# DrPH Syllabus and Assessment Examples

**EXAMPLE 1**

*Excerpt of Template D3-2*

## DrPH Foundational Competency #2

| 2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue | DRPH 812 Advanced Public Health Policy and Management | CAM Analysis Paper: students describe a public health problem, provide a rationale for analysis, and a summary of methods used; present findings from analysis (analysis of alternatives based on the selected criteria); and identify a preferred alternative |
| --- | --- | --- |
| | HPMT 6426 Racial and Ethnic Health Disparities | Service Learning Project: students design a qualitative evaluation project that involves primary data collection through in-depth interviews about transgender patients' experiences seeking health care in the emergency department |

*Excerpt of syllabus for DRPH 812: Advanced Public Health Policy and Management*

### Assignments and Course Schedule

Assignments are designed to assist in gaining knowledge, understanding the course material, and developing the competencies needed for success as a public health researcher or professional. Assessment activities are designed to allow your instructor(s) to assess your current level of knowledge, skills, and competence in the key areas identified for the course (see the Appendix).

### Course Assessments

| Type of Assignment | Date or Date Due | Value (Weight) |
| --- | --- | --- |
| Policy brief #1 | January 30 | 10 (10%) |
| CAM analysis proposal (abstract) | March 6 | 10 (10%) |
| Policy brief #2 | March 13 | 10 (10%) |
| Policy brief #3 | March 27 | 10 (10%) |
| Presentation of CAM Analysis | April 24 | 10 (10%) |
| Final exam | May 1 | 20 (20%) |
| CAM analysis paper due | May 8 | 20 (20%) |

### CAM Analysis Proposal

As a final integrative project, students will conduct a "mini" CAM (criteria alternative matrix) analysis around a health policy or managerial decision that has not been adopted in the targeted jurisdiction.  For example, an appropriate policy would be one that has been adopted in another country but not in the US or in another state or but not in AR. The final analysis will involve defining a problem, identifying criteria that will inform selection of a solution, a list of policy alternatives (solutions) for the problem, analysis of each alternative based on criteria using REAL evidence/data, and identification of preferred alternative.  Students must submit a 2-6 page (double space) description outlining their proposed analysis during mid-semester, and will receive feedback and advice from the instructor. This analysis should identify and describe the health policy or managerial decision of focus and the targeted jurisdiction. The preparation of the proposal should include consideration of the possible alternatives and availability of evidence / data about those alternatives that can be used in the analysis.

### CAM Analysis Paper

Using methods taught during the course, the paper should describe the problem to be addressed by a policy or managerial decision, and rationale / need for the analysis (why is it important to address the problem), a summary of the methods used (including defining the criteria used and describing at least 3 alternatives to be analyzed), principle findings from the analysis (analysis of alternatives based on the selected criteria), and identification of preferred alternative. Students must considered policy alternatives that have been studied / evaluated so real evidence of the policy's likely impact is available for use in the analysis.  The final paper will be due at the end of the semester, and should be no more than 30 double-spaced pages of text (excluding tables and references).

### CAM Analysis Presentation

Students are expected to give a formal presentation (with slides) on their analysis in class.  At a minimum, the presentation should describe the problem to be addressed (solved), criteria used to evaluate policy alternatives (solutions), the policy alternatives, principle findings from the analysis, and identification of preferred alternative.

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| ~~Mid-term exam~~ | ~~80 points~~ |
| **Group Project/Community Service Learning** | |
| • Attend 4 meetings outside of class,* at least 1 policy meeting and at least 1 community meeting (at least 1 related to service learning topic) – 10 points each (total 40)<br>• Complete assigned training on trans issues – 20 points<br>• Primary data collection: minimum 1 interview and write up of interview summary, including illustrative quotes – 50 points<br>• Project tasks as assigned (e.g. data entry, data analysis, contribute to final report, etc.) – 30 points | 140 points |

**Service learning project activities/products (140 points) and reflection (25 points) – Due by April 16, 2018**

The service learning project will involve primary data collection through in-depth interviews with a minimum of 1 transgender patient about their experiences seeking healthcare in the emergency department. Students will conduct and write up the interview and summarize the key points covered, including illustrative quotes. All students will complete training on how to conduct an indepth interview as well as on trans issues, cultural sensitivity, and working with trans people prior to conducting interviews. Other service learning products assigned during the semester will be due at this time also.

Write a reflection about your service learning experience, including the training on trans issues and the trans individuals you met, your interviews, and the meeting(s) you attended related to these issues. We are looking for your personal experience of the experiences, not only a summary of what happened. Use the following questions as a guide: What was your impression of your experience? What did you see and hear? What surprised or challenged you? What, if anything, did you agree and/or disagree with and why? Identify, analyze, and discuss critical challenges and how they were overcome. Connect theory from the class room about intersectionality to your field experience. No more than three pages, double-spaced, 1-inch margins, 12 point font.

**EXAMPLE 2**

*Excerpt of Template D3-2*

CEPH Foundational Competency #16

| 16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis | PUBH 7030: Policy and Leadership | Policy memo: culminating experience that enables students to prepare evidence-based communication and questioning in a current "real-world" public health challenge: that of a controversial issue in which evidence may be incomplete or inconclusive (e.g., e-cigarettes, opioids) |
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*Excerpt of syllabus for PUBH 7030: Policy and Leadership*

**Session 3 – When Prevention Can Kill: Minnesota and the Smallpox Vaccine Program**

TBD

Learning Objectives: Students will be able to
- Select a course of public health action
- Justify decision with evidence
- Respond to criticism of chosen course of action
- Review components of a policy memo

Reading: *When Prevention Can Kill: Minnesota and the Smallpox Vaccine Program*

Assignment: draft a policy memo regarding electronic cigarettes. This is due to be emailed to peer reviewer before session 4. Be sure to review materials on CourseWorks for policy memo instructions and examples.

The policy memo assignment focused on e-cigarettes should specifically:
- Outline strategies for health improvement and elimination of health equities by organizing stakeholders
- Propose of strategies to promote inclusion and equity with public health

programs, policies, and systems
For these dimensions, see the following readings:
- Hartwell et al 2017 *E-cigarettes and equity: a systematic review of differences in awareness and use between sociodemographic groups*Tobacco Control: https://tobaccocontrol.bmj.com/content/26/e2/e85
- Alcalá et al 2016. E-cigarette use and disparities by race, citizenship status and language among adolescents. Addictive Behavior: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4775420/