

# Student Learning Outcomes Library

Office of Assessment & Accreditation

Indiana State University

D.H.Sc. Health Sciences

Fall 2016

Outcome	Related Foundational Studies or Graduate Goal
<b>Competency 1: Epidemiology</b>	
<b>1.1 Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues.</b>	
<b>1.2 Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of epidemiologic data.</b>	
<b>1.3 Apply the basic terminology and definitions of epidemiology.</b>	
<b>1.4 Calculate basic epidemiology measures.</b>	
<b>1.5 Communicate epidemiologic information to lay and professional audiences.</b>	
<b>1.6 Draw appropriate inferences from epidemiologic data.</b>	
<b>1.7 Evaluate the strengths and limitations epidemiologic reports.</b>	
<b>Competency 2: Health Policy &amp; Management</b>	
<b>2.1 Apply the principles of program planning, development, budgeting, management, and evaluation in organizational and community initiatives.</b>	
<b>2.2 Apply principles of strategic planning and marketing to health settings.</b>	
<b>2.3 Apply quality and performance improvement concepts to address organizational performance issues.</b>	
<b>2.4 Apply “systems thinking” for resolving organizational problems.</b>	
<b>2.5 Communicate health policy and management issues using appropriate channels and technologies.</b>	
<b>2.6 Demonstrate leadership skills for building partnerships.</b>	
<b>Competency 3: Social &amp; Behavioral Sciences</b>	
<b>3.1 Describe steps and procedures for the planning, implementation, and evaluation of public health programs, policies, and interventions.</b>	
<b>3.2 Describe the role of social and community factors in both the onset and solution of health problems.</b>	
<b>3.3 Describe the merits of social and behavioral science interventions and policies.</b>	

<b>3.4 Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.</b>	
<b>3.5 Apply ethical principles to health program planning, implementation, and evaluation.</b>	
<b>3.6 Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.</b>	
<b>Competency 4: Leadership</b>	
<b>4.1 Engage in dialogue and learning from others to advance health of clients.</b>	
<b>4.2 Demonstrate team building, negotiation, and conflict management skills.</b>	
<b>4.3 Demonstrate transparency, integrity, and honesty in all actions.</b>	
<b>4.4 Use collaborative methods for achieving organizational and community goals.</b>	
<b>4.5 Apply social justice and human rights principles when addressing community needs.</b>	
<b>4.6 Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.</b>	
<b>Competency 5: Professionalism</b>	
<b>5.1 Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of health.</b>	
<b>5.2 Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making.</b>	
<b>5.3 Apply to core functions of assessment, policy development, and assurance in the analysis of problems and solutions.</b>	
<b>5.4 Promote high standards of personal and organizational integrity, compassion, honesty, and respect for all people.</b>	
<b>5.5 Analyze determinants of health and disease using an ecological framework.</b>	
<b>5.6 Analyze the potential impacts of legal and regulatory environments on the conduct of ethical research and practice.</b>	
<b>5.7 Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of various types of programs.</b>	
<b>5.8 Embrace a definition of health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated, and rooted in social justice) and how these contribute to professional practice.</b>	
<b>5.9 Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies, and organizations).</b>	

<b>5.10 Value commitment to lifelong learning and professional service including active participation in professional organizations.</b>	
<b>Competency 6: Systems Thinking</b>	
<b>6.1 Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of health problems.</b>	
<b>6.2 Explain how systems models can be tested and validated.</b>	
<b>6.3 Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within health systems.</b>	
<b>6.4 Illustrate how changes in health systems (including input, processes, and output) can be measured.</b>	
<b>6.5 Analyze inter-relationships among systems that influence the quality of life of people in their communities.</b>	
<b>6.6 Analyze the effects of political, social, and economic policies on health systems at the local, state, national, and international levels.</b>	
<b>6.7 Analyze the impact of global trends and interdependencies on health-related problems and systems.</b>	
<b>6.8 Assess strengths and weaknesses of applying the systems approach to health problems.</b>	

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### **Foundational Studies Learning Goals**

- FS1. Solve problems.
- FS2. Evaluate ideas.
- FS3. Learn and apply knowledge and skills.
- FS4. Demonstrate appreciation for the arts.
- FS5. Embrace civic duty.
- FS6. Understand diversity.
- FS7. Act as a global citizen.
- FS8. Behave ethically.
- FS9. Cultivate wellness.
- FS10. Communicate effectively.

- G2. Engage in and meaningfully contribute to diverse and complex communities and professional environments.
- G3. Recognize and act on professional and ethical challenges that arise in their field or discipline.
- G4. Achieve mastery of the knowledge required in their discipline or profession.
- G5. Achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.

### **Graduate Student Learning Goals**

- G1. Demonstrate professional communication proficiencies.