

Steering Committee

for

MPH & BSPH

Curricular Transition

Steering Committee Agenda
December 2, 2016

I. Introductions

II. Overview & Purpose of Steering Committee

III. Overview of MPH curricular criteria changes

- A. Foundational Knowledge
- B. Foundational Competencies
- C. Applied Practice Experiences
- D. Integrative Learning Experiences

IV. Overview of BSPH curricular criteria changes

- A. Foundational Domains
- B. Foundational Competencies
- C. Cross-cutting Concepts and Experiences
- D. Cumulative and Experiential Activities

V. Implications to Concentrations

- A. Staffing
- B. Concentration Competencies
- C. Concentrations vs Certificates

VI. Steering Committee Charges

- A. Minimal and Desired Skills, linked to competencies (where possible)
 - i. MPH
 - ii. BSPH
- B. Opportunities for applied practice experiences beyond internship
 - i. curricular
 - ii. extra-curricular
- C. Concentrations: Stay or go?

VI. Transition Plan

- A. Curricular Assessment (in progress): Courses required of all MPH and BSPH students
- B. Faculty Workdays: Jan 9 – 10
 - i. Courses: Modify or create
 - a. Embed skills detailed from VI.A
 - ii. Create policies/procedures to support curricular changes

VII. Questions/Wrap up/ Adjourn

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Committee Overview

Purpose of Committee: Provide suggestions and critical feedback to the MPH and BSPH programs during curricular transition to new accreditation criteria.

Anticipated Timeline:

Task	Dec 16	Jan 17	Feb 17	Mar 17	Apr 17	May 17	Aug 17	Sep 17	Oct 17	Nov 17	Dec 17
SC: Convene /Orient -- Initial thoughts on concentrations, APE, ILE	X X										
Curricular analysis (faculty)	X	X									
SC: Identify skills: min/desired	X	X	X								
Faculty Workdays -- Identify course revisions -- Identify courses to create -- Identify program changes		X X X									
Program/Course Revisions: -- DPH approval -- CHHS approval -- UCC or GCC approval -- Senate Approval		X	X	X		X					
SC: Meeting: Review Changes			X								
SC: APE & ILE opportunities			X	X	X	X					
-- Revise p/p -- Revise handbook -- Revise course materials				X	X--- X---	---X ---X					
SC: Meeting: Progress Update						X					
New Curriculum in effect							X				
SC: Meeting: Review compliance report										X	
Compliance Report to CEPH											X

MPH Changes

MPH Foundational Knowledge

Purpose: Ensure all MPH students are grounded in PH knowledge.

Requirement: Validate knowledge of all 12 learning objectives (or higher-order versions thereof)

Profession & Science of Public Health
1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge
Factors Related to Human Health
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)

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Possible Strategies:

- a test or other assessment tools that address the learning objectives, or higher-level versions of the same objectives
- an online or in-person course, for credit or not-for-credit, that incorporates the learning objectives listed above, or higher-level versions of the same objectives
- including the learning objectives, or higher-level versions of the same objectives, in courses required of all MPH students

MPH Foundational Competencies

Purpose: Ensure courses common to all MPH students are informed by PH core disciplines and cross-cutting and emerging PH areas.

- Requirements:**
1. Align required courses with competencies.
 2. Identify specific assessment for each competency.
 3. Assess all MPH students on each competency at least once.
 4. Collect student samples for each competency.

Evidence-based Approaches to Public Health
1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice
Public Health & Health Care Systems
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. 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
Planning & Management to Promote Health
7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs
Policy in Public Health
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity
Leadership
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges
Communication
18. Select communication strategies for different audiences and sectors

19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content
Interprofessional Practice
21. Perform effectively on interprofessional teams
Systems Thinking (waiting on technical assistance paper from CEPH)
22. Apply systems thinking tools to a public health issue

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Required Strategies (In Progress/Planned):

- Curricular review to identify competencies currently being met, how they're being met, and how they're being assessed.
- Revise courses to address gaps identified in curricular review
- Revise core curriculum, as needed.

Possible Strategies:

- Build in desired skill sets; ensure minimal skills

MPH Applied Practice Experience

Purpose: Ensure all MPH graduates demonstrate competency attainment.

Requirements: At least two student-produced products that demonstrate at least five competencies (at least three must be foundational competencies).

Possible Strategies:

- a practicum or internship completed during a summer or academic term
- course-based activities (eg, performing a needed task for a public health or health care organization under the supervision of a faculty member as an individual or group of students)
- activities linked to service learning, as defined by the program, school or university
- co-curricular activities (eg, service and volunteer opportunities, such as those organized by a student association)
- a blend of for-credit and/or not-for-credit activities

NOTE: Applied practice experiences may involve governmental, non-governmental, non-profit, industrial and for-profit settings or appropriate university-affiliated settings. To be appropriate for applied practice experience activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate.

MPH Integrative Learning Experience

Purpose: All MPH graduates must demonstrate synthesis of foundational and concentration competencies.

Requirement: All students must produce “high quality” written product that is ideally, developed and delivered in a manner that is useful to external stakeholders, such as non-profit or governmental organizations. Written products might include the following: program evaluation report, training manual, policy statement, take-home comprehensive essay exam, legislative testimony with accompanying supporting research, etc.

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Possible Strategies:

- practice-based project;
- essay-based comprehensive exam;
- capstone course;
- integrative seminar.

BSPH Changes

BSPH Foundational Domains

Purpose: Ensure curriculum addresses the foundational domains

Requirement: Identify courses common to all BSPH students that introduce and reinforce each domain

Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
1. Public Health History
2. Public Health Philosophy
3. Core PH Values
4. Core PH Concepts
5. Global Functions of Public Health
6. Societal Functions of Public Health
Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice
7. Basic Concepts of Data Collection
8. Basic Methods of Data Collection
9. Basic Tools of Data Collection
10. Data Usage
11. Data Analysis
12. Evidence-based Approaches
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations
13. Population Health Concepts
14. Introduction to Processes and Approaches to Identify Needs and Concerns of Populations
15. Introduction to Approaches and Interventions to Address Needs and Concerns of Populations
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course
16. Science of Human Health and Disease
17. Health Promotion
18. Health Protection
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
19. Socio-economic Impacts on Human Health and Health Disparities
20. Behavioral Factors Impacts on Human Health and Health Disparities
21. Biological Factors Impacts on Human Health and Health Disparities
22. Environmental Factors Impacts on Human Health and Health Disparities

Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
23. Introduction to Planning Concepts and Features
24. Introduction to Assessment Concepts and Features
25. Introduction to Evaluation Concepts and Features
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries
26. Characteristics and Structures of the U.S. Health System
27. Comparative Health Systems
Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government
28. Legal dimensions of health care and public health policy
29. Ethical dimensions of health care and public health policy
30. Economical dimensions of health care and public health policy
31. Regulatory dimensions of health care and public health policy
32. Governmental Agency Roles in health care and public health policy
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology
33. Technical writing
34. Professional writing
35. Use of Mass Media
36. Use of Electronic Technology

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Required Strategies (In Progress/Planned):

- Curricular review to identify competencies currently being met, how they're being met, and how they're being assessed.
- Revise courses to address gaps identified in curricular review
- Revise core curriculum, as needed.

Possible Strategies:

- Where applicable, build in desired skill sets; ensure minimal skills.

BSPH Foundational Competencies

Purpose: Ensure curriculum provides all students with opportunities to develop competencies.

Requirement:

1. Align required courses with competencies.
2. Identify specific assessment for each competency.
3. Assess all MPH students on each competency at least once.
4. Collect student samples for each competency

1. Public Health Communication: Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences
Oral communication
Written communication
Communicate with diverse audiences
Communicate through variety of media
2. Information Literacy: Students should be able to locate, use, evaluate, and synthesize information
Locate information
Use information
Evaluate information
Synthesize information

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Required Strategies (In Progress/Planned):

- Curricular review to identify competencies currently being met, how they're being met, and how they're being assessed.
- Revise courses to address gaps identified in curricular review
- Revise core curriculum, as needed.

Possible Strategies:

- Build in desired skill sets; ensure minimal skills

BSPH Cross-Cutting Concepts & Experiences

Purpose: Expose students to concepts and provide experiences necessary for success in the workplace, further education, and lifelong learning.

Requirement: Identify how curricular and co-curricular experiences address concepts.

1. Advocacy for protection and promotion of the public's health at all levels of society
2. Community dynamics
3. Critical thinking and creativity
4. Cultural contexts in which public health professionals work
5. Ethical decision making as related to self and society
6. Independent work and a personal work ethic
7. Networking
8. Organizational dynamics
9. Professionalism
10. Research methods
11. Systems thinking
12. Teamwork and leadership

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Required Strategies (In Progress/Planned):

- Curricular review to identify competencies currently being met and how they're being met
- Revise courses to address gaps identified in curricular review

Possible Strategies:

BSPH Cumulative & Experiential Activities

Purpose: Synthesize and apply knowledge through cumulative and experiential activities.

Requirement: All BSPH students complete a cumulative, integrative, and scholarly or applied experience or inquiry project that serves as a capstone to the educational experience.

Possible Strategies:

- Internships;
- service-learning projects;
- senior seminars;
- portfolio projects;
- research papers

Note: Programs should encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

Changes to Concentrations

Concentrations

Faculty Requirements: 3 primary instructional faculty per concentration

- FT employee
- Regular responsibility to instruction
- > 50% FTE to program

1 additional primary faculty per additional degree level

- ENV and HE = 4 primary faculty
- Generalist = 3

Competency Requirements: Five competencies minimum for each concentration

Issues to Consider:

- Faculty compliance
- EOHS MS → reduced applicants, reduced faculty
- Environmental Health graduate certificate
- Worksite Health Promotion graduate certificate: 2 of 3 required health ed classes
- How applicable/marketable are current concentrations?
- Certificates vs Concentrations
 - No primary faculty requirements
 - No competency requirements UNLESS students are required to get certificate

Possible Strategies:

- Do away with concentrations
 - No concentration = generalist MPH

Committee Charges

Committee Charges

December Meeting

Input

- Concentrations: Should they stay or go?
- MPH applied practice experiences: Keep internship as is or change?

Tasks

- Identify minimal and desired skills, linked to competencies (where possible)
 - MPH
 - BSPH