

Applied Health Sciences D.H.Sc. Assessment Plan

Data Collection for Year 1 (2016-17)

Collect data on Competencies C, E

Data Collection for Year 2 (2017-18)

Collect data on Competencies D, H, J

Data Collection for Year 2 (2018-19)

Collect data on Competencies H, J, L

**Data collected by course faculty and program director

Mission Statement

The mission of the D.H.Sc. program is to prepare professionals from health and health related fields as leaders, educators, researchers and scholars that will solve problems creatively, integrate appropriate technologies and basic principles of ethics and cultural sensitivity within all professional activities to address state, national and global health problems.

How data communicated

Data will be compiled at the end of each year, shared with program faculty, posted on the AHS Department Blackboard site, and used for accreditation purposes. Data will be communicated to students via the department website and Blackboard site. In addition, the competencies met by each course are listed on all course syllabi.

Discipline-specific Competencies

C. EPIDEMIOLOGY

Epidemiology is the study of patterns of disease and injury in human populations and the application of this study to the control of health problems.

Competencies: Upon graduation a student with a D.H.Sc. should be able to...

- C. 1. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
- C. 2. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
- C. 3. Apply the basic terminology and definitions of epidemiology.
- C. 4. Calculate basic epidemiology measures.
- C. 5. Communicate epidemiologic information to lay and professional audiences.
- C. 6. Draw appropriate inferences from epidemiologic data.
- C. 7. Evaluate the strengths and limitations of epidemiologic reports.

Competency C.1, C.2, C.3, C.4, C.5, C.6, C.7

Measure: Epidemiology Research Paper

Description: The epidemiology research paper is designed for students to demonstrate their comprehension of Epidemiology study designs, data analysis, statistical decision-making, and presentation. No field data will be collected. Students will "generate" the data or use published data from National/State survey results for analysis and presentation.

Target: 80% of student's complete project with a B or better

Timeline: data collected Fall 2014 in AHS 612 and every three years thereafter

Responsible Individual: Course Instructors

Competency C.1, C.2, C.3, C.4, C.5, C.6, C.7

Measure: Weekly Quizzes

Description: The weekly quizzes will be used to assess student's ability to apply and draw inferences from given data, evaluate epidemiologic reports, explain the importance of epidemiological data, calculate basic measures, and communicate the correct terminology.

Target: 80% of student's complete exams with a B or better

Timeline: data collected Fall 2014 in AHS 612 and every three years thereafter

Responsible Individual: Course Instructors

Discipline-specific Competencies (*continued*)

D. HEALTH POLICY AND MANAGEMENT

Health policy and management is a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. This definition assumes both a managerial and a policy concern with the structure, process and outcomes of health services including the costs, financing, organization, outcomes and accessibility of care.

Competencies: Upon graduation a student with a D.H.Sc. should be able to...

- D. 1. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
- D. 2. Apply principles of strategic planning and marketing to health settings.
- D. 3. Apply quality and performance improvement concepts to address organizational performance issues.
- D. 4. Apply "systems thinking" for resolving organizational problems.
- D. 5. Communicate health policy and management issues using appropriate channels and technologies.
- D. 6. Demonstrate leadership skills for building partnerships.

Competency D.4, D.5, D.6,

Measure: Group Health Policy Brief

Description: Students utilize collaborative leadership skills and group think to clearly define an organizational or public policy issue, evaluate the evidence surrounding the issue and apply systems thinking to develop and propose strategies to resolve the problem or issue.

Target: 80% of students complete project with a B or better

Timeline: Timeline: data collected Fall 2014 in APN 842 and every three years thereafter

Responsible Individual: Course Instructor (Erik Southard, DNP, FNP-BC)

Competency D.1, D.2, D.3, D.4, D.5, D.6

Measure: Final Health Policy Debate

Description: Students organize into opposing viewpoint groups to participate in a policy debate on an important healthcare topic or organizational performance issue. Students are asked to present the strategies they would utilize to strategically plan, develop, and implement their policy strategies while taking into consideration the importance of marketing for consensus building. Students must be able to clearly articulate and communicate their collective vision professionally and appropriately.

Target: 80% of students complete the final policy debate with a B or better

Timeline: Timeline: data collected Fall 2014 in APN 842 and every three years thereafter

Responsible Individual: Course Instructor (Erik Southard, DNP, FNP-BC)

Discipline-specific Competencies (*continued*)

E. SOCIAL AND BEHAVIORAL SCIENCES

The social and behavioral sciences in public health address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.

Competencies: Upon graduation a student with a D.H.Sc. should be able to...

- E. 1. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
- E. 2. Describe the role of social and community factors in both the onset and solution of health problems.
- E. 3. Describe the merits of social and behavioral science interventions and policies.
- E. 4. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
- E. 5. Apply ethical principles to health program planning, implementation and evaluation.
- E. 6. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

Competency E.1, E.2, E.5, E.6

Measure: Health program proposal

Description: students apply a theory to a specific situation and develop a program to address the problem

Target: 80% of students complete project with a B or better

Timeline: Timeline: data collected Fall 2013 in AHS 617 and every three years thereafter

Responsible Individual: Course Instructors

Competency E.3, E.4

Measure: Theory and justification of health education essays

Description: students must discuss why the pros and cons of using theory, the steps to choosing and using a theory, and justify the importance and the role of health educators and social and behavioral interventions

Target: 80% of students complete essays with a B or better

Timeline: Timeline: data collected Fall 2013 in AHS 617 and every three years thereafter

Responsible Individual: Course Instructors

Interdisciplinary/Cross-cutting Competencies

H. LEADERSHIP

The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.

Competencies: Upon graduation, it is increasingly important that a student with a D.H.Sc. should be able to...

- H. 1. Engage in dialogue and learning from others to advance health of clients.
- H. 2. Demonstrate team building, negotiation, and conflict management skills.
- H. 3. Demonstrate transparency, integrity, and honesty in all actions.
- H. 4. Use collaborative methods for achieving organizational and community goals.
- H. 5. Apply social justice and human rights principles when addressing community needs.
- H. 6. Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.

Competency H.3, H.5

Measure: Health program proposal

Description: students apply a theory to a specific situation and develop a program to address the problem

Target: 80% of students complete project with a B or better

Timeline: Timeline: data collected Fall 2014 in AHS 617 and every three years thereafter

Responsible Individual: Course Instructors

Competency H.1, H.2, H.3, H.4, H.5, H.6

Measure: Final Internship Project

Description: students must complete a minimum of 300 hours or submit a substantial project under the direction of the faculty and a site preceptor. Projects are experiential learning and/or community engagement projects

Target: 80% of students complete internship with a B or better

Timeline: Timeline: data collected Summer 2014 in AHS 821/822 and every three years thereafter

Responsible Individual: Course Instructors

Competency H.1, H.3, H.4,

Measure: Facilitated Discussion Leader

Description: Students will choose a topic and be the 'leader' for that week's discussion. The leader will supply the class with a detailed outline of their key points and related data at least 24 hours prior to the start of that week's class. The outline should contain a link and/or citation information for at least 2 professional articles/websites related to their topic. The leader will also be responsible for posting a discussion board thread for their chosen week consisting of 2-3 critical thinking questions or prompts.

Target: 80% of students complete assignment with a B or better

Timeline: Timeline: data collected Fall 2014 in AHS 815 and every three years thereafter

Responsible Individual: Course Instructors

Interdisciplinary/Cross-cutting Competencies (continued)

J. PROFESSIONALISM

The ability to 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 personal and institutional development.

Competencies: Upon graduation, it is increasingly important that a student with a D.H.Sc. should be able to...

- J. 1. Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues health.
- J. 2. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making.
- J. 3. Apply the core functions of assessment, policy development, and assurance in the analysis of problems and their solutions.
- J. 4. Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people.
- J. 5. Analyze determinants of health and disease using an ecological framework.
- J. 6. Analyze the potential impacts of legal and regulatory environments on the conduct of ethical research and practice.
- J. 7. Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of various types of programs.
- J. 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.
- J. 9. Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations).
- J. 10. Value commitment to lifelong learning and professional service including active participation in professional organizations.

Competency J.1, J.2, J.3, J.4, J.5, J.6, J.7, J.8, J.9, J.10

Measure: Final Internship Product and Evaluations

Description: students must complete a minimum of 300 hours or submit a substantial project under the direction of the faculty and a site preceptor. Projects are experiential learning and/or community engagement projects

Target: 80% of students complete internship with a B or better

Timeline: Timeline: data collected Summer 2014 in AHS 821/822 and every three years thereafter

Responsible Individual: Course Instructors

Interdisciplinary/Cross-cutting Competencies (continued)

L. SYSTEMS THINKING

The ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.

Competencies: Upon graduation, it is increasingly important that a student with a D.H.Sc. should be able to...

- L. 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.
- L. 2. Explain how systems models can be tested and validated.
- L. 3. Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within health systems.
- L. 4. Illustrate how changes in health systems (including input, processes, and output) can be measured.
- L. 5. Analyze inter-relationships among systems that influence the quality of life of people in their communities.
- L. 6. Analyze the effects of political, social and economic policies on health systems at the local, state, national and international levels.
- L. 7. Analyze the impact of global trends and interdependencies on health related problems and systems.
- L. 8. Assess strengths and weaknesses of applying the systems approach to health problems.

Competency L.1, L.2, L.3, L.4, L.5, L.6, L.7, L.8

Measure: Student Presentation and Interview Summary

Description: Requires a summary (based on your transcript of conversation) worth 80 points and a short verbal presentation during the final week of class. The presentation is worth 20 points. You will be asked to have a conversation about a health care related topic found in the course readings with a health professional from a field that is different from your own who is not enrolled in the course.

Target: 80% of students complete with a B or better

Timeline: Timeline: data collected Fall 2015 in AHS 812 and every three years thereafter

Responsible Individual: Course Instructor