

Template D2-2

Assessment of Competencies for MPH Core Courses in ALL Concentrations		
Competency	Course number	Specific assessment opportunity (see syllabi for assessment details)
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	HPH 501 Introduction to the Research Process	Research study proposal. Students apply epidemiological methods to the design of a research study that addresses a public health problem of their choice in a public health setting / situation. Mini journal club assignments- students critically evaluate application of epidemiological methods to the design of published public health research studies.
	HPH 514 Epidemiological Methods for Public Health	Literature review paper - students apply knowledge/understanding of epidemiological methods to a systematic literature review of a public health problem/issue/concern. Students are required to synthesize the results of studies which apply epi methods to a wide range of settings and situations in public health practice; Exam questions# 7 (second part), #10, #11, #13. See syllabus for details of paper and exam questions.
	HPH 525 Fundamentals of Program Planning	Program Evaluation Proposal Assignment and Homework 3 - Students apply epidemiological methods to the design of an evaluation of an actual public health program or policy targeting a health problem in a public health setting / situation.

2. Select quantitative and qualitative data collection methods appropriate for a given public health context	HPH 501 Introduction to the Research Process	Research study proposal. Students design and write up a research study proposal to address a current public health concern of their choice and select appropriate data collection method(s) (e.g., qualitative, quantitative or mixed methods approaches) to address this public health concern. Students describe how these methods will be applied in this context.
	HPH 525 Fundamentals of Program Planning	Assignment 4- Students design, write up and present a proposal for a theory-driven health communication program or intervention that addresses a priority public health area and which is responsive to health behavior change efforts. This proposal includes an evaluation plan for this program / intervention: students select appropriate data collection methods (e.g., qualitative, quantitative or mixed methods approaches) to obtain data needed to evaluate outcomes and impact. Students also describe how these methods will be applied in this context.
	HPH 525 Fundamentals of Program Planning	Program Evaluation Proposal Assignment and Homework 4- Students design an evaluation of an actual public health program and select and describe appropriate quantitative and / or qualitative data collection methods for this given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	HPH 506 Biostatistics 1	Homework assignments 1 - 8 (see description and course schedule), mid-term exam - Students use SAS or other statistical software program of their choice to analyze quantitative data.
		Data analysis Project - Students use SAS or other statistical software program of their choice to analyze an actual quantitative data set.
	HPH 507 Biostatistics 2	Homework assignments 1 - 9, midterm and final exams (see description and course schedule) - Students use SAS or other statistical software program of their choice to analyze quantitative data.
		Data analysis Project - Students use SAS or other statistical software program of their choice to analyze an actual quantitative data set

4. Interpret results of data analysis for public health research, policy or practice	HPH 501 Introduction to the Research Process	CBPR Assignment; Research Proposal Paper; Annotated Bibliography & Lit. Synthesis- Mini journal club assignment - students critically evaluate interpretation of study findings for reviewed literature with regard to public health research / practice / policy.
	HPH 514 Epidemiology for Public Health	Literature review paper - students conduct a systematic literature review of a public health problem/issue/concern. Students are required to interpret and synthesize the results of these studies and link this back to the broader literature; home work assignment questions 1-6; exam questions #3, #4, #6, #17, #18. See syllabus for details.
	HPH 506 Biostatistics 1	Data analysis Project - Students develop appropriate research questions, analyze an actual public health quantitative data set and interpret and write up findings and implications of this analysis.
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	HPH 523 Social and Behavioral Determinants of Health	Session 1, 2, 9; Assignment 1, 4 - Students write a reaction paper about social inequalities. Students review and summarize what we know about a specific social determinant of health and its association with a specific health outcome or behavior, describe how the determinant of health is thought or hypothesized to influence the outcome and propose solutions to reduce inequalities resulting from this determinant of health. See syllabus for details
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	HPH 523 Social and Behavioral Determinants of Health	Session 1, 2, 3, 4, 5, 6, 7, 9, 10, Assignment 4 Students review and summarize what we know about a specific social determinant of health and its association with a specific health outcome or behavior, describe how the determinant of health is thought or hypothesized to influence the outcome and propose solutions to reduce inequalities resulting from this determinant of health.
	HPH 500 Contemporary Issues in Public Health	Assignments 1 and 2 - individual level assessments - in paper format, students 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 within the

context of vaccination policy and the heroin epidemic, two important public health areas - see attached syllabus for more detail

Planning & Management to Promote Health

<p>7. Assess population needs, assets and capacities that affect communities' health</p>	<p>HPH 501 Introduction to the Research Process</p>	<p>Session 13 and CBPR Assignment - Session 13 focuses on Community Based Participatory Research (CBPR) - Students take part in small group evaluation / discussion / presentation (to class) of published cases regarding the extent of CBPR involvement with respect to assessing population needs, capacities, resource, etc.. A recognized CBPR checklist (Larry Green) is used to accomplish this. Students identify gaps in the case approach and describe what they would do differently.</p>
	<p>HPH 508 Health Systems Performance</p>	<p>Exam 2: Question 2 - essay format exam which requires students to assess population needs, assets and capacities that affect communities' health in the context of medical malpractice reform (See Syllabus for more detail)</p>
	<p>HPH 523 Social and Behavioral Determinants of Health</p>	<p>Session 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; Assignment 1, 4, 5 - Students write a reaction paper about social inequalities. Students review and summarize what we know about a specific social determinant of health and its association with a specific health outcome or behavior, describe how the determinant of health is thought or hypothesized to influence the outcome and propose solutions to reduce inequalities resulting from this determinant of health. Students produce a video answering the questions: "What are social determinants of health"? Students are evaluated on the message and how effectively it is communicated (both in terms of being audible and the content being effectively delivered). The message should consider what students have learned throughout the course about specific populations (i.e. specific health concerns, discrimination, policy solutions, bias etc.) . See syllabus for details.</p>

8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	HPH 525 Fundamentals of Program Planning	Assignment #4- Students design, write up, and present a proposal for a theory-driven health communication program or intervention that addresses a priority public health area which is responsive to health behavior change efforts. They describe their application of their knowledge and awareness of cultural values and practices specific to the targeted primary (and secondary) audience to this health communication program or intervention.
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9. Design a population-based policy, program, project or intervention	HPH 501 Introduction to the Research Process	Research study proposal. Students design a population-based research study using appropriate methodology discussed in class to address a current public health concern.
	HPH 525 Fundamentals of Program Planning	Assignment #4- Students design, write up, and present a proposal for a theory-driven health communication program or intervention that addresses a priority public health area which is responsive to health behavior change efforts.
10. Explain basic principles and tools of budget and resource management	HPH 525 Fundamentals of Program Planning	Program Evaluation Proposal Assignment and Homework 5: requires students to design a budget for their evaluation plan, explain it's elements and explain how they will manage resource management.

11. Select methods to evaluate public health programs	HPH 525 Fundamentals of Program Planning	Assignment 4- Students design, write up, and present a theory-driven health communication program or intervention. This includes a plan for evaluating program / intervention processes, outcomes, and impact. To accomplish this, students select appropriate evaluation methods and justify their selection.
	HPH 525 Fundamentals of Program Planning	Program Evaluation Proposal Assignment and Homework Assignment 1-5 -Students design an evaluation of an actual public health program and select appropriate methods to evaluate the impact of that program , including evaluation design, sample, measures, data collection, outcomes, statistical methods - See proposal guidelines (syllabus)

Policy in Public Health		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	HPH 500 Contemporary Issues in Public Health	Oral presentation and Assignments 1 and 2 - students discuss the policy-making process and the role of ethics and evidence in a contemporary public health issue for 2020, or two critical fields of public health, namely, vaccination policy and the heroin epidemic - see attached syllabus for more detail
	HPH 516 Environmental and Occupational Health	Exam: Question 3, 12, 14, 15,17 - see syllabus for more detail.

13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	HPH 508 Health Systems Performance	Exam 1: Question 2 - essay format exam (see Syllabus for more detail) - requires students to propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes in the context of single-payer health insurance.
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	HPH 525 Fundamentals of Program Planning	Program Evaluation Proposal and Homework Assignment 3- Students design an evaluation of an actual public health program and propose methods for (1) identifying key stakeholders and (2) to examine their potential support for or opposition to, the program (stakeholder analysis), and (3) for forming partnerships to support the program and its evaluation.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations		
	HPH 523 Social and Behavioral Determinants of Health	Session 2, 3, 4, 5, 6, 7, 8, 9, 10; Assignment 1, 2, 4 - Students write a reaction paper about social inequalities. Students attend a meeting of a governing body and in a written assignment answer the following: When did the meeting occur? What governing/legislating body was convened? What was one policy discussed that impacts the social and behavioral determinants of health? Who would/has been impacted? How does this policy produce this impact? Will/has health improved or worsen as a result of this policy? Students review and summarize what we know about a specific social determinant of health and its association with a specific health outcome or behavior, describe how the determinant of health is thought or hypothesized to influence the outcome and propose solutions to reduce inequalities resulting from this determinant of health.
15. Evaluate policies for their impact on public health and health equity	HPH 500 Contemporary Issues in Public Health	Assignment 1 - in paper format, students evaluate policies relating to vaccination policy for their impact on public health and health equity - - see attached syllabus for more detail
	HPH 508 Health Systems Performance	Exam 2: Question 1 and Question 2- essay format exam (see Syllabus for more detail) - students evaluate policies to reduce drug prices and the cost of medical malpractice insurance.
Leadership		

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	HPH 525 Fundamentals of Program Planning	Assignment 6 - requires students to apply leadership, governance, and management principles to their designed plan for their health communication program.
17. Apply negotiation and mediation skills to address organizational or community challenges	HPH 581 Capstone	Students will discuss and critically assess case studies that highlight values/ethics and how to mediate conflict based on real practice-based community and/or organizational challenges, within their in-class teams. Grant writing group assignment: write and present an original grant proposal that will be submitted by a collaborating community-based organization to a real funder. As a part of the group's presentation of completed grant, students will be instructed to reflect on the planning process and any conflicts that arose, and strategies used to resolve or negotiate a solution. See syllabus for details
Communication		
18. Select communication strategies for different audiences and sectors	HPH 525 Fundamentals of Program Planning	Assignment 4- Students design, write up, and present a theory-driven health communication program or intervention. They identify all targeted audience segments and select communication strategies appropriate for these differing audience segments (and justify selection of communication channels).

19. Communicate audience-appropriate public health content, both in writing and through oral presentation	HPH 525 Fundamentals of Program Planning	Assignment 4- Students design and write up a theory-driven health communication program or intervention. They identify all targeted audience segments and select communication strategies appropriate for these differing audience segments (and justify selection of communication channels). As part of developing this communication strategy (described above in 3D), they create sample products (video, web site, story board, pamphlets, posters, educational materials, apps, etc.). The communication strategy can be also presented as a role play to demonstrate how it might be used in real-world practice, or on TV, radio, or print mediums. Students employ multi-media approaches (i.e., written and oral presentation approaches) that are appropriate to the targeted audiences (consider literacy levels, health access, cultural
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		barriers / facilitators, etc.) and which communicate audience-appropriate public health content.
	HPH 523 Social and Behavioral Determinants of Health	Students produce a video answering the questions: "What are social determinants of health"? Students are evaluated on the message and how effectively it is communicated (both in terms of being audible and the content being effectively delivered). The message should consider what students have learned throughout the course about specific populations (i.e. specific health concerns, discrimination, policy solutions, bias etc.) . See syllabus for details.

20. Describe the importance of cultural competence in communicating public health content	HPH 525 Fundamentals of Program Planning	Assignment #4- Students design, write up, and present a theory-driven health communication program or intervention. They explain why consideration of audience cultural values and practices is important in their chosen context and describe how they have applied this consideration to their selected public health program.
	HPH 501 Introduction to the Research Process	Research Proposal Presentation and Mini journal club assignment - students critically evaluate and describe concerns about whether the project and communication of results and their implications were culturally appropriate; students consider/describe how important these concerns are to the interpretation and usefulness of this research.
Interprofessional Practice		
21. Perform effectively on interprofessional teams	HPH 581 Capstone	Assignment #2 - Synthesis paper on inter-professional teams / collaboration, to include reflection of the four competency domains for

		inter-professional education and lessons learned from engaging with the alumni panel.
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Systems Thinking		
22. Apply systems thinking tools to a public health issue	HPH 514 Epidemiology for Public Health	Exam question #14 and Quiz question #2 which require students to diagram relationships between independent and dependent variables (including confounders) and to discuss the boundaries of a system for assessing consequences of social distancing recommendations for COVID 19. See syllabus for details.
	HPH 516 Environmental and Occupational Health	Exam: Question 16 - essay format - requires students to apply systems thinking tools to describe how climate change might impact human health and well-being using at several examples. For one of the examples, students are required to include a diagram of the system, feedback loops, and leverage points for attempting to mitigate the problems. See syllabus for details

