MPH Program Coordinator Report: April 5, 2017

My report this month will be brief.

The program revision will be voted on by senate later this month. The Health Ed certificate goes to CHHS CC on the 10th.

The week after spring break, I held a student forum to go over the revised program with students. Recall, all students have the option of staying in the program of their catalogue year of entry (the current program) or transition to the revised program. I also sent out the slide sets to the students.

Also during that week, we held our external advisory committee meeting. I commend all of you who took part in the interactive process of eliciting a list of skills/competencies and guiding statements. While I don’t have formal minutes of the meeting, I’ve consolidated information from the groups, which I’ve hyperlinked in the agenda.

Our next steps -- some of which I hope to accomplish at this meeting – are to vote in the changes to the mission and values, discuss/vote on the mission, and decide how to approach our goals. These are joint MPH-BSPH tasks, as the guiding statements are for both programs.

We also need to create five unique competencies for the MPH program. Most of the skills identified during both the faculty (January workday) and external advisors are subsumed within the CEPH foundational competencies (FC) and/or foundation knowledge (FK). So, because of our call to produce practice-ready graduates, I reviewed the core competencies for public health professionals for inspiration, as well as the goal statements from the group, and came up with some proposed competency suggestions/starting points for discussion:

* Apply health behavior theories and models to address public health problems.
* Gather and synthesize valid information to inform options for public health practice and research.
* Describe financial analysis methods used in making decisions about policies, programs, and services (e.g. cost-effectiveness, cost-benefit, cost-utility analysis, return on investment)
* Describe the roles of history, power, privilege and structural inequality in producing health disparities.
* Integrate social determinants into public health science, practice, and research.
* Identify the direct and indirect population health effects of environmental hazards (biological, chemical and physical) on humans, animals and the ecology

While there is a substantial amount of work to do both collectively and individually before the end of the semester and in preparation for fall, we are in good shape for the interim report and the curricular transition.

In closing, I want to congratulation Zona for winning the much-coveted CHHS Graduate Student of the Century (1/100th) Award. It’s a much deserved honor.