

CEPH

Council *on* Education *for* Public Health

# The Compliance Report

A How-To Guide for a Successful Submission

October 11, 2018

# Submit questions throughout presentation

**All participants will be muted. If you have a question, enter it here!**



The screenshot shows a presentation control interface with the following elements:

- Dashboard
- Attendees: 1 of 501 (max)
- Polls (0/1)
- Questions (expanded)
- Show Answered Questions
- Table with columns: X, Question, Asker
- Send Privately (with person icon)
- Send to All (with group icon)
- Handouts: 0 of 5
- File upload area: Drag & drop a file, Choose a file
- Chat
- [Type message here]
- To: All - Entire Audience
- Send button

**CEPH staff will answer questions at the end of the presentation**

# Agenda

- General guidelines
- Form & technical matters
- Substance—what are we looking for?
- Q&A period

# Mark Your Calendar

- All accredited schools and programs must come into compliance with the 2016 Criteria by December 31, 2018
- “Option A” compliance report must be submitted to [submissions@ceph.org](mailto:submissions@ceph.org) no later than COB **January 9, 2019**



Council on Education for Public Health

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December 1, 2016

Donald Duck, DrPH  
Dean  
University of Disney  
School of Public Health  
Orlando, FL 32802

[submissions@ceph.org](mailto:submissions@ceph.org)

Dear Dean Duck:

On October 8, 2016, the Council on Education for Public Health adopted revised [Accreditation Criteria](#) for schools and programs in public health. All currently-accredited schools and programs, as well as schools and programs who become accredited, must demonstrate compliance with the revised criteria by December 31, 2018. This letter explains the steps that you must take in order to document compliance and maintain accreditation.

Your current accreditation term expires on 12/31/2022, and your next full review will include submission of a self-study document six to ten months before the expiration date. Your next full accreditation review will be conducted using the 2016 criteria. CEPH staff will contact you approximately two years before the expiration of your accreditation term to schedule a site visit. Prior to your next self-study submission, however, you must complete the following steps.

- 1) Complete [annual reporting](#) to CEPH on your regular schedule. The 2016 annual report is due on December 9, and subsequent annual reports will have similar due dates. Beginning with the report due in December 2018, the annual report will request faculty information in a format consonant with Criterion C2 in the 2016 criteria, and schools' and programs' faculty resources will be assessed based on Criterion C2's expectations.
- 2) Submit a [compliance report](#) to CEPH ([submissions@ceph.org](mailto:submissions@ceph.org)) by **January 9, 2018**. There are two options for this compliance report: Option A & Option B.
  - Schools and programs who choose Option A will have no additional compliance reporting. They may have additional required interim reporting on any areas of noncompliance identified during their regular review process or in relation to the compliance report.
  - Schools and programs who choose Option B will **also** be required to submit a report in the format of Option A no later than **January 9, 2019**. After submission of the 2018 report, they may be required to have a consultation visit with CEPH staff in preparation for the 2019 report. After submission of the 2019 report, they may have additional required interim reporting on any areas of noncompliance identified during their regular review process or in relation to the compliance report.

#### Option A

Complete the Option A Compliance Report Form available on the [CEPH website](#). The form requires completion of the following templates from the 2016 criteria, as well as additional documents indicated below. Provide narrative explanations only if necessary.

- Template Intro-1
- Template D1-1 (methods of assessing fundamental public health knowledge) for MPH
- Syllabi for all courses referenced in Template D1-1
- Template D2-2 (MPH foundational competencies)
- Syllabi for all courses listed in Template D2-2
- Template D1-1 (methods of assessing fundamental public health knowledge) for DrPH
- Syllabi for all courses referenced in Template D1-1 for DrPH
- Template D3-2 (DrPH foundational competencies)
- Syllabi for all courses listed in Template D3-2
- Templates D17-1, D18-1 and D19-1 (introductory public health knowledge)
- Syllabi for all courses listed in the templates

# Locate the templates



Council on Education for Public Health

[About CEPH](#)  
[Who We Accredit](#)  
[Criteria & Procedures](#)  
[For Schools and Programs](#)  
[For Students](#)  
[For Site Visitors](#)

[Considering Accreditation](#)
[Preparing for a Review](#)
[FAQs and Webinars](#)
[Submissions to CEPH](#)
[Fee Schedule](#)

## Submissions to CEPH

What?	Who?	When?	Submission Information	Further Information
<b>Compliance Report</b>	All accredited SPH and PHP with expiration dates <ul style="list-style-type: none"> <li>In 2016</li> <li>In 2017</li> </ul>	January 9, 2019	Option A – submit full compliance report  1 electronic copy to <a href="mailto:submissions@ceph.org">submissions@ceph.org</a>	Implementation plan <ul style="list-style-type: none"> <li>Submit the report in Excel format (not PDF)</li> </ul>

# Organizing the templates

INSTRUCTIONAL MATRIX						
Instructional Matrix - Degrees and Concentrations						
Bachelor's Degrees			Categorized as public health	Campus based	Executive	Distance based
Public Health			BS, BA	X	BPH	
Master's Degrees		Academic	Professional			
Health Management, Administration, and Policy			MPH	X		MPH
Community Health Education			MPH	X	MPH	MPH
Joint Degrees		Academic	Professional			
	Existing concentration	Joint-specific concentration				
Social Work	Community Health Education			X	MPH/MSW	



# Organizing the templates




















Intro-1	D1-1 (MPH)	D2-2 (MPH)	D1-1 (EMPH)	D2-2 (EMPH)	D1-1 (MD-MPH)	D2-2 (MD-MPH)
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# What will the submission look like?



# An illustration

Name	Date modified	Type	Size
 Supporting documents.zip	10/1/2018 11:52 AM	Compressed (zipp...	3,294 KB
 Templates.xlsx	1/19/2018 2:31 PM	Microsoft Excel W...	70 KB
..			
 Appendix 1 Triple Aim IPE Curriculum Fr...	1/19/2018 2:31 PM	Adobe Acrobat D...	185 KB
 Appendix D3-2-1 DrPH Dissertation Polici...	1/19/2018 2:31 PM	Adobe Acrobat D...	642 KB
 Ap  Bachelor's syllabi & documents	10/1/2018 11:59 AM	File folder	82 KB
 BIC  Doctoral syllabi & documents	10/1/2018 12:00 PM	File folder	31 KB
 EN  MPH syllabi & documents	10/1/2018 11:59 AM	File folder	228 KB
 EPI			169 KB
 EPID 6001 Instructional Methods and Tea...	1/19/2018 2:31 PM	Adobe Acrobat D...	397 KB
 EPID 6401 Advanced Public Health Practi...	1/19/2018 2:31 PM	Adobe Acrobat D...	123 KB
 HBHE 5104 Introduction Health Behavior ...	1/19/2018 2:31 PM	Adobe Acrobat D...	268 KB
 HPMT 5003 Introduction to Public Healt...	1/19/2018 2:31 PM	Adobe Acrobat D...	277 KB
 HPMT 5123 The Health Care System.pdf	1/19/2018 2:31 PM	Adobe Acrobat D...	251 KB
 HPMT 5124 Health Systems Strategic Pla...	1/19/2018 2:31 PM	Adobe Acrobat D...	187 KB
 HPMT 6114 Advanced Public Health Poli...	1/19/2018 2:31 PM	Adobe Acrobat D...	432 KB
 HPMT 6426 Racial and Ethnic Disparities....	1/19/2018 2:31 PM	Adobe Acrobat D...	271 KB

# Tips for attachments

- Matching titles for syllabi

5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	EPI 501 Principles of Epidemiology (levels of prevention and screening); CHB 501 Study of Health Behavior Online or Seated (levels of prevention and health promotion)
6. Explain the critical importance of evidence in advancing public health knowledge	EPI 501 Principles of Epidemiology; PUB 530 Introduction to Health Care Organization
7. Explain effects of environmental factors on a population's health	EEH 550 Environmental Health

- Logical title for any other documents with course number

# Syllabus

- Didactic preparation
- Easy to follow course content timeline
- Course assessments



# Examples of successful template (1 of 2)

1. Apply epidemiological methods to the breadth of settings and situations in public health practice.	MPH 511 Principle of Epidemiology	Epiville Modules Assignments- SARS Outbreak Study I, Ecologic Study, RCT, Cohort Study, Case Control Study, Bias, Confounding, Causation: Students apply epidemiologic methods within the context of a mock town that experiences various health issues. Modules address a wide range of setting and situations. The students complete a range of activities online and submit discussion questions to the faculty instructor that allow an assessment of this competency.
	MPH 521 Environmental Determinants of Health	Exam 1: Epidemiological-based questions on the role of population based studies in describing, analyzing, and drawing causal links between environmental exposures and disease. Zoonotic Presentations: Students present on the epidemiology of a zoonotic disease.
	MPH 581 Research Methods	Final Project: Students are required to design a research study through the application of various epidemiological principles of study design.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.	MPH 511 Principle of Epidemiology	Epiville Modules-Outbreak Study I, Ecologic Study, RCT, Cohort Study, Case Control Study: Students select appropriate quantitative data collection methods within the context of a mock town that experiences various health issues.
	MPH 512 Principle of Biostatistics	Exam #1: contains question that require students to select the appropriate data collection method for different study designs and research problems.
	MPH 581 Research Methods	Midterm: contains questions on different qualitative and quantitative data collection methods such as focus groups, in depth interviews, and surveys.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.	MPH 511 Principle of Epidemiology	Tests 1-5 include questions that require students to calculate and analyze various types of epidemiological data.
	MPH 512 Principle of Biostatistics	SPSS Assignment: students complete SPSS assignments that require them to create datasets, generate plots and run various statistical tests.
	MPH 581 Research Methods	Qualitative Analysis of a Focus Group Transcript: student groups interpret and analyze a focus group transcript of a community health issue, and submit a report of the emerging themes.

# Examples of successful templates (2 of 2)

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	PH212. Biostatistics	PH212. Analyze data using Stata, interpret the results of analysis, and write up the results in a weekly summative assignment.
	PH214. Qualitative & Survey Research Methods	PH214. (PH214 Coding Data Exercise) Conduct and code interviews, and write a data results section for a qualitative paper.
	PH216. Applied Epidemiology	PH216. Interpret the findings from a primary data analysis, to effectively present those findings in tables (including the proper presentation of data within a table and the proper flow or ordering of data across tables), and to correctly summarize the findings of the entire analysis.

8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.	MPH 513 Program Planning and Evaluation	<b>Assignment 3, Criterion 1:</b> students describe how their target audience's cultural values and practices are incorporated in the theme, delivery channels, scope & sequence, and program material and methods of their proposed PH program.
	MPH 522 Social and Behavioral Theories in PH	<b>Final Exam-Case Scenario 1:</b> students are required to describe and propose a theory-based PH program that is culturally tailored to improve access to a community health clinic among an immigrant population, and discuss why culturally tailoring the program is critical to reach and have an impact on the target population.
	MPH 527 Race, Cultural Competency, and PH	<b>Final Project:</b> Students are required to critically evaluate a current cultural competency program by applying their gained racial analysis and awareness around what produces health inequalities.

• <b>Assignment 4</b>	Cultural Racism; Color-blind racism and its central frames; Relationship between racial thinking and political and economic disenfranchisement
• <b>Assignment 5</b>	History of multiculturalism; debates and definitions within multiculturalism
• <b>Assignment 6</b>	Medicalization; historical changes in medicine; <u>biologization</u> of Violence; Black Panther Party health activism
• <b>Assignment 7</b>	Public health history in Chinatown San Francisco during 19 <sup>th</sup> to 20 <sup>th</sup> century and Mexicans in Los Angeles Racial during early 20 <sup>th</sup> century; race thinking and racial oppression acted out through public health departments and campaigns
• <b>Assignment 8</b>	Racialization and medicalization of Puerto Rican women and the role of health institutions and campaigns; Medicalization of resistance movements
• <b>Assignment 9</b>	Role of research in maintaining racial oppression; postcolonial genomics theories and race thinking; case study of Mexico and global dimensions of the commodification of ancestry
• <b>Assignment 10</b>	Relationship between “culturally” biased knowledge production, race thinking, and public health through reviewing HIV and sex work in India; relationship between global health disparities in HIV/STI’s and globalization; review of imperialism and colonialism
• <b>Assignment 11</b>	History of cultural competency; definitions of it; critiques of cultural competency; introduction of critical cultural competency
• <b>Assignment 12</b>	Cultural Competency skills and tools; healthcare administration and cultural competency; teaching cultural competency in medicine

#### Student-Led Class Discussion (10%)

For select class sessions, a small group of students will be required to lead the class in a discussion that lasts for 45 minutes. The style, techniques, and format of the discussion are up to the student. The discussion should be based on the readings that were assigned for that day. Refer to the end of the syllabus to see the grading rubric for this requirement. The final points each group receives will be a weighted average of the points given by the instructor and fellow classmates.

Total Points = .5(Instructor Points) +.5 (Average of Classmate Points)



#### Final Project (30%)

Each group is required to find a self-described culturally competent health program (program, curriculum, or research study) for critical review. For this final project requirement, the **deliverables are**:

- Submission of chosen program/curriculum/research project to the professor for approval by email before **November \_\_\_\_\_, 2018 at 6pm.**
- Final paper to be submitted on Blackboard by **December \_\_\_\_\_, 2018 at 6pm.**
- Final presentation to be given in class on **December \_\_\_\_\_, 2018.**

Refer to the rubric at the end of the syllabus for more details on the paper and presentation.

# Other supporting documents (1 of 2)

- Help with competency validation
- Writing prompts, quizzes, exams, homework sets
- Give us the evidence!





# Other supporting documents (2 of 2)



Appendix 1 Triple Aim IPE Curriculum Fr...	1/19/2018 2:31 PM	Adobe Acrobat D...	185 KB
Appendix D3-2-1 DrPH Dissertation Polici...	1/19/2018 2:31 PM	Adobe Acrobat D...	642 KB
Appendix D3-2-2 Quarterly Seminar - DrP...	1/19/2018 2:31 PM	Adobe Acrobat D...	82 KB
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ENVH 5102 Environmental and Occupati...	1/19/2018 2:31 PM	Adobe Acrobat D...	228 KB
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# Do I have the right assessment activities?

## Did you teach it?

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

## Are you assessing the competency... or are you looking at something loosely related to the competency?

12. **Discuss** multiple **dimensions of the policy-making process**, including the roles of ethics and evidence

# Some additional examples...

14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	HSC 530: U.S. Health Care Policy	Policy Analysis and Presentation discusses advocate for political, social or economic policies and programs for racial/ethnic minorities, uninsured populations, and older adults.
10. Explain basic principles and tools of budget and resource management	CHLH 410 ( [REDACTED] ) Public Health Practice	<p><b><u>Public health finance lecture: in-class activity.</u></b>            Budget cuts case study: <b><u>written activity and in-class activity.</u></b>            Hunger and health case study: <b><u>written activity.</u></b>            Culturally appropriate services case study: written activity.</p>
	CHLH 410 ( [REDACTED] ) Public Health Practice	<p><b><u>Financial management Quiz</u></b>  <b><u>Final exam.</u></b></p>

# Help us for a smooth review!

- One Excel file
- Detailed templates
- Searchable syllabi
- Course content & timeline in syllabus
- Other documentation
- Matching titles
- Double check
- Submit early!

**Deadline:**  
**January 9, 2019**



Contact us with any questions!

[submissions@ceph.org](mailto:submissions@ceph.org) or (202) 789-1050