4 | 4.33 (0.67) |
| Use the basic terminology and definitions of epidemiology. | 0 | 0 | 0 | 6 | 3 | 4.33 (0.47) |
| Identify key sources of data for epidemiological purposes. | 0 | 0 | 1 | 4 | 4 | 4.33 (0.67) |
| Interpret basic epidemiology measures. | 0 | 0 | 1 | 2 | 6 | 4.56 (0.68) |
| Identify the strengths and limitations of epidemiological reports. | 0 | 0 | 1 | 3 | 5 | 4.44 (0.68) |
| Draw appropriate inferences from epidemiological data. | 0 | 0 | 1 | 3 | 5 | 4.44 (0.68) |
| Explain basic epidemiological information to laypersons and professional audiences. | 0 | 0 | 2 | 2 | 5 | 4.33\* (0.82) |
| Identify the principles and limitations of public health screening program. | 0 | 0 | 1 | 3 | 5 | 4.44 (0.68) |

*\* Falls below 80% rating 4 or higher on competency.*

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| I'm not super confident in my ability to speak on epidemiology. More of an emphasis needs to be placed on this. |
| I feel I am adequately prepared in this area |
| No area that needs improvement |
| All were met |
| This would be a great course to increase usage of the SPSS system with as well as presentations since it is a highly challenging course and implements the investigative activities in public health. I loved the QEP assignment we did at the end. |
| I think this area was covered well in all courses. |

**Biostatistics Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient; 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Define the different measurements scales | 0 | 0 | 2 | 3 | 4 | 4.22\* (0.79) |
| Recognize descriptive techniques commonly used to summarize public health data. | 0 | 0 | 2 | 4 | 3 | 4.11\* (0.74) |
| Describe basic concepts of probability, random variation and commonly used statistical probability distributions. | 0 | 1 | 2 | 4 | 2 | 3.78\* (0.92) |
| Identify common statistical methods for inferences. | 0 | 0 | 2 | 5 | 2 | 4.0\* (9.67) |
| Recognize descriptive and inferential methodologies according to the type of study design for answering a particular research question. | 0 | 1 | 3 | 1 | 4 | 3.89\* (1.10) |
| Explain results of statistical analyses found in public health studies. | 0 | 0 | 2 | 2 | 5 | 4.33\* (0.82) |
| Develop written and oral presentations based on basic statistical analyses for both public health professionals and educated lay audiences. | 0 | 1 | 2 | 2 | 4 | 4.0\* (1.05) |
| List types of vital statistics in the description of public health research and evaluation. | 0 | 1 | 2 | 2 | 4 | 4.0\* (1.05) |

*\* Falls below 80% rating 4 or higher on competency.*

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Once again, not super confident in my ability to run data and look at statistics from this kind of standpoint. Biostats needs to be taught better and more seriously. |
| No |
| I do not use this much, but if I were to, I believe I would do fine |
| No area that needs improvement |
| I could have use additional training |
| I believe this is the weakest course taught in the BSPH program. I recommend a required lab, better work with the SPSS system and improving the teaching for this course. Prof. Farrell is always rushed and never stays on topic. It is hard to follow. |
| I think this area was covered well in all courses. |

**Environmental Health Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Describe approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety. | 0 | 1 | 0 | 4 | 4 | 4.22 (0.92) |
| Recognize the direct and indirect human, ecological and safety effects of major environmental hazards that pose risk to human health and safety. | 0 | 1 | 1 | 2 | 5 | 4.22\* (1.03) |
| List current environmental risk assessment methods. | 0 | 0 | 3 | 0 | 6 | 4.33\* (0.94) |
| Describe factors that affect susceptibility to adverse health outcomes. | 0 | 0 | 2 | 1 | 6 | 4.44\* (0.83) |
| Discuss environmental justice and equity. | 0 | 0 | 2 | 2 | 5 | 4.33\* (0.82) |
| Explain the general mechanisms of toxicity in environmental exposures. | 0 | 0 | 3 | 1 | 5 | 4.22\* (0.92) |
| Duplicate a testable model of environmental insult. | 0 | 0 | 4 | 1 | 4 | 4.02\* (0.94) |
| Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues. | 0 | 0 | 3 | 1 | 5 | 4.22\* (0.92) |

*\* Falls below 80% rating 4 or higher on competency.*

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Not bad; I would've learned more if environmental was in person and not online. |
| No |
| This is something I have worked with, but that is very extensive when it comes to information. I feel well prepared in my knowledge, and in Thea unity to research information for myself |
| No area that needs improvement |
| I would have liked to learn more about environmental health even with my health education concentration |
| I was the education concentration |
| My 2ND FAVORITE COURSE. Prof. Golla is amazing. I do believe this course should be taught in person or hybrid format thought since the terminology is a bit different from the other courses. |
| I think this area was covered well in all courses. |

**Behavioral and Social Sciences Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Discuss social and community factors related to the onset and solution of public health problems. | 0 | 0 | 0 | 2 | 7 | 4.78 (0.42) |
| Identify social and behavioral factors that affect health of individuals and populations. | 0 | 0 | 0 | 2 | 7 | 4.78 (0.42) |
| Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice. | 0 | 0 | 0 | 2 | 7 | 4.78 (0.42) |
| Identify ethical principles to public health program planning, implementation and evaluation. | 0 | 0 | 0 | 2 | 7 | 4.78 (0.42) |
| Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions. | 0 | 0 | 0 | 2 | 7 | 4.78 (0.42) |
| Recognize the importance of evidence-based approaches in the development and evaluation of social and behavioral science interventions. | 0 | 0 | 0 | 3 | 6 | 4.67 (0.47) |
| Discuss the benefits of social and behavioral sciences interventions and policies. | 0 | 0 | 0 | 2 | 7 | 4.78 (0.42) |
| Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions. | 0 | 0 | 0 | 2 | 7 | 4.78 (0.42) |
| Identify important stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions | 0 | 0 | 0 | 2 | 7 | 4.78 (0.42) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| I feel extremely confident in my abilities for this category. |
| This is my favorite portion of he BSPH program! Having an internship in the fellowship of behavioral health was awesome! |
| I do feel I am very good-to-go here |
| No area that needs improvement |
| They were all met |
| My successful internship is proof that the program does a great job with this competency. PH 484 is highly influencing in strengthening the knowledge of the above competency. |
| I think this area was covered well in all courses. |

**Public Health Administration Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US. | 0 | 0 | 1 | 3 | 5 | 4.44 (0.68) |
| Discuss policies for improving the health status of populations. | 0 | 1 | 0 | 2 | 6 | 4.44 (0.96) |
| Describe the legal and ethical bases for public health and health services. | 0 | 0 | 1 | 2 | 6 | 4.56 (0.68) |
| Discuss quality and performance improvement concepts to address organizational performance issues. | 0 | 0 | 1 | 2 | 6 | 4.56 (0.68) |
| Demonstrate leadership skills for building partnerships. | 0 | 0 | 1 | 2 | 6 | 4.56 (0.68) |
| Discuss principles of strategic planning and marketing to public health. | 0 | 0 | 1 | 2 | 6 | 4.56 (0.68) |
| Describe the principles and steps for program planning, development, budgeting, management and evaluation in organizational and community initiatives. | 0 | 0 | 1 | 3 | 5 | 4.44 (0.68) |
| Explain methods of ensuring community health safety and preparedness. | 0 | 0 | 1 | 4 | 4 | 4.33 (0.67) |
| Identify the main components and issues of health service and public health systems in the US. | 0 | 0 | 1 | 2 | 6 | 4.56 (0.68) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| This is my favorite area. I wouldn't know so much if I hadn't taken HCA 340. Wouldn't be a bad idea to make that a requirement instead of an elective. |
| No |
| This has definitely been discussed thoroughly |
| No area that needs improvement |
| They were all met |
| While my internship helped with the preparedness, I believe that is a topic that needs more mentioning especially in the Health Ed. track, b/c some of us do not plan on being Health Educators after graduation. |
| I think this area was covered well in all courses. |

**Analytical Assessment and Critical Thinking competencies. Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Question** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Demonstrate ability to use statistical software programs (e.g. SPSS, Excel, etc.) for data management and data analysis. | 0 | 1 | 4 | 0 | 4 | 3.78\* (1.13) |
| Develop skills to make relevant inferences from quantitative and qualitative data. | 0 | 1 | 3 | 1 | 4 | 3.89\* (1.10) |
| Retrieve and interpret data from different sources to characterize public health issues. | 0 | 0 | 1 | 3 | 5 | 4.44 (0.68) |
| Describe ethical principles to the collection, maintenance, use, and dissemination of data and information. | 0 | 0 | 0 | 4 | 5 | 4.56 (0.50) |
| Explain the use/ purposes of logic models | 0 | 0 | 1 | 4 | 4 | 4.33 (0.67) |

*\* Falls below 80% rating 4 or higher on competency.*
**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Not a lot of experience in this field. |
| More informational sessions may help. |
| I have no complaints! |
| I love how the program prepared me for the job I have and the internship I had. My internship used much of my knowledge from my degree. I would like to see more concentration in Excel work |
| No area that I feel needs improvement |
| I took a statistics class my sophomore year and didn't see some of that information again. I would really like to chance to use more statistics for management and anaylsic intertwined with the other courses. The program did a great job in other areas |
| We only got to use SPSS a very limited amount of times. |
| Including a section of one of the courses, a good one would be PH 261, dedicated to improving the understanding of the competencies. I would suggest an assessment to see which of the above competencies needs to be improved among the students. |
| I think this area was covered well in all courses. |

**Communication Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. | 0 | 0 | 1 | 2 | 6 | 4.56 (0.68) |
| Use information technology to access, evaluate, and interpret public health data. | 0 | 0 | 1 | 2 | 6 | 4.56 (0.68) |
| Practice media and communication methods to advocate for community public health programs and policies. | 0 | 0 | 1 | 4 | 4 | 4.33 (0.67) |
| Present accurate demographic, statistical, and scientific information for professional and lay audiences. | 0 | 0 | 1 | 4 | 4 | 4.33 (0.67) |
| Demonstrate the ability to listen to others in an unbiased manner, respect points of view of others, and promote the expression of diverse opinions and perspectives. | 0 | 0 | 0 | 3 | 6 | 4.67 (0.47) |
| Demonstrate ability to use various technologies in professional communications (e.g. Power Point, Photoshop, etc.). | 0 | 0 | 0 | 4 | 5 | 4.56 (0.50) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Overall, did well |
| I really enjoyed this program |
| Photoshop? |
| The public health program really respects diverse opinions and perspectives |
| This program did a great job getting students to speak in front of class and in front of professionals but I believe I could have improved more with honest feedback. With feedback we can improve in all areas. |
| They were all met |
| Utilize more programs. Instead of just Microsoft, try the Apple versions or others. That way when the students graduate they can inform employers they have experience with both operations. Actually having the students create a media advocacy campaign |
| I think this area was covered well in all courses. |

**Cultural Competence: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Describe the role of cultural, social and behavioral factors in determining the delivery of public health services. | 0 | 0 | 0 | 1 | 8 | 4.89 (0.31) |
| Identify public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served. | 0 | 0 | 0 | 2 | 7 | 4.78 (0.42) |
| Discuss appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences. | 0 | 0 | 1 | 2 | 6 | 4.56 (0.68) |
| Discuss the importance and characteristics of a sustainable diverse public health workforce. | 0 | 0 | 1 | 0 | 8 | 4.78 (0.63) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Extremely diverse. Great job promoting diversity. |
| Everything was good |
| My internship advanced my already sufficient knowledge of this subject |
| No area that I think needs improvement |
| This competency can be improved on by making a statement as often as possible about the need for cultural acceptance. This is something new coming in to college and even with the courses we take it is a hrs concept to fully grasp. |
| They were all met |
| This is the strongest competency the program implements. Every single course taught discusses the importance of cultural competency as well as sensitivity and awareness. It is actually really cool in 484 doing the assessment activity w/ Watkins |
| I think this area was covered well in all courses. |

**Leadership and Professionalism Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Describe the relevance of important events in the history and development of the public health profession to public health practice. | 0 | 0 | 1 | 1 | 7 | 4.67 (0.67) |
| Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health. | 0 | 0 | 0 | 2 | 7 | 4.78 (0.42) |
| Identify an achievable mission, set of core values, and vision. | 0 | 0 | 0 | 2 | 7 | 4.78 (0.42) |
| Discuss team building, negotiation, and conflict management skills. | 0 | 0 | 0 | 3 | 6 | 4.67 (0.47) |
| Develop skills for lifelong learning and professional services. | 0 | 0 | 0 | 2 | 7 | 4.78 (0.42) |
| Apply social justice and human rights principles when addressing community needs. | 0 | 0 | 1 | 1 | 7 | 4.67 (0.67) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Loved this area. Focused a lot on social justice. |
| No comment |
| I feel this was done quite well |
| No area that I think needs improvement |
| My leadership skills have greatly improved in my time here. |
| They were all met |
| The last one could be strengthened by applying it to a hands on assignment or having the students participate in an actual setting. |
| I think this area was covered well in all courses. |

**Program and Policy Development Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Develop skills to collaborate with others to prioritize individual, organizational, and community concerns and resources for public health programs and policies. | 0 | 0 | 0 | 2 | 7 | 4.78 (0.42) |
| Develop goals, measurable objectives, related activities, and expected outcomes for a public health program or policy. | 0 | 0 | 0 | 2 | 7 | 4.78 (0.42) |
| Explain the purpose of formative, process, and outcome evaluation. | 0 | 0 | 0 | 2 | 7 | 4.78 (0.42) |
| Prepare a program budget with justification. | 0 | 1 | 2 | 1 | 5 | 4.111 (1.10) |
| Develop skills to identify, interpret, and implement public health laws, regulations, and policies related to specific programs. | 0 | 0 | 1 | 2 | 6 | 4.56 (0.68) |
| Develop skills to collaborate with others to prioritize the individual, organizational and community concerns and resources for public health programs and policies. | 0 | 0 | 0 | 3 | 6 | 4.67 (0.47) |

**Give us your thoughts! How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| It would be helpful to learn more about budgeting/accounting. |
| Thank you |
| Once again, I feel I have been adequately prepared for this. |
| No area that I think needs improvement |
| Budgeting is a hard concept to understand and although my classes did a good job explaining a budget I don't feel confident in my abilities to apply one with justification. |
| They were all met |
| Public Health Law should be included more in the concepts of learning especially in classes such as 484 and 485 since most of the internships require that knowledge. However, the budgeting is used well in Lartey's 485 course. Definitely continue this |
| I think this area was covered well in all courses. |

**Please rate your level of agreement for each of the following statements about your experiences in the BSPH program (1 = Strongly Disagree, 5 = Strongly Agree).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Question | 1 | 2 | 3 | 4 | 5 | M (SD) |
| The content in the CORE COURSES is relevant to my career goals (Core courses include PH 100: Personal Health; PH 381: Community Health; PH 383: Biostatistics; PH 384: Epidemiology; PH 385: Environmental Health; and PH 483: Administration of Health Programs) | 0 | 0 | 0 | 2 | 7 | 4.78 (0.42) |
| The content in my CONCENTRATION COURSES (Health Education/ Environmental) is relevant to my career goals. | 0 | 0 | 0 | 2 | 7 | 4.78 (0.42) |
| I am satisfied with the career counseling / advice I received. | 0 | 0 | 0 | 3 | 6 | 4.67 (0.47) |
| I am satisfied with the academic advising I received. | 0 | 0 | 0 | 1 | 8 | 4.89 (0.31) |
| I am satisfied with the opportunities I had to participate in research outside of classes. | 1 | 0 | 0 | 3 | 5 | 4.22 (1.23) |
| I am satisfied with the opportunities I had to participate in service projects outside of those required for class. | 0 | 1 | 0 | 2 | 6 | 4.44 (0.96) |
| I am satisfied with the quality of instruction I received. | 0 | 0 | 0 | 2 | 7 | 4.78 (0.42) |
| The BSPH program adequately prepared me for a career in public health. | 0 | 0 | 0 | 1 | 8 | 4.89 (0.31) |
| I would recommend this BSPH program to others. | 0 | 0 | 0 | 1 | 8 | 4.89 (0.31) |

**What are the BSPH program’s greatest strengths? Please give us your thoughts on how to improve / strengthen the MPH program.**

|  |
| --- |
| Greatest strength- the professors. They're so knowledgeable and have the student's best interest. I would have loved to participate in research more as an undergrad. The offer was never there. |
| Dr. Lartey is an asset to this program. She is by far the best advisor I have ever had. I am completely grateful she didn't let me give up! The program's curriculum is broad, it gives the opportunity to find what area you like the best. |
| The program's greatest strengths are its professors. They have an unwavering ability to teach and promote the information in a positive light and with respectable depth |
| More recognition/community outreach |
| I love my career path and the professors that brought me here. I would love to come back and participate with more research and service opportunities. |
| I love this program! |
| I am not sure about the MPH program; but, the BSPH has a strong focus in the Health Ed. concentration which fosters the core competencies really well. My suggestion is to improve the amount of hands on with the SPSS. Promote KPHA/APHA. |
| I think this area was covered well in all courses. |

**Were you given a student handbook?**

|  |  |
| --- | --- |
| a) Yes | 6 |
| b) No | 3 |
| Total | 9 |

**Please tell us if the student handbook was helpful or not, including suggestions for improvement.**

|  |
| --- |
| Not given one |
| I didn't receive a handbook, and if i did i'm not 100% sure where it is. |
| I think yes if you take advantage of it |
| It was |
| The handbook was very helpful to me.- |
| Did not receive |
| I do not remember much about the hand book |
| I was given 2 handbooks, one for PH and one for the Internship and both helped. |
| It was helpful. |

**Please provide us with any other thoughts or suggestions.**

|  |
| --- |
| Adding classes like marketing and administration would help tremendously with where the health field is shifting. |
| Thank you |
| All of the professors are over worked and under a lot of stress and that reflects back at the students. Students should feel free to ask questions and that won't happen if we feel we are adding to their load. |
| I think this program is great and I have a great respect for all that make it possible. |
| KPHA is something that needs to be promoted to every student; also, the BSPH committee of representatives. |
| I really enjoyed this program. |

## Appendix D

##  BSPH Exit Survey, AY 16/17

**BSPH Exit Survey: AY 16/17**

**Please check the response that best describes you:**

|  |  |
| --- | --- |
| a) Full time domestic student | 9 |
| b) Full time international student | 1 |
| c) Part time domestic student | 0 |
| d) Part time international student | 0 |
| Total | 10 |

**Area of concentration:**

|  |  |
| --- | --- |
| a) Health Education | 6 |
| b) Environmental health | 4 |
| Total | 10 |

**Gender**

|  |  |
| --- | --- |
| a) Male | 4 |
| b) Female | 6 |
| Total | 10 |

**Did you participate in the KPHA student organization while a BSPH student?**

|  |  |
| --- | --- |
| a) Yes | 3 |
| b) No | 7 |
| Total | 10 |

**Did you make a presentation at a conference that was NOT part of class requirement?**

|  |  |
| --- | --- |
| a) Yes | 0 |
| b) No | 10 |
| Total | 10 |

**Did you participate in a service project that was NOT part of a course requirement while a BSPH student?**

|  |  |
| --- | --- |
| a) Yes | 10 |
| b) No | 0 |
| Total | 10 |

**Have you submitted an abstract for presentation at a state or national conference while a BSPH student?**

|  |  |
| --- | --- |
| a) Yes | 0 |
| b) No | 10 |
| Total | 10 |

**Have you served on a PH committee while a BSPH student?**

|  |  |
| --- | --- |
| a) Yes | 6 |
| b) No | 4 |
| Total | 10 |

**What are your plans for your FIRST YEAR after graduation from the BSPH program?**

|  |  |
| --- | --- |
| a) Work in a health related field | 6 |
| b) Work in a non-health related field | 1 |
| c) Master's degree | 2 |
| d) Other academic / professional preparation program | 1 |
| e) Other | 0 |
| Total | 10 |

**Which of the following certification exams do you plan on taking or have you taken during your BSPH program?**

|  |  |
| --- | --- |
| a) Certified Public Health Exam (National Board of Public Health Examiners) | 1 |
| b) CHES | 4 |
| c) NEHA | 0 |
| d) Other | 2 |
| e) None | 3 |
| Total | 10 |

**Epidemiology Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues. | 0 | 0 | 2 | 3 | 5 | 4.30 (0.82) |
| Describe a public health problem in terms of magnitude, person, time and place. | 0 | 0 | 1 | 3 | 6 | 4.50 (0.70) |
| Use the basic terminology and definitions of epidemiology. | 0 | 2 | 2 | 1 | 5 | 3.90\* (1.28) |
| Identify key sources of data for epidemiological purposes. | 0 | 0 | 2 | 3 | 5 | 4.30 (0.82) |
| Interpret basic epidemiology measures. | 0 | 0 | 5 | 1 | 4 | 3.90\* (0.99) |
| Identify the strengths and limitations of epidemiological reports. | 0 | 1 | 2 | 3 | 4 | 4.00\* (1.05) |
| Draw appropriate inferences from epidemiological data. | 0 | 2 | 1 | 3 | 4 | 3.90\* (1.19) |
| Explain basic epidemiological information to laypersons and professional audiences. | 0 | 1 | 3 | 3 | 3 | 3.80\* (1.03) |
| Identify the principles and limitations of public health screening program. | 0 | 0 | 3 | 3 | 4 | 4.10\* (0.87) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Biostatistics as a pre-req for epidemiology was very helpful. |
| BSPH program can improve on creating work opportunities post graduate life. BSPH provided up to data knowledge at each semester to provide education with efficiency. |
| Explain on how to draw appropriate inferences from data. |
| Have the class in person and not online. |
| Make it for specific to the student mind. |

**Biostatistics Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient; 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Define the different measurements scales | 1 | 1 | 1 | 4 | 3 | 3.70\* (1.33) |
| Recognize descriptive techniques commonly used to summarize public health data. | 0 | 2 | 1 | 4 | 3 | 3.80\* (1.13) |
| Describe basic concepts of probability, random variation and commonly used statistical probability distributions. | 1 | 1 | 3 | 2 | 3 | 3.50\* (1.35) |
| Identify common statistical methods for inferences. | 1 | 1 | 1 | 4 | 3 | 3.70\* (1.33) |
| Recognize descriptive and inferential methodologies according to the type of study design for answering a particular research question. | 0 | 2 | 1 | 4 | 3 | 3.80\* (1.13) |
| Explain results of statistical analyses found in public health studies. | 1 | 1 | 1 | 4 | 3 | 3.70\* (1.33) |
| Develop written and oral presentations based on basic statistical analyses for both public health professionals and educated lay audiences. | 0 | 2 | 3 | 1 | 4 | 3.70\* (1.25) |
| List types of vital statistics in the description of public health research and evaluation. | 1 | 1 | 3 | 3 | 2 | 3.40\* (1.26) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| BSPH can improve this area by requiring two or three Biostatistics courses. |
| BSPH program did well by providing core concepts of statistics. |
| Covered well.  |
| Have it in-person and not online. |

**Environmental Health Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Describe approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety. | 0 | 0 | 1 | 2 | 7 | 4.60 (0.69) |
| Recognize the direct and indirect human, ecological and safety effects of major environmental hazards that pose risk to human health and safety. | 0 | 0 | 1 | 3 | 6 | 4.50 (0.70) |
| List current environmental risk assessment methods. | 0 | 0 | 2 | 3 | 5 | 4.30 (0.82) |
| Describe factors that affect susceptibility to adverse health outcomes. | 0 | 0 | 1 | 1 | 7 | 4.67 (0.70) |
| Discuss environmental justice and equity. | 0 | 0 | 3 | 1 | 6 | 4.30\* (0.94) |
| Explain the general mechanisms of toxicity in environmental exposures. | 0 | 0 | 3 | 1 | 6 | 4.30\* (0.94) |
| Duplicate a testable model of environmental insult. | 0 | 0 | 4 | 0 | 6 | 4.20\* (1.03) |
| Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues. | 0 | 0 | 4 | 0 | 6 | 4.20\* (1.03) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| BSPH should not offer this course online. It should be mandatory in-person, and be taught half of the semester outdoors with real-life experiences. |
| ENV courses were awesome, very well taught. |
| Material covered well. However, as a health education concentration, my education on environmental health is less than an environmental health concentration major. |
| Spend more time on how to duplicate a model of environmental insult. |

**Behavioral and Social Sciences Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Discuss social and community factors related to the onset and solution of public health problems.  | 0 | 1 | 2 | 2 | 5 | 4.10\* (1.10) |
| Identify social and behavioral factors that affect health of individuals and populations. | 0 | 1 | 1 | 2 | 5 |  4.30\*  (1.05) |
| Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.  | 0 | 1 | 2 | 2 | 5 |  4.10\*  (1.10) |
| Identify ethical principles to public health program planning, implementation and evaluation. | 0 | 1 | 1 | 1 | 7 |  4.40 (1.07) |
| Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions. | 0 | 1 | 2 | 1 | 6 |  4.20\*  (1.13) |
| Recognize the importance of evidence-based approaches in the development and evaluation of social and behavioral science interventions. | 0 | 1 | 1 | 2 | 6 | 4.20 (1.03) |
| Discuss the benefits of social and behavioral sciences interventions and policies. | 0 | 1 | 1 | 2 | 6 |  4.30  (1.05) |
| Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions. | 0 | 1 | 2 | 3 | 4 |  4.00\*  (1.05) |
| Identify important stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions | 0 | 1 | 2 | 2 | 5 |  4.10\* (1.10) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| BSPH stayed up to date in all classes within this factor. |
| My internship gave me the opportunity at BRDHD to learn in this specific area. |
| Covered well. |
| Make it in person and not online. |
| PH 485 was a good class for this area. |

**Public Health Administration Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US. | 0 | 0 | 3 | 2 | 5 | 4.20\* (0.91) |
| Discuss policies for improving the health status of populations. | 0 | 0 | 2 | 3 | 5 | 4.30 (0.82) |
| Describe the legal and ethical bases for public health and health services. | 0 | 0 | 3 | 4 | 3 | 4.00\* (0.81) |
| Discuss quality and performance improvement concepts to address organizational performance issues. | 0 | 0 | 2 | 5 | 3 | 4.10 (0.73) |
| Demonstrate leadership skills for building partnerships. | 0 | 0 | 3 | 1 | 6 | 4.30\* (0.94) |
| Discuss principles of strategic planning and marketing to public health. | 0 | 0 | 2 | 3 | 5 | 4.30 (0.82) |
| Describe the principles and steps for program planning, development, budgeting, management and evaluation in organizational and community initiatives. | 0 | 0 | 2 | 4 | 4 | 4.20 (0.78) |
| Explain methods of ensuring community health safety and preparedness. | 0 | 0 | 2 | 2 | 6 | 4.40 (0.84) |
| Identify the main components and issues of health service and public health systems in the US. | 0 | 0 | 2 | 2 | 6 | 4.40 (0.84) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Program could benefit from a course that solely focuses on budgeting/financing programs and include discussions on grant writing. |
| Teach PH classes in-person face to face and not online. |
| The BSPH program should provide more courses and require them to be taken or students to understand the importance of administration in healthcare. As an administrative intern, I realized the true importance at that time. |

**Analytical Assessment and Critical Thinking competencies. Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Demonstrate ability to use statistical software programs (e.g. SPSS, Excel, etc.) for data management and data analysis. | 2 | 0 | 2 | 2 | 4 | 3.60\* (1.57) |
| Develop skills to make relevant inferences from quantitative and qualitative data. | 1 | 0 | 2 | 1 | 6 | 4.10\* (1.37) |
| Retrieve and interpret data from different sources to characterize public health issues. | 0 | 0 | 3 | 2 | 5 | 4.10\* (0.73) |
| Describe ethical principles to the collection, maintenance, use, and dissemination of data and information. | 0 | 0 | 3 | 2 | 5 | 4.20\* (0.91) |
| Explain the use/ purposes of logic models | 1 | 0 | 3 | 1 | 5 | 3.90\* (1.37) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Covered well in many required courses. |
| Don’t remember learning this. |
| I don’t remember doing anything with software programs such as SPSS and excel. I would feel more prepared if we had worked with those. |
| Not one class helped me use analytical methods or software. I think there should be a class teaching SAS, R or STS. It is important today in the work field. |

**Communication Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. | 1 | 0 | 1 | 3 | 5 | 4.10 (1.28) |
| Use information technology to access, evaluate, and interpret public health data. | 1 | 0 | 1 | 2 | 6 | 4.20 (1.31) |
| Practice media and communication methods to advocate for community public health programs and policies. | 1 | 0 | 1 | 3 | 4 | 4.00\* (1.32) |
| Present accurate demographic, statistical, and scientific information for professional and lay audiences. | 1 | 0 | 2 | 1 | 6 | 4.10\*(1.37) |
| Demonstrate the ability to listen to others in an unbiased manner, respect points of view of others, and promote the expression of diverse opinions and perspectives. | 1 | 0 | 2 | 2 | 5 | 4.00\* (1.33) |
| Demonstrate ability to use various technologies in professional communications (e.g. Power Point, Photoshop, etc.). | 1 | 0 | 2 | 2 | 5 | 4.00\* (1.33) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| BSPH program taught me well enough to get by at conferences with presentations. However, I think there should be more prepping with the students’ hands on. |
| Covered well. |
| Never had a class that had us do any of this. |

**Cultural Competence: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Describe the role of cultural, social and behavioral factors in determining the delivery of public health services. | 0 | 0 | 2 | 2 | 6 | 4.40 (0.84) |
| Identify public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served. | 0 | 1 | 1 | 2 | 6 | 4.30 (1.05) |
| Discuss appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences. | 1 | 0 | 1 | 2 | 6 | 4.20 (1.31) |
| Discuss the importance and characteristics of a sustainable diverse public health workforce. | 1 | 0 | 1 | 2 | 6 | 4.20 (1.31) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Covered well. |
| To learn about cultural competence, the students should be required to learn more about each other and where they come from. |
| BSPH program is filled with students all over the world. |
| Was not covered. |

**Leadership and Professionalism Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Describe the relevance of important events in the history and development of the public health profession to public health practice. | 0 | 1 | 2 | 2 | 5 | 4.10\* (1.10) |
| Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health. | 0 | 0 | 3 | 2 | 5 | 4.20\* (0.91) |
| Identify an achievable mission, set of core values, and vision. | 0 | 1 | 2 | 3 | 4 | 4.00\* (1.05) |
| Discuss team building, negotiation, and conflict management skills. | 1 | 0 | 1 | 4 | 4 | 4.00 (1.24) |
| Develop skills for lifelong learning and professional services. | 1 | 0 | 1 | 3 | 5 | 4.10 (1.28) |
| Apply social justice and human rights principles when addressing community needs. | 1 | 1 | 1 | 2 | 5 | 3.90\* (1.44) |

**How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Leadership isn’t just taught. It should be wanted from the student. |
| No need to improve in this area. |
| Was not covered. |

**Program and Policy Development Competencies: Please rate your level of proficiency for each of the following competencies (1 = Not Proficient, 5 = Very proficient)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| Develop skills to collaborate with others to prioritize individual, organizational, and community concerns and resources for public health programs and policies. | 0 | 1 | 2 | 2 | 5 | 4.10\* (1.10) |
| Develop goals, measurable objectives, related activities, and expected outcomes for a public health program or policy. | 0 | 0 | 1 | 3 | 6 | 4.50 (0.70) |
| Explain the purpose of formative, process, and outcome evaluation. | 0 | 0 | 1 | 2 | 7 | 4.60 (0.69) |
| Prepare a program budget with justification. | 0 | 0 | 2 | 2 | 6 | 4.40 (0.84) |
| Develop skills to identify, interpret, and implement public health laws, regulations, and policies related to specific programs. | 0 | 0 | 1 | 2 | 6 | 4.56 (0.72) |
| Develop skills to collaborate with others to prioritize the individual, organizational and community concerns and resources for public health programs and policies. | 0 | 0 | 1 | 4 | 5 | 4.40 (0.69) |

**Give us your thoughts! How can the BSPH program improve in this competency area? What did we do well? Tell us what you think …**

|  |
| --- |
| Each course should have major projects to develop policies and implement them with modern day issues. |
| Have us do a project. |
| Program could benefit from grant writing, budgeting/finance course. |

**Please rate your level of agreement for each of the following statements about your experiences in the BSPH program (1 = Strongly Disagree, 5 = Strongly Agree).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item** | **1** | **2** | **3** | **4** | **5** | **M (SD)** |
| The content in the CORE COURSES is relevant to my career goals  | 0 | 1 | 1 | 1 | 6 | 4.33\* (1.11) |
| The content in my CONCENTRATION COURSES is relevant to my career goals. | 0 | 0 | 1 | 2 | 7 | 4.60 (0.69) |
| I am satisfied with the career counseling / advice I received. | 1 | 0 | 3 | 1 | 5 | 3.90 (1.37) |
| I am satisfied with the academic advising I received. | 0 | 1 | 2 | 0 | 7 | 4.30 (1.16) |
| I am satisfied with the opportunities I has to participate in research outside of classes. | 0 | 1 | 3 | 1 | 5 | 4.00 (1.15) |
| I am satisfied with the opportunities I had to participate in service projects outside of those required for class. | 0 | 1 | 3 | 1 | 5 | 4.00 (1.15) |
| I am satisfied with the quality of instruction I received. | 0 | 0 | 3 | 1 | 6 | 4.30\* (0.94) |
| The BSPH program adequately prepared me for a career in public health. | 0 | 1 | 2 | 1 | 6 | 4.20 (1.13) |
| I would recommend this BSPH program to others. | 1 | 0 | 1 | 2 | 6 | 4.20 (1.31) |

**What are the BSPH program’s greatest strengths? Please give us your thoughts on how to improve / strengthen the BSPH program.**

|  |
| --- |
| Good advisor |
| Great faculty. Online class options. Opportunities to network. |
| Greatest strengths were the instructors who taught these classes. They were knowledgeable. |
| Greatest strengths: Professors and academic advisors. They not only assist students greatly with internship placement and course selection, but many are professors who bring experience and passion to the subject of public health. |

**Were you given a student handbook?**

|  |  |
| --- | --- |
| a) Yes | 7 |
| b) No | 3 |
| Total | 10 |

**Please tell us if the student handbook was helpful or not, including suggestions for improvement.**

|  |
| --- |
| Helpful |
| No |
| Yes it was helpful |
| Yes |

**Please provide us with any other thoughts or suggestions.**

|  |
| --- |
| Offer all classes in-person. Some of the online courses I had to take were a total joke. |
| The Public Health program is a great asset to the university and the community surrounding it. Accreditation should be maintained. The loss of accreditation could not only bring about negative repercussions to the university but to surrounding organizations as well. |
| There should be a requirement to take the CHES exam before graduation. |

## Appendix E

## Summary of Faculty and Student Participation

## in Program Governance, AY 16/17

**Summary of Faculty and Student Participation in Program Governance, AY 16/17**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Committee | Primary Faculty | Students |
| 10/12/16 | Joint MPH-BSPH | Present: Basham, Ding, Farrell, Gardner, Hwang, Kim, Lartey, Macy, Shearer, Taylor, WatkinsAbsent: Nicholson | Berger, Kabir, McCarty |
| 11/1 | Joint MPH-BSPH | Present: Basham, Ding, Farrell, Gardner, Hwang, Kim, Lartey, Macy, Shearer, Taylor, WatkinsAbsent: Nicholson | Ascensio, Jacob, Kabir |
| 12/7/16 | Joint MPH-BSPH | Present: Basham, Ding, Farrell, Gardner, Kim, Lartey, Shearer, WatkinsAbsent: Hwang, Nicholson, Taylor | Ascensio, Jacob |
| 1/9/17 | MPH | Present: Basham, Ding, Farrell, Gardner, Kim, Lartey, Macy, Shearer, Taylor, WatkinsAbsent: Hwang | Ascensio |
| 1/10/17 | BSPH / Joint MPH-BSPH | Present: Basham, Ding, Farrell, Gardner, Kim, Lartey, Macy, Shearer, Taylor, WatkinsAbsent: Hwang, Nicholson | Ascensio |
| 2/1/2017 | MPH Curriculum | Present: Ding, Farrell, Gardner, Lartey, Macy, Taylor, WatkinsAbsent: Shearer | Ascensio |
| 2/8/2017 | Joint MPH-BSPH | Present: Basham, Ding, Farrell, Gardner, Hwang, Kim, Lartey, Macy, Shearer, Taylor, Watkins | Ascensio |
| 2/15/2017 | ILE ad hoc | Present: Gardner, Taylor | Ascensio, Chen, Ogungbemi |
| 2/16/2017 | APE ad hoc | Present: Farrell, Gardner | Ascensio, Chen, Ogungbemi  |
| 2/21/2017 | APE ad hoc | Present: Farrell, Gardner | Ascensio, Chen, Ogungbemi  |
| 3/1/2017 | Diversity ad hoc | Present: Ding, Farrell, Gardner | Eagle |
| 3/8/2017 | Joint MPH-BSPH | Present: Basham, Ding, English, Farrell, Gardner, Hwang, Kim, Lartey, Macy, Shearer, WatkinsAbsent: Nicholson, Taylor | Ascensio, Eagle, Moles |
| 3/24/2017 | External Advisory Committee Meeting | Present: Basham, Ding, English, Farrell, Gardner, Kim, Lartey, Macy, Shearer, WatkinsAbsent: Hwang, Nicholson, Taylor | Ascensio, Berger, Chen, Steinkamp |
| 4/5/2017 | Joint MPH-BSPH | Present: Basham, Ding, Farrell, Gardner, Hwang, Kim, LarteyAbsent: Macy, Nicholson, Taylor, Watkins | Ascensio, Chen, Steinkamp |
| 4/19/2017 | MPH CurriculumBSPH Curriculum | Present: Basham, Ding, Farrell, Gardner, Kim, Lartey, Macy, Shearer, WatkinsAbsent: Hwang, Nicholson, Taylor | Ascensio |
| 4/25/2017 | APE/ILE Joint Ad hoc | Present: Basham, Farrell, Gardner, Taylor | Ascensio, Nwazojie, Ogungbemi |
| 5/3/2017 | Diversity Ad Hoc | Ding, Farrell, Gardner | Eagle |
| 5/10/2017 | Joint MPH-BSPH |  | Ascensio, Moles, Steincamp |

## Appendix F

## Revised Internship Forms

# MPH Internship Guidelines

Graduate internships are supervised work-related experiences designed to integrate MPH coursework in a public health setting. Internships allow students to gain practical hands-on experience, strengthen competencies developed in coursework, and develop a realistic understanding of how public health agencies/organizations function.

Internship Prerequisites:

* Complete internship orientation tutorial.
* Complete at least 24 hours of core curriculum.
* Be in good academic standing, with a minimum 3.0 cumulative GPA.

Internship Requirements

* Secure placement in a local, state, federal, private, or international organization that addresses significant public health problems. A current affiliation agreement must be on file.
* Complete MPH Internship Agreement in conjunction with the internship site preceptor, and submit to the internship coordinator for approval.
* Register for PH 546 (1 – 6 credit hours) during semester(s) of internship.
* Complete at least 40 clock hours per credit hour of public health related activities at the internship site.
* Submit activity logs each week to internship coordinator and preceptor.
* Create portfolio of competency-based projects/products completed during internship.
* Satisfactory evaluations from the preceptor and faculty advisor.
* Satisfactory completion of final report.
* Satisfactory completion of evaluation report.

WKU MPH Internship Agreement

Student Information

Name: Click here to enter text. WKU ID: Click here to enter text.

Email Address: Click here to enter text. Phone: Click here to enter text.

Internship Credit Hours (1-6): Click here to enter text.

(Each credit hour requires a *minimum* of 40 on-site clock hours)

Site Information

Organization/Agency/Division: Click here to enter text.

Address: Click here to enter text.

Preceptor Name/Title: Click here to enter text.

Preceptor Email Address: Click here to enter text.

Preceptor Phone: Click here to enter text.

Primary mission of organization/agency/division: Click here to enter text.

Internship Information

Start Date: Click here to enter a date.

End Date: Click here to enter a date.

Number of hours per week: Click here to enter text.

Primary responsibilities: Click here to enter text.

Additional responsibilities: Click here to enter text.

Products/projects to be completed: Click here to enter text.

Does the internship **primarily** impact a rural population(s)? Yes [ ]  No [ ]

Does the internship **primarily** impact a marginalized population(s)? Yes [ ]  No [ ]

Please describe: Click here to enter text.

Additional Information or requirements: Click here to enter text.

Describe how this internship is significant to public health. Please be specific and thorough. Click here to enter text.

MPH Competencies

Please place an X in the right column to indicate the competencies that will be addressed ***substantially*** during the internship. The competencies should align with the responsibilities of the internship, including any products/projects the intern is responsible for completing. Interns are **required** to document *how the competencies checked* were met.

|  |  |
| --- | --- |
| 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  |  |
| 21. Perform effectively on interprofessional teams  |  |
| Systems Thinking (waiting on technical assistance paper from CEPH) |  |
| 22. Apply systems thinking tools to a public health issue  |  |
| WKU MPH Program Competencies |  |
| 23. Apply health behavior theories and models to address public health problems.  |  |
| 24. Describe the role of budgeting; methods of seeking extramural funding; and methods of financial analysis in making decisions about policies, programs and services.  |  |
| 25. Discuss theoretical models and methods used to understand, explain, and ameliorate health disparities. |  |
| 26. Integrate social determinants into public health science, practice, and research. |  |
| 27. Identify the direct and indirect population health effects of environmental hazards (biological, chemical and physical) on humans, animals and the ecology. |  |

Preceptor agrees to:

* Collaborate with the student to complete the **Internship Agreement Form** that describes the expectations of all parties in the internship experience;
* Collaborate with the student to provide a meaningful field experience that actively engages the student in the day-to-day provision of the agency’s services;
* Detail the primary responsibilities and tasks, and establish timelines for products;
* Serve as a mentor to guide the student’s professional development, and suggest learning experiences and activities that will provide the student with an opportunity to develop and practice skills needed by public health professionals;
* Introduce the student to agency staff, and orient the student in agency policies and procedures and in the student’s expected role during the internship experience;
* Clarify call-in procedure if student will miss or be late to the assigned daily experience;
* Orient the student to agency background, goals, policies, activities, and operations;
* Provide a list of resources that you use (e.g. pamphlets/brochures), information from other agencies, other staff resources, etc. for students to use to help with project work and/or understanding the work of your agency;
* Provide the student with an appropriate work area, office supplies, etc.;
* Review weekly activities log, alerting the student and/or Internship Coordinator of discrepancies;
* Meet regularly with the student to discuss progress, project activities, problems encountered, etc., and provide constructive feedback and direction;
* Notify the Internship Coordinator regarding any problems or concerns regarding student’s behavior;
* Participate in a mid-term evaluation meeting with the Internship Coordinator;
* Submit the **final evaluation** of the student’s performance (link will be sent to you via email);
* Provide the Internship Coordinator with feedback regarding the agency’s participation in the internship, review internship protocols, and provide suggestions for improving the internship process.

Student agrees to:

* Collaborate with the preceptor to complete the **Internship Agreement Form** that describes the expectations of all parties in the internship experience;
* Dress professionally, display professional conduct at all times, maintain a regular work schedule, and adhere to the same policies observed by agency personnel;
* Accept the agency’s guidance and abide by agency policies and requirements;
* Learn about the agency, its history, mission, programming initiatives, etc., and the target population/community that it serves, before and during the internship period;
* Communicate with the preceptor on a regular basis;
* Record your daily activities on your **weekly progress report**. Email your completed report by noon on Monday following the week worked to the Internship Coordinator and Preceptor;
* Participate in all activities, meetings, etc., both within and outside the agency, as recommended by the preceptor;
* Create a portfolio of work-products that demonstrate competency attainment.
* Notify the Internship Coordinator immediately if problems arise;
* Compile a **final report** of the internship, following the instructions for the report, and submit it prior to the completion of the semester of enrollment; and
* Complete an **internship evaluation**.

***All parties must approve and sign this document before the student begins the internship. A copy of this agreement should be retained by all parties for future reference, and a signed copy should be sent to*** ***marilyn.gardner@wku.edu***

Student Signature Click here to enter text. Date Click here to enter a date.

Preceptor Signature Click here to enter text. Date Click here to enter a date.

---------------------------------------------------------------------------------------------------------------

Internship Coordinator approval: Click here to enter a date.

Name:Click here to enter text.

Email completed form to preceptor and internship coordinator.

Week of: Click here to enter text.

Total Hours Reported THIS week:Click here to enter text.

Cumulative Total of Hours Completed:Click here to enter text.

 Daily Activity Log / Weekly Progress Report

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Hours** | **Activities*****Please be specific and thorough in recording what you did each day. Use as much space as you need*** | **Competencies Addressed** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Reflect on your week’s activities and progress toward your goals/objectives.

Click here to enter text.

Please identify any problems or challenges encountered this week, along with how they were resolved. If you need assistance, please email the internship coordinator directly.

Click here to enter text.

##

## Appendix G

## Competency Crosswalk

|  |  |
| --- | --- |
| **Old Competencies** | **New**  |
| **BIOSTATISTICS**  |  |
| Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions  | 2 |
| Apply descriptive techniques commonly used to summarize public health data  | 4 |
| Describe basic concepts of probability, random variation and commonly used statistical probability distributions  | 2, 3 |
| Apply common statistical methods for inference  | 3 |
| Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question  | 2 |
| Interpret results of statistical analysis found in public health studies  | 4 |
| Develop written and oral presentations based on statistical analysis for both public health professionals and educated lay audiences  | 4, 18, 19 |
| Use vital statistics and public health records in the description of public health research and evaluation  | 4 |
| **ENVIRONMENTAL HEALTH**  |  |
| Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety  | 27 |
| Describe the direct and indirect human, ecological and safety effects of major environmental hazards that pose risks to human health and safety  | 27 |
| Specify current environmental risk assessment methods  | 27 |
| Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental justice and equity  | 27 |
| Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity  | 18, 19, 20 |
| Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures  | 27 |
| Develop a testable model of environment insult  | 27 |
| Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues  | 5 |
| **EPIDEMIOLOGY** |  |
| Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues  | 1 |
| Describe a public health problem in terms of magnitude, person, time and place  | 1 |
| Apply the basic terminology and definitions of epidemiology  | 1 |
| Identify key sources of data for epidemiologic purposes  | 1 |
| Calculate basic epidemiology measures  | 1 |
| Evaluate the strengths and limitations of epidemiologic reports  | (18) |
| Draw appropriate inferences from epidemiologic data  | 1, 4 |
| Communicate epidemiologic information to lay and professional audiences  | 4. 19 |
| Identify the principles and limitations of public health screening programs  | 1 |
| **PUBLIC HEALTH ADMINISTRATION**  |  |
| Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the U.S.  | 12 |
| Discuss the policy process for improving the health status of populations  | 12, 14 |
| Describe the legal and ethical bases for public health and health services  | 5 |
| Apply quality and performance improvement concepts to address organizational performance issues  | 16, 21 |
| Demonstrate leadership skills for building partnerships  | 16, 21 |
| Apply principles of strategic planning and marketing to public health  | 10 |
| Communicate health policy and management issues using appropriate channels and technologies  | 13, 18 |
| Apply the principles of program planning , development, budgeting, management and evaluation in organizational and community initiatives  | 9, 10, 11, 24 |
| Explain methods of ensuring community health safety and preparedness  | 5 |
| Apply “system thinking“ for resolving organizational problems  | 22 |
| **BEHAVIORAL AND SOCIAL SCIENCES**  |  |
| Describe the role of social and community factors in both the onset and solution of public health problems  | 23, 26 |
| Identify the causes of social and behavioral factors that affect health of individuals and populations  | 26 |
| Identify basic theories, concepts and models from a range social and behavioral disciplines that are used in public health research and practice  | 23 |
| Apply ethical principles to public health program planning, implementation and evaluation  | 9, 11 |
| Specify multiple targets and levels of intervention for social and behavioral science program and/or policies  | 24, 25 |
| Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions  | 26 |
| Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions  | 23, 25 |
| Describe the merits of social and behavioral science interventions and policies  | 26 |
| Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions  |  |
| Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions  | 13 |
| **ANALYTICAL ASSESSMENT/CRITICAL THINKING**  |  |
| Demonstrate ability to use statistical software programs(e.g. SPSS, ACCESS, etc.) for data management and data analysis  | 3 |
| Develop skills to make relevant inferences form quantitative and qualitative data  | 4 |
| Retrieve and synthesize data from divergent sources to critically assess and characterize public health issues  | 2 |
| Critically assess and critique published research in terms of study design, limitations and significance  | 2 |
| Determine appropriate uses and limitations of both quantitative and qualitative data  | 2 |
| Apply ethical principles to the collection, maintenance, use and dissemination of data and information  |  |
| Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations and appropriate uses  | 2 |
| Develop comprehensive logic models  | 22 |
| **COMMUNICATION**  |  |
| Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities  | 19, 20 |
| Use information technology to access, evaluate, and interpret public health data  | 2 |
| Use media and communication methods to advocate for community public health programs and policies  | 14, 18 |
| Effectively present accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences  | 4, 19 |
| Demonstrate the ability to listen to others in an unbiased manner, respect points of view of others and promote the expression of diverse opinions and perspectives  | 20 |
| Demonstrate ability to use various technologies in professional communications (e.g. PowerPoint, GIS, etc.)  | 19 |
| **CULTURAL COMPETENCIES**  |  |
| Identify the role of cultural, social and behavioral factors in determining the delivery of public health services  | 6 |
| Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served  | 8 |
| Utilize appropriate methods for interacting sensitively, effectively and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences  | 20 |
| Discuss the importance and characteristics of a sustainable diverse public health workforce  | -- |
| **LEADERSHIP AND PROFESSIONALISM COMPETENCIES**  |  |
| Articulate the relevance of sentinel events in the history and development of the public health profession to public health practice  | 5 |
| Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health  | 11, 12, 17 |
| Discuss the importance of working collaboratively with diverse communities and constituencies(e.g. researchers, practitioners, agencies and organizations)  | 6, 14 |
| Articulate an achievable mission, set of core values, and vision  | 16 |
| Demonstrate team building, negotiation, and conflict management skills  | 17 |
| Develop skills for lifelong learning and professional service  | -- |
| Apply social justice and human rights principles when addressing community needs  | 8 |
| Identify internal and external issues that may impact delivery of essential public health services  | 7, 8 |
| **PROGRAM AND POLICY DEVELOPMENT**  |  |
| Develop skills to collaborate with others to prioritize individual, organizational, and community concerns and resources for public health programs and policies  | 12, 16 |
| Differentiate among goals, measureable objectives, related activities and expected outcomes for a public health program or policy  | 11 |
| Differentiate the purpose of formative, process and outcome evaluation  | 11 |
| Prepare a program budget with justification  | 10 |
| Develop skills to identify, interpret and implement public health laws, regulations and policies related to specific programs  | 12 |
| Utilize current techniques in decision analysis, including stating the feasibility and expected outcomes of each option  | 7 |
| Develop a theory-based plan to implement a policy or program, including development of goals and measurable objectives, activities, staffing plan and budget with justifications, and mechanisms to monitor and evaluate effectiveness and quality  | 9 |

## Appendix H

## Public Health Workforce and Employer Survey

**WKU Public Health Workforce and Employer Survey**

**N=36**

**Please take a few minutes to provide us with information on the workforce needs of your institution and with your opinions of your MPH and BSPH graduates.**

**1. Which best describes your employing organization?**

85.7% Local health department (30)

 2.9% Non-profit/ foundation (1)

 0.0% Hospital/clinic (0)

 5.7% Academic institution (2)

 2.9% Private industry (1)

 0.0%State agency (0)

 9.9% Federal agency (0)

 2.9% Other (1)

**2. Please list the areas of continuing education or training that your employees/workforce would benefit from receiving.**

Leadership/Administration (14)

Public Health Trends/Basics (9)

Evaluation (8)

Quality Improvement/Performance (7)

CEUs/Certification/Skills (7)

Diversity/Equity (6)

Health Topics (5)

*28 responded; respondents could list multiple topics; verbatim responses are at the end of this document.*

**3. Are you interested in partnering with the MPH/BSPH program at WKU to develop and provide continuing education and training?**

57.6% Yes (19)

42.4% No (14)

**4. Have you employed and/or worked with MPH graduates from Western Kentucky University?**

58.8% Yes (20)

41.2% No (14)

**5. Based on your experiences with WKU MPH graduates as employees, how likely would you be to seek out and/or employ another WKU MPH graduate?**

73.7% Very likely (14)

15.8% Somewhat likely (3)

 5.3% Neither likely nor unlikely (1)

 5.3% Somewhat unlikely (1)

 0.0% Not likely at all (0)

*Among those who reported employing/working with MPH graduates*

**6. How would you rate the academic preparation of MPH graduates from WKU in comparison to MPH graduates from other institutions?**

18.8% Better prepared (3)

81.3% About the same (13)

 0.0% Less prepared (0)

 No basis for comparison (10%; 2)

*Among those who reported employing/working with MPH graduates; preparation percentages based on those with a basis for comparison*

**7. How would you rate the professionalism of MPH graduates from WKU in comparison to MPH graduates from other institutions?**

29.4% More professional (5)

70.6% About the same (12)

 0.0% Less professional (0)

 No basis for comparison (10%; 2)

*Among those who reported employing/working with MPH graduates; preparation percentages based on those with a basis for comparison*

**8. Think about the MPH graduates from WKU that you've employed or worked with at your agency. Collectively rate their level of competency in each of the following areas using a 5 point scale where 1 is 'Not Competent' and 5 is "Very Competent". If you are unable to provide a rating for a particular competency, please select "no basis for assessing."**

*\* Based on those who reported employing/working with MPH graduates (n=20)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency (MPH)** | **M (SD)** | **1****%(n)** | **2****%(n)** | **3****%(n)** | **4****%(n)** | **5****%(n)** | **NB\*** |
| **Biostatistics:** The development and application of statistical reasoning and methods in addressing, analyzing, and solving problems in public health; health care; and biomedical, clinical, and population-based research | 3.67(1.05) | 0(0) | 20.0(3) | 13.3.(2) | 46.7(7) | 20.0(3) | 25.0(5) |
| **Epidemiology:** The study of patterns of disease and injury in human populations and the application of this study to the control of health problems. | 4.13(.915) | 0(0) | 0(0) | 33.3(5) | 20.0(4) | 46.7(7) | 25.0(5) |
| **Public Health Administration:** Delivery, quality, and costs of health care for individuals and populations from both a managerial and a policy concern with the structure, process and outcomes of health services including costs, financing, organization, outcomes and accessibility of care. | 4.16(.898) | 0(0) | 5.3(1) | 15.8(3) | 36.8(7) | 42.1(8) | 5.0(1) |
| **Environmental Health:** The study of environmental factors including biological, physical, and chemical factors that affect the health of a community. | 4.24(.903) | 0(0) | 5.9(1) | 11.8(2) | 35.3(6) | 47.1(8) | 15.0(3) |
| **Behavioral and Social Sciences:** The study of the behavioral, social, and cultural factors related to individual and population health and health disparities over the life course. | 4.18 (.883) | 0(0) | 5.9(1) | 11.8(2) | 41.2(7) | 41.2(7) | 5.0(1) |
| **Analytical Assessment/ Critical Thinking:** The ability to access relevant data from multiple sources and interpret information in meaningful ways to inform, educate, and improve diverse constituents. | 4.16(.958) | 0(0) | 10.5(2) | 5.3(1) | 40.0(8) | 40.0(8) | 5.0(1) |
| **Communication:** The ability to gather, process, and present information to diverse audiences using various media and to strategically design the information and knowledge exchange process to achieve specific objectives. | 4.20(.894) | 0(0) | 5.0(1) | 15.0(3) | 35.0(7) | 45.0(9) | 0.0(0) |
| **Cultural Competence**: The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome. | 4.26(.872) | 0(0) | 5.3(1) | 10.5(2) | 36.8(7) | 47.4(9) | 5.0(1) |
| **Leadership and Professionalism:** The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; energize commitment to goals; demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to a personal and institutional development. | 4.32(.885) | 0(0) | 5.3(1) | 10.5(2) | 31.6(6) | 52.6(10) | 5.0(1) |
| **Program and Policy Development:** The ability to plan for the design, development, implementation and evaluation of strategies to improve individual and community health including addressing social political and financial factors that influence program success. | 4.11(.994) | 5.3(1) | 0.0(0) | 10.5(2) | 47.4(9) | 36.8(7) | 5.0(1) |

**9. Have you ever employed and/or worked with BSPH graduates from Western Kentucky University?**

41.2% Yes (14)

58.9% No (20)

**10. Based on your experiences with WKU BSPH graduates as employees, how likely would you be to seek out and/or employ another WKU BSPH graduate?**

58.3% Very likely (7)

41.7% Somewhat likely (5)

 0.0% Neither likely nor unlikely (0)

 0.0% Somewhat unlikely (0)

 0.0% Not likely at all (0)

*Among those who reported employing/working with BSPH graduates*

**11. How would you rate the academic preparation of BSPH graduates from WKU in comparison to BSPH graduates from other institutions?**

41.7% Better prepared (5)

58.3% About the same (7)

 0.0% Less prepared (0)

 No basis for comparison (0.0%; 0)

*Among those who reported employing/working with BSPH graduates; preparation percentages based on those with a basis for comparison*

**12. How would you rate the professionalism of BSPH graduates from WKU in comparison to BSPH graduates from other institutions?**

45.5% More professional (5)

54.5% About the same (6)

 0.0% Less professional (0)

 No basis for comparison (7.1%; 1)

*Among those who reported employing/working with BSPH graduates; preparation percentages based on those with a basis for comparison*

**13. Think about the BSPH graduates from WKU that you've employed or worked with at your agency. Collectively rate their level of competency in each of the following areas using a 5 point scale where 1 is 'Not Competent' and 5 is 'Very Competent'. If you are unable to provide a rating for a particular competency, please select "no basis for assessing."**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency (BSPH)** | **M (SD)** | **1****%(n)** | **2****%(n)** | **3****%(n)** | **4****%(n)** | **5****%(n)** | **NB\*** |
| **Biostatistics:** The development and application of statistical reasoning and methods in addressing, analyzing, and solving problems in public health; health care; and biomedical, clinical, and population-based research | 3.7 (1.06) | 0(0) | 20.0(2) | 10.0(1) | 50.0(5) | 20.0(2) | 21.4(3) |
| **Epidemiology:** The study of patterns of disease and injury in human populations and the application of this study to the control of health problems. | 4.27(.905) | 0(0) | 0(0) | 27.3(3) | 18.2(2) | 54.5(6) | 14.3(2) |
| **Public Health Administration:** Delivery, quality, and costs of health care for individuals and populations from both a managerial and a policy concern with the structure, process and outcomes of health services including costs, financing, organization, outcomes and accessibility of care. | 4.17(.835) | 0(0) | 0(0) | 25.0(3) | 33.3(4) | 35.7(5) | 7.1(1) |
| **Environmental Health:** The study of environmental factors including biological, physical, and chemical factors that affect the health of a community. | 4.5(.674) | 0(0) | 0(0) | 8.3(1) | 33.3(4) | 58.3(7) | 7.1(1) |
| **Behavioral and Social Sciences:** The study of the behavioral, social, and cultural factors related to individual and population health and health disparities over the life course. | 4.5(.707) | 0(0) | 0(0) | 10.0(1) | 30.0(3) | 42.9(6) | 21.4(3) |
| **Analytical Assessment/ Critical Thinking:** The ability to access relevant data from multiple sources and interpret information in meaningful ways to inform, educate, and improve diverse constituents. | 4.25(.965) | 0(0) | 8.3(1) | 8.3(1) | 33.3(4) | 50.0(6) | 14.3(2) |
| **Communication:** The ability to gather, process, and present information to diverse audiences using various media and to strategically design the information and knowledge exchange process to achieve specific objectives. | 4.31(.751) | 0(0) | 0(0) | 15.4(2) | 38.5(5) | 46.2(6) | 0(0) |
| **Cultural Competence**: The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome. | 4.54(.660) | 0(0) | 0(0) | 7.7(1) | 30.8(4) | 61.5(8) | 0(0) |
| **Leadership and Professionalism:** The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; energize commitment to goals; demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to a personal and institutional development. | 4.38(.650) | 0(0) | 0(0) | 7.7(1) | 46.2(6) | 46.2(6) | 0(0) |
| **Program and Policy Development:** The ability to plan for the design, development, implementation and evaluation of strategies to improve individual and community health including addressing social political and financial factors that influence program success. | 4.33(.651) | 0(0) | 8.3(1) | 8.3(1) | 33.3(4) | 50.0(6) | 7.1(1) |

*\* Based on those who reported employing/working with BSPH graduates (n=14)*

**14. What have been the greatest strengths of WKU MPH and/or BSPH graduates as employees in your organization?** *(verbatim responses)*

* Professors have a passion for the students.
* Dedication
* Very well rounded, flexible, great understanding of public health basics, good attendance, punctual.
* I gave more general ratings because, as a District LHD Director, I don't work often directly with the staff. WKU graduates seem well prepared to me.
* Those from the area want to continue to live and work in the area.
* public health program knowledge
* Enthusiasm for the field

**15. What have been the greatest weaknesses or challenges faced by WKU MPH and/or BSPH graduates as employees or interns in your organization?** *(verbatim responses)*

* biostats and data analysis
* Understanding of the public health enterprise in Kentucky, from political, financial and operational standpoints
* Professional dress; what's appropriate to wear and not wear to work!
* Public speaking skills
* This is hard to answer. I think many of the weaknesses I observe are due to their youth and lack of experience and not a result of the education they received from WKU. I do think many students want to be involved in too many activities in order to list on their resume but they have not contributed significantly to any organization. Again, I think this is a generational comment and not a reflection of WKU.
* Evaluation
* Two of the students I have had did not have good time management skills; however I think it was the characteristics of the individual students and not reflective of the graduates as a whole.

**Please list the areas of continuing education or training that your employees/workforce would benefit from receiving.**

Leadership/Administration

* Leadership training
* team building
* leadership
* Leadership
* Supervisory skills
* Professionalism in the work place
* Leadership Effective Supervision
* Administrative professional development
* Principles of Supervision
* HR
* FMLA
* Proposal development
* Public Health Financing
* Availability of funding opportunities

Quality Improvement/Performance

* quality improvement, performance management
* quality improvement
* Quality Improvement, Performance Management
* Strategic Planning, Performance Management, Quality Improvement
* Using data to drive planning, metrics
* Quality Improvement and Performance Management in Public health
* Quality Control

Evaluation

* Program Evaluation (demonstrating impact) and monitoring health data (developing local systems, mapping, communicating to the general public)
* Logic model development
* Developing training objectives
* Evaluation techniques
* Data collection
* Program evaluation - simple and realistic
* Tracking outcomes
* accreditation

Diversity/Equity

* Serving high risk groups, serving marginalized groups.
* Cultural Diversity
* Health Literacy
* Health Equity
* Cultural Competency
* Public Health Ethics

Public Health Trends/Basics

* Emerging diseases
* future of public health
* Health Care Changes
* Current health trends
* basic competency
* Health Promotion
* Public Health disaster response
* Public Health Law and the legislative process
* Public Health Policy

CEUs/Certification/Skills

* CEU's \* RS Contact Hours
* Nursing - RN and APRN CE
* Environmental - CE
* nursing CEUs / RS CEUs
* CPR
* motivational interviewing
* Defensive driving course

Health Topics

* needle exchange
* HIV course
* medical emergencies in the dental office
* Psychological first aid, Stress management
* Diabetes, chronic disease management,

Other

* Most of our new hires aren't ready to work in public health: thus, we need to provide more training. Most of this is state required training such as Onsite or Food Inspections for Environmentalists, or Well Child for nurses. New HANDS employees have an entire state required curriculum to complete. For continuing education we mostly utilize online modules through TRAIN or do onsite training via invited speakers/instructors. Honestly, we've become so accustomed to training our own people, I have trouble imagining a university doing it. Several years ago, EKU partnered with us and the Environmental Branch at the DPH to integrate some of the state's core trainings into EKU course work. That never really worked flawlessly and, to the best of my knowledge, was abandoned a few years later.

## Appendix I

## Academic Health Department MOA

## Green River District

**ACADEMIC AFFILIATION AGREEMENT**

THIS AGREEMENT is made this 23rd day of March, 2016, by and between the Green River District Health Department, hereinafter referred to as “GRDHD” and Western Kentucky University Department of Public Health, hereinafter referred to as the “Institution”.

 **WITNESSETH THAT:**

WHEREAS, the GRDHD and the Institution recognize the link that exists between academic and public health practice, as well as various shared benefits that result from such a link, both parties agree to enter into this Affiliation Agreement. The purpose of this Agreement is to establish a framework to strengthen and enhance the mutually beneficial relationship between GRDHD and the Institution. The objective will be to enhance the practice of public health by facilitating collaboration on educational programs for students and public health workers, as well as, fostering collaborative research and exchange of evidence-based public health information. In addition, given that GRDHD and the Institution each offer unique resources, this Agreement is intended to facilitate technical assistance and consultation each party can provide the other.

NOW, THEREFORE, in consideration of the premise, the following terms and conditions are set forth as the responsibilities of each party:

1. **GENERAL SCOPE OF ACTIVITIES:**
2. Advisory Committee
3. The GRDHD Public Health Director (hereinafter referred to as “Director”) will appoint three health department staff and the Institution will appoint one faculty member to serve as the GRDHD Advisory Committee (hereinafter referred to as “Committee”) to advise the President and Dean concerning interactions between the parties. The Committee will work to foster a close working relationship between GRDHD and the Institution, will oversee activities relative to this Affiliation Agreement, and will submit their recommendations for action to the President and Dean for approval.
4. The Committee will convene a minimum of two meetings annually to review the status of interactions between GRDHD and the Institution during the preceding of the agreement and to suggest modifications to the agreement for the upcoming year. Any modifications approved by GRDHD and the Institution will be incorporated into a new agreement. Business conducted by the Committee will be on a consensus basis.
5. Faculty/Staff Appointments
6. The Institution shall from time to time request GRDHD staff become adjunct faculty at

which time the Institution shall provide written descriptions of the qualifications and expectations required for appointment of adjunct faculty, as well as other terms of such appointments.

1. The Institution and GRDHD shall jointly establish a mechanism whereby GRDHD’s candidates for adjunct faculty appointments are identified and mutually selected. The process for formally reviewing and approving such appointments and the faculty rank of the appointee will be that which is in existence within the Institution.
2. The Institution shall notify GRDHD in writing each time an adjunct appointment of a GRDHD staff member is made, which can occur at any time during the academic year.
3. GRDHD may notify the Institution of opportunities for the Institution’s faculty to participate on GRDHD committees, advisory boards, and other entities as such needs/opportunities arise.
4. The Institution may survey its faculty each year to determine which faculty have an interest in GRDHD appointments. GRDHD and the Institution will jointly establish a mechanism for matching willing and appropriately qualified faculty with the appointments GRDHD wishes to make. Terms and responsibilities of such appointments will be determined by GRDHD.
5. Unless otherwise agreed upon by both parties, adjunct faculty appointments of GRDHD staff and appointments of the Institution’s faculty to GRDHD advisory positions will not involve remuneration of the appointees.
6. Faculty/Staff Exchanges

The Institution and GRDHD agree to identify candidates who have an interest and are appropriate for assignment to responsibilities at GRDHD and the Institution, respectively, for a minimum period of one academic term and shall mutually agree in advance as to the extent and specific type of involvement of the candidates from the respective entities and the status and privileges afforded to them at the host facility.

1. Student Activities

Student Activities encompass an array of opportunities categorized as either Internships, Field Projects, or Program Specific Observation. Internships are extended unpaid assignments at GRDHD during which students receive academic credit on either a required or elective basis depending upon the Institution’s stipulations. Field projects are shorter duration assignments at GRDHD addressing specific interests for which students earn academic credits as well. Program Specific Observation may be clinical or other experiences for students to gain knowledge about a specific area in the public health field. They generally are unpaid assignments.

1. Technical Assistance and Consultation
2. The Institution may offer consultation and technical assistance to GRDHD on a paid, unpaid, or exchange of service (quid pro quo) basis and will be determined by the Institution and GRDHD on the basis of priorities communicated by the Institution and GRDHD to the Committee. Methods for developing technical assistance will be established by the Committee. Members of the Committee, representing the interests of the Institution and GRDHD, will recommend the method of remuneration, if any, to the Public Health Director of GRDHD.
3. GRDHD will offer curriculum review and consultation relative to Institution operations when solicited by the Institution.
4. Research Collaboration

The Institution shall encourage its faculty to engage in collaborative research with GRDHD in areas of mutual interest. Likewise, the Public Health Director of GRDHD shall encourage GRDHD managers and staff to consider involving the Institution in research opportunities.

1. Through the Committee, the Institution and GRDHD shall devise methods of communicating the research interests of both parties through committee meetings and electronic media. Institution faculty and GRDHD staff will be encouraged to develop these interactions with their counterparts. The committee will propose mechanisms for developing, maintaining, and overseeing progress toward these interactions.
2. Research agreements will appear as separate agreements between GRDHD and the Institution and shall enumerate the responsibilities of each party. Each agreement shall specify the scope of services and deliverables consistent with the purposes and objective of the Agreement.
3. Information Exchange
4. The Institution and GRDHD will agree upon and establish specific mechanisms for sharing information on a regular basis. This communication will pertain to current activities, potential areas of research collaboration, student opportunities, training and consultation needs, and other categories of information deemed relevant.
5. The Committee will annually assess the effectiveness of communication between the two parties and recommend modifications when indicated.
6. **Job Placement:**

The Public Health Director of GRDHD or designee will collaborate with the Dean or designee from the Institution to advertise available employment opportunities at GRDHD that may be of interest to recent graduates. GRDHD will submit available job opportunities to the Institution through mechanisms established by the Institution, with the name of the GRDHD contact and instructions regarding application.

1. **Payment:**

This Agreement does not involve the exchange of money between the parties hereto, except where agreed upon by mutual consent for specific activities.

1. **TERMS:**
2. The First Party agrees to abide by the rules and regulations regarding the confidentiality of personal medical records as mandated by the Health Insurance Portability and Accountability Act (42 USC 1320d) and set forth in federal regulations at 45 CFR Parts 160 and 164.
3. The Parties to this Agreement agree to comply with Section 504 of the Rehabilitation Act of 1973, (P.L. 93-112) and the Kentucky Equal Employment Act of 1978 (H.B. 683) KRS 45.550 to 45.640, and Americans with Disabilities Act, (ADA), (P.L. 101-336).
4. There is no intention by the parties to the Agreement to form or create an employer-employee relationship, and it is agreed that an employer-employee relationship does not exist. GRDHD is not responsible for withholding of any taxes or FICA, providing workers’ compensation insurance, liability insurance, or any other form of benefits for or to the Institution.
5. The Institution certifies that no officer, stockholder, partner or owner is a member of the governing board of health of GRDHD nor an employee of GRDHD and that no constitutional, statutory, common law, or regulation adopted by the Cabinet for Health and Family Services pertaining to conflict of interest will be violated by this Agreement.
6. Either Party shall have the right to terminate this Agreement at any time upon 30 days written notice to the other Party.

IN WITNESS THEREOF, the parties hereto have hereunto signed their names on the day and year first written above.

**Green River District Health Department:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Public Health Director IV

Deborah S. Fillman

**Institution: Western Kentucky University Department of Public Health**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Authorized Agent

\_\_\_\_Gary English Ph.D., CHES, Department Head for Public Health

Print or Type Name of Authorized Agent

Western Kentucky University

Department of Public Health

##

## Appendix J

## Academic Health Department MOA

## Barren River District

**Memorandum of Understanding**

**Between**

**The Barren River District Health Department**

**And**

**Western Kentucky University’s Public Health Programs**

**1.0 Purpose**

The purpose of this MOU is to develop academic and educational cooperation on the basis of equality and reciprocity, and to promote sustainable partnerships and mutual understanding between Western Kentucky University’s Public Health Programs (hereinafter referred to as "WKU PHP") and the Barren River District Health Department (hereinafter referred to as the "BRDHD"). Both WKU PHP and BRDHD may be referred to individually as the "party" or collectively as the "parties". WKU PHP and BRDHD shall remain separate entities, but for the purposes of participating in this MOU, the combined efforts and activities will be referred to as an ACADEMIC HEALTH DEPARTMENT.

**2.0 Scope of Activities**

WKU PHP and BRDHD aim to undertake cooperation in areas that may include, but are not restricted to, the following:

2.1 Student involvement in research, service, and applied practice experiences

2.2 Joint research activities

2.3 Professional/workforce development

2.4 Technical assistance, consultation, and program/curricular review

2.5 Student development through guest lectures, workshops, and adjunct teaching opportunities

2.6 Sharing of resources

**3.0 Activities Agreement**

Before any activities may be implemented, the parties shall discuss the relevant issues to the satisfaction of each party and enter into specific activity agreements based on the mutually agreed objectives and outcomes of the activity. Activity agreements will include such terms as the following:

* 1. Elaboration of the responsibilities of each institution for the agreed upon activity
		1. Although independent, both the BRDHD and WKU PHPs shall work together for common goals.
		2. The education of undergraduate and graduate students shall continue to be the sole responsibility of WKU.
		3. Treatment of patients and execution of public health programs at BRDHD shall continue to be the sole responsibility of BRDHD, and shall be governed by its rules and regulations.
		4. BRDHD agrees to accept students of WKU PHP in jointly agreed upon teaching, service, and research activities, as well as field placements and applied practice experiences.
		5. BRDHD agrees, in accordance with its capabilities, to participate in course-embedded applied practice experiences through identifying projects, identifying a project officer to liaise with course instructor.
		6. BRDHD agrees, in accordance with its capabilities, to enhance student development through guest lectures and workshops/seminars to WKU PHP students.
		7. BRDHD agrees, in accordance with its capabilities, to serve as key informants and provide technical assistance and consultation on programmatic issues.
		8. WKU PHP agrees that it shall utilize the facilities and staff of the BRDHD to assist in the education of undergraduate and graduate students so long as high standards of education and community service are maintained.
		9. Facilities at BRDHD shall not be allocated for the exclusive use of WKU PHP and facilities at WKU shall not be allocated to the exclusive use of the BRDHD; however, each party is committed to identifying space which can, on occasion, be used by the other, while still respecting who owns the space.
		10. WKU PHP agrees, in accordance with its capabilities, to assist the BRDHD in providing continuing professional/workforce development activities based on needs identified by BRDHD.
		11. WKU PHP agrees, in accordance with its capabilities, to provide technical assistance and consultation on BRDHD projects.
		12. Both parties agree, in accordance with their capabilities, to collaborate and participate in marketing and recruitment efforts relating to the ACADEMIC HEALTH DEPARTMENT.
		13. WKU PHP agrees, in accordance with its capabilities, to offer trained and capable students and faculty to assist BRDHD in the event of a public health emergency.
		14. Both parties agree to notify the other of important changes to the existing faculty or staff; the curriculum; the programs’ admissions criteria; CEPH/PHAB accreditation criteria and status; qualifications for new hires; or any other event that may impact the quality and sustainability of the ACADEMIC HEALTH DEPARTMENT.
	2. Budgets and sources of finances for the activity
		1. Grant funds obtained for research projects involving both WKU PHP and the BRDHD shall be distributed as determined by the granting agency or on such equitable basis as may be agreed upon by both parties.
		2. Each party shall continue under the control of its own officers and boards of directors or trustees, and each shall remain solely responsible in all respects for the management of its own affairs.
		3. The costs attributable to patient care and community public health programs shall remain the financial responsibility of the BRDHD.
	3. Detailed management of intellectual property rights and publications
		1. The BRDHD agrees to encourage its staff to participate in research projects and to provide facilities and access to data for research to the faculty of WKU PHP in accordance with its capabilities.
		2. WKU PHP agrees to encourage its faculty and students to participate in research and to provide facilities and access to data for research to the staff of BRDHD in accordance with its capabilities.
		3. WKU’s Institutional Review Board Committee can be the mechanism for reviewing and recommending for approval research projects, including those initiated by either party.
		4. Any publications as a result of research at the BRDHD by members of the faculty of WKU PHP shall acknowledge both BRDHD and WKU PHP.
	4. Any other items deemed necessary for the efficient management of the activity
		1. Other association agreements of the BRDHD or WKU PHP need not be discontinued as a result of establishing this agreement.
		2. This agreement may be reviewed annually by the Public Health Director of the BRDHD and by the current department head over WKU PHP, or by a joint ad hoc committee composed of representatives of the BRDHD and WKU PHP, in order to address issues identified by either party to this agreement.

**4.0 Coordinators**

Coordinators shall be named by each institution to serve as liaisons for implementing this MOU. All activities conducted under the auspices of this MOU must have the endorsement of the coordinators. At WKU PHP, the coordinator will be Dr. Marilyn Gardner, and at BRDHD, the coordinator will be Ms. Zona Ascensio. Coordinators shall notify their counterparts should a new person be named to the position.

**5.0 Renewal**

1. This MOU shall remain in force for a period of five years from the date of the last signature. This MOU may be extended by the written consent of the parties.
	1. This MOU may be terminated by either party giving written notice to the other party at least 180 days in advance of the stated termination date. Termination of this MOU shall not affect activities in progress pursuant to specific activity agreements, which shall continue until concluded by the parties in accordance with their terms or as otherwise agreed to by the parties in writing.
	2. This MOU may be amended only by the written consent of the parties.

In witness thereof, the parties have offered their signatures hereto:

**Barren River District Health Department:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Public Health Director

**WKU Department of Public Health:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Authorized Agent

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print or Type Name of Authorized Agent

Western Kentucky University

Department of Public Health

## Appendix K

## Undergraduate Public Health Certificate

Proposal Date: 2/6/2017

College of Health & Human Services

Public Health

Proposal to Create a New Certificate Program

(Consent)

Contact Person: Grace Lartey, PhD; 270-745-3941; grace.lartey@wku.edu

1. Identification of program:

1.1 Program title: Public Health Certificate

1.2 Required hours in program: 18

1.3 Special information: This certificate will provide students and professionals the core public health concepts to enhance their knowledge and skills in the public health field. Individuals currently working or plan to work in the public health field, other health-related fields will benefit from this certification.

1.4 Catalog description: This 18 credit hour certificate program is designed to provide core public health concepts and skills to students and professionals in the public health field and other health-related areas. This program will also increase students' knowledge and skills in public health competencies. The required

courses are PH 100, PH 381, PH 383, PH 384, PH 385 and PH 483. Some

required courses may have pre-requisites that help fulfill Colonnade requirements.

These pre-requisites include MATH 109 or MATH 115 or higher, 3 hours of

CHEM and 3 hours ofBIOL.

1.5 Classification of Instructional Program Code (CIP):

2. Learning outcomes of the proposed certificate program: After successfully completing the certificate, students should be able to:

• Review public health core values, concepts and functions.

• Assess the legal, ethical and economical dimensions of health system.

• Establish the characteristics and structure of the US health system.

• Collect/locate and analyze public health data.

• Design and implement evidence-based interventions in preventing and or

reducing public health issues.

3. Rationale:

3.1 Reason for developing the proposed certificate program: A public health degree is not currently required in public health fields. Tills certificate will provide an

opportunity for non-public health professionals improve their knowledge and skills in basic public health concepts. It will also equip non-public health major students with the needed skills to be successful in the public health field. The Public Health programs steering committee (who are in upper-level management positions) recommended the program increases its efforts in workforce development and for non-public health major students who may find themselves in such positions. The courses included in the certificate exposes students to the basic core public health concepts to enhance their knowledge in the field. Thus, this certificate will help meet the identified needs.

3.2 Relationship of the proposed certificate program to other programs now offered by the department: This certificate compliments two certificates offered in the Department of Public Health: Worksite Health Promotion and Occupational Safety and Health. The Worksite Health Promotion Certificate targets employees and the workplace environment. The Occupational Safety and Health Certificate

focuses on health protection from occupational hazards and the built environment.

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: No similar certificate program is being offered in any department.

3.4 Projected enrollment in the proposed certificate program: I 0-12 students

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states

(including programs at benchmark institutions):

• No such program is currently being offered in Kentucky or any of the

benchmark institutions.

• The University of Iowa (College of Public Health) offers a similar

certificate program: Undergraduate Certificate in Public Health. This is an

18-credit hour program.

• The University of Colorado Boulder has an 18-credit hour Public Health

Certificate program.

• Kent State University offers an 18-credit hour Public Health Certificate

program.

• Clemson University offers a 9-credit hour Public Health Certificate program.

3.6 Relationship of the proposed certificate program to the university mission and objectives: The Public Health Certificate program will support the mission and objectives ofWKU by preparing them for the global society. Although public health may differ between communities, the strategies in managing and solving these issues are the same. Graduates from this program will be able to use their acquired skills wherever they find themselves. The program will also help the graduates analyze and synthesize issues to help them make sound recommendations.

4. Curriculum: Requirements (18 hours)

PH 100 Personal Health

PH 381 Community Health

PH 383 Biostatistics

PH 384 Epidemiology

PH 385 Environmental Health

PH 483 Administration of Health Programs

Total

3 hours

3 hours

3 hours

3 hours

3 hours

3 hours

18 hours

5. Budget implications: The courses in the program are taught by full-time faculty with support from part-time faculty. Most of the courses are taught fall, spring, summer and winter. The current departmental staffing is enough to support the program, however, additional support staff may be needed should the enrollment exceed the projected number.

6. Proposed term for implementation: Fall2017

**7. Dates of prior committee approvals:**

|  |  |
| --- | --- |
| Committee/Department | Date |
| Department of Public Health | 2/13/2017 |
| CHHS Undergraduate Curriculum Committee | 3/24/2017 |
| Undergraduate Curriculum Committee | 4/20/2017 |
| University Senate | 5/11/2017 |
| Board of Regents | 7/27/2017 |