

DHY MS Student Program Learning Outcomes

	Program Student Learning Outcomes
1	<u>Communication</u> : Interact sensitively, effectively, and professionally with diverse cultures, ethnic groups, socioeconomic backgrounds, and age groups.
1.1 (MPH 18)	<u>Communication</u> : Select communication strategies for different audiences and sectors.
1.2 (MPH 19)	<u>Communication</u> : Communicate audience-appropriate public health content, both in writing and through oral presentation.
1.3 (MPH 20)	<u>Communication</u> : Describe the importance of cultural competence in communicating public health content.
2	<u>Cultural Competence</u> : Integrate knowledge of cultural diversity and its impact on oral health care practices and beliefs in the design of curriculum and/or individual and community-based oral health services.
2.1 (MPH 8)	<u>Planning & Management to Promote Health Competency</u> : Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
2.2 MPH (6)	<u>Public Health & Health Care Systems Competency</u> : 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.
3	<u>Ethics</u> : Conduct professional activities in accordance with ethical standards and values in professional practices and decisions, weighing the effect of decisions on equity, nonmaleficence, beneficence, social justice, and accountability.
4	<u>Evidence-Based Literature Review</u> : Conduct a comprehensive systematic literature search relevant to a specific health issue and critically evaluate evidence gathered.
5	<u>Conduct of Scholarship/Research</u> : Design and implement a scholarly project in an area of emphasis related to education, patient care, or community health.
5.1 (MPH 2)	<u>Evidence-based Approaches to Public Health</u> : Select quantitative and qualitative data collection methods appropriate for a given public health context.
6	<u>Data Analysis</u> : Recognize appropriate scientific and analytical methods and interpret research data related to the education, oral health care, and/or dental public health.
6.1 (MPH 3)	<u>EB Approaches to PH</u> : Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
6.2 (MPH 4)	<u>EB Approaches to PH</u> : Interpret results of data analysis for public health research, policy or practice.
7	<u>Dissemination of Scholarship/Research</u> : Demonstrate professional writing and presentation skills in the dissemination of research findings.

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8	<u>Health Care Policy & Advocacy</u> : Evaluate the social and political environment to affect policy development and change to facilitate resolution of oral health care issues.
8.1 (MPH 5)	<u>Public Health & Health Care Systems</u> : Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
8.2 (MPH 12)	<u>Policy in Public Health</u> : Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
8.3 (MPH 13)	<u>Policy in Public Health</u> : Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
8.4 (MPH 14)	<u>Policy for Public Health</u> : Advocate for political, social or economic policies and programs that will improve health in diverse populations.
8.5 (MPH 15)	<u>Policy for Public Health</u> : Evaluate policies for their impact on public health and health equity.
9	<u>Administration & Management</u> : Apply basic managerial, administrative and human relations skills in a team-based organization.
9.1 (MPH 10)	<u>Planning & Mmgt to Promote Health</u> : Explain basic principles and tools of budget and resource management.
10	<u>Disease Prevention & Health Promotion</u> : Recognize risk level for health conditions and plan interventions that promote healthy lifestyles for individuals, families and communities.
10.1 (MPH 9)	<u>Planning & Mmgt to Promote Health</u> : Design a population-based policy, program, project or intervention
10.2 (MPH 11)	<u>Planning & Mmgt to Promote Health</u> : Select methods to evaluate public health programs.
PUBLIC HEALTH CONCENTRATION	
PH1 (MPH 1)	<u>EB Approaches to PH</u> : Apply epidemiological methods to the breadth of settings and situations in public health practice
PH2	<u>Disease Prevention & Health Promotion</u> : Plan and implement interventions that promote healthy lifestyles for individuals, families and communities.
PH3	<u>Collaborative Healthcare</u> : Form therapeutic partnerships to facilitate informed decision-making, positive lifestyle changes, and appropriate self-care for individuals, families, and communities.
PH4	<u>Comprehensive Health Promotion</u> : Promote an oral health component to improve total health within a multidisciplinary context.
PH4.1 (MPH 21)	<u>Interprofessional Practice</u> : Perform effectively on interprofessional teams.
PH5	<u>Coalition Building</u> : Participate in coalitions to integrate oral health care within other health and social service organizations.
PH6	<u>Consumer Advocacy</u> : Participate in committees, boards, or task forces to advocate for access to quality, cost-effective oral health care for the underserved.

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PH7	<u>Manager Role</u> : Demonstrate foundational understanding and ability to implement the roles of a manager including: administrative, leadership, interpersonal and resource development based on the needs of the target population, community setting and stakeholders involved.
EDUCATION CONCENTRATION COMPETENCIES	
ED1	<u>Curriculum Development</u> : Integrate educational theories, research, technology, and professional standards into the design, implementation, and evaluation of curriculum.
ED2	<u>Curriculum Management</u> : Design a curriculum management plan that promotes continuous quality improvement in the program curriculum and responds to the need for change in a timely manner.
ED3	<u>Course Design</u> : Design and implement a course in a variety of educational settings utilizing teaching strategies based on educational theory and methods that foster student-centered learning.
ED4	<u>Teaching Methodology</u> : Foster cognitive, psychomotor, and affective development of learners through integration of a variety of learning strategies to meet the needs of individual learning styles and unique learning needs of diverse learners.
ED5	<u>Evidence-Based Practice in Teaching</u> : Plan, utilize, and analyze evidence-based assessment and evaluation strategies in the cognitive, psychomotor, and affective domains that are appropriate to the setting and learner needs.
ED6	<u>Facilitating Learning</u> : Create a positive learning environment that facilitates and supports learners' in thoughtful self and peer assessment as well as continuing professional development.
ED7	<u>Critical Analysis of Instruction</u> : Model critical and reflective thinking to their learners through effective course design combined with ongoing revisions to improve teaching practices in order to facilitate student learning and development of critical thinking.
ED8	<u>Effective Course Evaluation</u> : Create tools for assessing clinical skills and professional judgment.
ED9	<u>Advanced Professional Development</u> : Maintain the professional knowledge and skills necessary to instruct learners at a level that meets or exceeds recognized standards of care.
ED10	<u>Advocacy in Academia</u> : Develop networks, collaborations, and partnerships to enhance the profession's influence within the academic community.
ED11	<u>Change Agent in Education</u> : Design and implement innovative and creative practices to bring about change in educational environments while still meeting professional and regional accreditation standards.