Case Studies on New MPH Curriculum
Examples from accredited schools and programs on coming into compliance with difficult competencies
June 8, 2018
Logistics

- Up to 1.0 CPH recertification credit may be earned at this event

- If you have a question, type it here!
Featured Institutions

Drexel University
School of Public Health

St. George's University
Public Health Program

University of Nevada, Reno
Public Health Program

Charles R. Drew University
Public Health Program

James Buehler, MD
Clinical Professor
Health Management and Policy

Martin St. Clair Forde, ScD, P. Eng
Chair
Public Health and Preventive Medicine

Roy Oman, PhD, FAAHB
Director
Graduate Program Studies

Sondos Islam, PhD, MPH, MS
Director
MPH Program
CEPH Webinar

June 8, 2018

James W. Buehler, MD
Clinical Professor, Department of Health Management & Policy
and
MPH Program Director, Office of the Associate Dean for Academic & Faculty Affairs

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Overview of Dornsife SPH

- CEPH-Accredited School
- CEPH site visits
  - Last: 2014
  - Next: 2021
- Primary instructional faculty: 58

<table>
<thead>
<tr>
<th>Degrees</th>
<th>2017-2018 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad (BS)</td>
<td>82</td>
</tr>
<tr>
<td>MPH</td>
<td>184</td>
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<tr>
<td>MPH – Executive</td>
<td>65</td>
</tr>
<tr>
<td>MS</td>
<td>22</td>
</tr>
<tr>
<td>DrPH</td>
<td>26</td>
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<tr>
<td>PhD</td>
<td>19</td>
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<tr>
<td>MD-MPH</td>
<td>7</td>
</tr>
<tr>
<td>JD-MPH</td>
<td>1</td>
</tr>
<tr>
<td>MBA-MPH</td>
<td>(new)</td>
</tr>
<tr>
<td>MPH - Online</td>
<td>(in planning)</td>
</tr>
<tr>
<td>PA-MPH</td>
<td>(in planning)</td>
</tr>
</tbody>
</table>
MPH Redesign Timeline (1)

• **2014.** Dean charged faculty/staff task force to evaluate the MPH program and recommend redesign to meet “external and internal challenges.”

• **May 2016.** Task force recommendations endorsed by faculty
  – 64 to 56 credits (6 to 5 quarters)
  – New DSPH competencies
  – Replace discipline-specific core courses with interdisciplinary core courses
  – Retain practical experience (non-credit)
    • Breadth: multiple brief activities, seminars, etc. during 1st year
    • Depth: community placement typically during summer
  – Replaced “community-based masters project” with ILE (2nd year)
    • Managed by departments for each major (Epi, HMP, CHP, EOH)
  – Need to revise courses for majors
MPH Redesign Timeline (2)

• **2016-2017.** Planned integrated core courses
  – Two 2-quarter (20-week) courses (16 credits total)
    • PH Foundations & Systems
    • PH Research Methods
  – Developed by cross-dept. faculty teams
    • Aligned with 2016 CEPH criteria
    • School- and University-level approvals of initial syllabi
    • Finalized in summer 2017, inc. detailed syllabi, lecture responsibilities, assignments, evaluations, and CEPH tables
    • Team leads met regularly with MPH director
  – Half-day workshop on team teaching (summer)
  – Parallel revisions to curriculum and required courses for majors: CHP, EOH, Epi, HMP
  – Options for minors added
MPH Redesign Timeline (3)

• **2017-18**: Launched new core courses and curriculum
  – Faculty team members attended all core-course lectures (Two 80-min lectures/week/class)
  – Graduate fellows led weekly 2-hour break-out (“lab”) sessions
  – Weekly instructional team meetings
  – MPH director met periodically with team leads
  – Fall to Winter quarter mid-course adjustments
  – Special evaluation activities
    • Doctoral candidate implemented
    • Students, staff advisors, course faculty
• No textbook
• Chapters, journal articles, web pages provided via course webpage (Blackboard)
Successes & Challenges

• Foundations & Systems well received
  – Consistent team membership from proposal to implementation
  – Most lectures shared by 2
  – Modelled inter-dependence of PH disciplines in problem-based approach

• Methods more difficult to implement
  – Inherently less amenable to integrated approach
  – Perceived “choppiness” in flow of content
  – Stylistic differences between intro epi content in core and course for majors

• Second year (2018-19)
  – Modifications based on 1st year experience
  – Improve connections between Foundations & Systems and Methods courses
  – Improve interface between core courses and required courses in majors
  – How to improve experience of students who were PH majors as undergrads?
  – Continue evaluation activity

• Faculty teaching credit
  – Faculty effort required >>> # of credits / # of team members
  – Year 1: Each team member received credited for 9 credits of effort for teaching in 2 4-credit courses (36 faculty credits granted per 8 credits of courses)
  – Year 2: Decrease to 6
D2. MPH Foundational Competencies, Policy in Public Health
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes

Foundations & Systems & Course:
• Four 5-week modules
• Each with Theme and Primary Example

Module 1: Determinants of health: Tobacco
Module 2: Human Rights, Ethics, History: Vaccines
Module 3: Translating knowledge into action: Substance Use and Misuse

1. Understand how programs, policies or interventions at different levels can be used to improve population health
2. Be familiar with the processes through which policies and interventions are developed
3. Be able to identify an intervention or strategy appropriate for a specific problem and design an implementation plan
4. Understand the role of cultural context and economic principles in designing and implementing policy and interventions
5. Have the skills and attitudes necessary to work with diverse groups in productive, mutually beneficial, respectful, inclusive and equitable partnerships with the goal of improving health
6. Have the attitudes and skills necessary to be an effective public health advocate

Module 4: Public Health Leadership: Emerging Infectious Diseases
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/8</td>
<td>Determinants of health/history of addiction/biology of addiction</td>
<td>MY, TS</td>
<td>Week 1</td>
</tr>
<tr>
<td>1/10</td>
<td>Theories and Models in Social and Behavioral health</td>
<td>AB, MY</td>
<td>Discussion Board 4 posted</td>
</tr>
<tr>
<td>1/15</td>
<td>No Class</td>
<td></td>
<td><strong>Discussion Board 4 closed</strong></td>
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<tr>
<td></td>
<td>Martin Luther King Birthday</td>
<td></td>
<td>Week 2 Levels of Prevention</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Social-ecological Models</td>
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<tr>
<td>1/17</td>
<td>Levels of Prevention</td>
<td>Alexis Roth</td>
<td>Quiz 4 posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>guest lecturer</td>
<td></td>
</tr>
<tr>
<td>1/22</td>
<td>Current status of opioid epidemic</td>
<td>JF, MY</td>
<td>Quiz 4 due</td>
</tr>
<tr>
<td>1/24</td>
<td>Public policy making: legal-political context</td>
<td>JK, MY</td>
<td>Week 3 Traditional and new media construction of the opioid epidemic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/29</td>
<td>Advocacy and Activism</td>
<td>JK, Dennis Gallagher guest lecturer</td>
<td><strong>Discussion Board 5 closed</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Week 4 Public policy around violence</td>
</tr>
<tr>
<td>1/31</td>
<td>Public Program Planning</td>
<td>Ana Martinez</td>
<td>Module Assessment 3 posted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>guest lecturer</td>
<td>Quiz 5 posted</td>
</tr>
<tr>
<td>2/5</td>
<td>Interventions</td>
<td>CHP guest</td>
<td>Quiz 5 due</td>
</tr>
<tr>
<td>2/7</td>
<td>Public Health leadership: Public program implementation and evaluation</td>
<td>TBD</td>
<td>Week 5 Creating substance use/misuse interventions</td>
</tr>
</tbody>
</table>

Module 3: Translating knowledge onto action: SUBSTANCE USE AND MISUSE
Module 3 final class session

ED and Board Member of **Prevention Point Philadelphia**
- Mission, programs, & services
- History
- Roles of ED and Board
- Funding
- Stakeholders and partners
- Advocacy

[https://ppponline.org/](https://ppponline.org/)
Module 3 Assessment. Policy Memo

Assignment:
You are the Senior Policy Advisor for the New Hampshire Commissioner of Health and Human Services. Your boss has asked you to write her a memo with recommendations on how to address the opioid crisis in your state.


The length of your memo is 1500-1800 words. To do this well, you will need to be clear and concise! The structure of your memo should be as follows:

1. A brief introduction/opening problem statement. You can assume that your boss knows about the issue overall, so this is to define and frame the problem so that your recommendations make sense.

2. A discussion of each of your three recommendations, which should include:
   - What the option/solution is and how it would address the problem
   - What the mechanism is that you would need to implement (e.g., would you need legislative approval? Is it something the Commissioner could do or would it need the Governor’s help?)
   - Who else would need to be involved in the solution—within and outside of government—to make it successful?
   - What challenges are you likely to face in implementation?
   - How would you measure their success?

3. A brief conclusion/closing paragraph.
Foundational requirement for “Academic Public Health Master’s and Doctoral Degrees” (CEPH D17 & D18)

- Online course Pass/Fail (Launches Fall 2018)
- 4.5 credit course offered for zero credits in MS & PhD programs in Epi and Biostats
- Offered by Epi & Biostats Dept (single faculty)
- Assessment: Online test for each course module
  1. History, Development, and Organization
  2. Analytic Tools and Methods
  3. Factors Related to Human Health: Environmental, Biological, and Genetic
  4. Factors Related to Human Health: Social, Psychological, Behavioral, and Political
St. George’s University

THINK BEYOND

Grenada, West Indies
Master of Public Health Program

St. George’s University
School of Medicine
Department of Public Health & Preventive Medicine
Brief History

• MPH **Program** launched in **1999**
• Administered by the Department of Public Health & Preventive Medicine (DPHPM)
• **Administratively Overseen by**
  ▪ School of Medicine
  ▪ School of Graduate Studies
• **Accreditation cycles:**
  ▪ First cycle: **2010-2015**
  ▪ Second cycle: **2015-2022**
MPH Program **Tracks (Specializations)**

- **Freestanding MPH Programs (42 Credits)**
  - Environmental and Occupational Health Track
  - Epidemiology Track
  - Health Management and Administration Track
  - Global Health Track *(100% Online)*

- **MD/MPH Program**
  - Preventive Medicine Track
    - 12 credits from the MD Program

- **DVM/MPH Program**
  - Veterinary Public Health Track
    - 12 credits from the DVM Program
## DPHPM MPH Program:
### Course Requirements

<table>
<thead>
<tr>
<th>Courses</th>
<th>Number to take</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Program-required courses</strong></td>
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<tr>
<td>PUBH 832 Concepts, Practice &amp; Leadership in Public Health</td>
<td>9</td>
<td>27</td>
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<tr>
<td>PUBH 803 Principles of Epidemiology</td>
<td></td>
<td>3</td>
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<tr>
<td>PUBH 804 Principles of Biostatistics</td>
<td></td>
<td>3</td>
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<tr>
<td>PUBH 805 Health Policy and Management</td>
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<td>3</td>
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<tr>
<td>PUBH 806 Social and Behavioral Aspects of Public Health</td>
<td></td>
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</tr>
<tr>
<td>PUBH 807 Principles of Environmental Health</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PUBH 832 Public Health Research Methods &amp; Ethics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PUBH 858 One Health: Public Health Applications</td>
<td></td>
<td>3</td>
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<tr>
<td>PUBH 893 Capstone Seminar</td>
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<tr>
<td><strong>Track required courses</strong></td>
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<td></td>
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<tr>
<td>PUBH 889 Practicum (240 hrs field placement)</td>
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<td>3</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>14</td>
<td>42</td>
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Tracks (Specializations)
(Choose 4 for 12 credits)

<table>
<thead>
<tr>
<th>Epidemiology</th>
<th>Environmental &amp; Occupational Health</th>
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</thead>
<tbody>
<tr>
<td>PUBH 813 Chronic Disease Epidemiology</td>
<td>PUBH 816 Occupational Health</td>
</tr>
<tr>
<td>PUBH 835 Practical Data Mgt &amp; Analysis</td>
<td>PUBH 837 Env Sustainable Development</td>
</tr>
<tr>
<td>PUBH 842 Intermediate Epidemiology</td>
<td>PUBH 849 Environmental Toxicology</td>
</tr>
<tr>
<td>PUBH 853 Public Health Surveillance</td>
<td>PUBH 852 Environmental Hlth Management</td>
</tr>
<tr>
<td></td>
<td>PUBH 860 Global Env Change Impacts on Hlth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Policy &amp; Administration</th>
<th>Global Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 844 Decision Making for Public Health</td>
<td>PUBH 862 Fundamentals of Global Health</td>
</tr>
<tr>
<td>PUBH 850 Leadership &amp; Management</td>
<td>PUBH 835 Project Mgt in a Global Env</td>
</tr>
<tr>
<td>PUBH 854 Health Economics</td>
<td>PUBH 842 Sexual Reproductive Hlth &amp; Rights</td>
</tr>
<tr>
<td>PUBH 851 Foundations in Health Policy Analysis</td>
<td>PUBH 843 Community Hlt Culture &amp; Community Empowerment</td>
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## Primary Instructional Faculty (PIF) & Student Enrolment

<table>
<thead>
<tr>
<th>Tracks</th>
<th>PIF</th>
<th>Student Enrolment Fall 2017</th>
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<tr>
<td></td>
<td></td>
<td>Male</td>
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<tr>
<td>Epidemiology</td>
<td>4</td>
<td>0</td>
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<tr>
<td>Environmental &amp; Occupational</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Health Policy &amp; Administration</td>
<td>3</td>
<td>0</td>
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<tr>
<td>Global Health</td>
<td>3</td>
<td>6</td>
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<tr>
<td>MD/MPH Preventive Medicine</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>DVM/MPH Veterinary Public Health</td>
<td>3</td>
<td>4</td>
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</table>
Process of working with CEPH 2016 Criteria
Steps/Activities Undertaken

- **Representation on ASPPH Academic section** (Accreditation Coordinator)
  - Review of the criteria and input into changes in all its stages
- **Attendance to 2016 criteria Roll-Out**
  - Chair & Accreditation Coordinator
- **Presentation of the 2016 criteria to Department**
- **Presentation of the 2016 criteria to Community Advisory Board (CAB)**
- **Comparison of 2016 criteria to current curriculum**
  - Initial Mapping exercise (Accreditation Coordinator and Dept. Chair)
  - Presentation at Department meeting
  - Decision to choose *Option A*
  - Track meetings led by Accreditation Coordinator
- **2nd round of Curriculum mapping**
  - Verification of curriculum map
- **Submission of Compliance Report**
- **Received CEPH Evaluation of Compliance feedback**
  - 12 out of 12 Foundation Knowledge Objectives met
  - 17 out of 22 Foundation Skills Competencies met
  - 5 CNVs
- **Clarifications and updates for resubmission**
  - January 2019
- **Key Challenge**
  - Getting Faculty commitment to meeting deadlines
- **Key Success**
  - Getting Faculty to meet deadlines
Assessment activities for Criterion D2
Foundational Competencies #7 and #12
Competency #7: Planning and Managing to Promote Health

MPH Foundational Competency #7:

- Assess population needs, assets and capacities that affect communities’ health

Covered by:

- PUBH 807: Principles of Environmental Health
Didactic Preparation for Competency #7

• Mid semester, students participate in two virtual **Field Trips**
  
  ▪ **Local community assessment Field Trip:**
    • Virtual tour of a typical community in Grenada
    • Students required to assess and fill out a profile and needs assessment of the community with the aim of providing information to facilitate the development of a comprehensive Environmental Health Strategy for the island.
  
  ▪ **Water Treatment Field Trip:**
    • Virtual tour of the premises of the largest Water and Sewerage Treatment Plant in Grenada
    • Students required to submit a report to the General Manager listing all of the major environmental health issues, their impact on the population and propose short and long term solutions to these issues.
### Specific Assessment for Competency #7

**Community Inspection & Needs Assessment Grading Rubric**

<table>
<thead>
<tr>
<th>Components</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Poor</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong> Covered all important areas as set out in the Scope of Work section of the assignment guidelines, including proper citation of supporting information from credible sources</td>
<td>Comprehensive Report. Excellent performance in each component 9-10/10</td>
<td>Accurate information, organized report, weak performance in one component 8-8.9/10</td>
<td>Report lacking in two components or just below satisfactory performance in two components 7-7.9/10</td>
<td>Weak Report in three or more components Less than 7/10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Creativity and Impact:</strong> Used appropriate language for the target audience, easy to follow, used different, interesting and effective methods to communicate information</td>
<td>Used a variety of effective strategies. All components demonstrated at the highest level. 4.5-5/5</td>
<td>Used a variety of strategies, weak in one component, a general satisfactory performance. 4-4.9/5</td>
<td>A variety of strategies used, but ineffective in two or more components. 3-3.9/5</td>
<td>Little creativity; lacked a variety of strategies. Weak performance in three or more components. Less than 3/5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Integration of Environmental Health Concepts:</strong> Evidence of inclusion and application of concepts, principles and best practices discussed in the course PUBH 807</td>
<td>Inclusion of at least four concepts discussed in the course that are relevant to field activity. 4.5-5/5</td>
<td>Inclusion of at least three concepts discussed in the course that are relevant to field activity. 4-4.9/5</td>
<td>Inclusion of at least two concepts discussed in the course that are relevant to field activity. 3-3.9/5</td>
<td>Little or no reference to concepts discussed in course. 3-3.9/5</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL POINTS**

20
Competency #12: Policy in Public Health

MPH Foundational Competency #12:

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

Covered by:

- PUBH 805 Health Policy & Management
Didactic Preparation for Competency #12:

- Two (2) case studies posted on the discussion forum: one pre-midterm and the other post-midterm. For these assignments, students required to do the following:
  - Read the case study
  - Write own response to the discussion prompt
  - Respond to at least two (2) of their groupmates' posts.

- Student analysis is guided by the following questions:
  - What is the central idea(s) of this case study?
  - How do these relate to some of the concepts covered in the course so far (course text, lecture, and class discussions) of the class session with which the case study is associated?

- Each response graded based on:
  - Clarity, Accuracy, Logic
  - Appropriate use of evidence and data
  - Reasonableness of your conclusions
Didactic Preparation for Competency #12: How Case Studies Chosen

• Real life case studies—as opposed to hypothetical ones—are used for the assignment
• Given diverse mix of students (MD, Vet, Free standing), case studies are chosen from various disciplines (medicine, veterinary science, psychology, management etc.) so that students can have the opportunity to use their knowledge and experience and apply it in the analysis of each case study
• Since all cases are discussed in forum exercises, students are able to benefit from the multiplicity of perspectives of their peers who come from multiple backgrounds
• Case studies are selected based on how well it allows the student the opportunity to:
  ▪ explain most steps in the policy process
  ▪ explore ethical considerations
  ▪ identify sources of evidence that would guide and ensure the success of the policy process
Specific Assessment for Competency #12: Case Study: Where is my Organ?

- Case Study: Where is My Organ?
  - To encourage people to sign organ donor cards and to encourage families to consent to organ donation, the U.S. House of Representatives introduced a bill to provide tax incentives for what is often called the "gift of life."
  - Students required to answer the following questions:
    1. Identify the issues that this proposed legislation raises.
    2. Choose whether to support or oppose the bill. Develop a set of arguments that justifies their position.
    3. Develop an alternative proposal that would be more effective in encouraging organ donation
Question? Comments?

For Further information Contact:

Dr. Martin Forde
Email: mforde@sgu.edu
Phone: (473) 439-2000 ext.3439
MPH Program Description:
http://www.sgu.edu/academic-programs/graduate-studies/mph-degree/
School of Community Health Sciences
University of Nevada, Reno
Programs in Public Health

- Programs reaccredited: 2016
- Next scheduled reaccreditation: 2023
- Degrees offered
  - BS
    - Public Health (1150 students), Kinesiology (580 students)
  - MPH
    - On campus (54 students)
      - Biostatistics, Epidemiology, Health Administration and Policy, Social and Behavioral Health
    - Online (76 students)
      - Public Health Practice
  - Doctoral
    - Epidemiology (5 students), Social and Behavioral Health (5 students)

- 27 Primary instructional faculty
Timeline for implementation

• Compliance Report Option A
  • Submitted compliance report Jan. 2018
    • Graduate and Undergraduate Program committees
    • All instructional faculty involved
  • Received feedback from CEPH in Feb.
    • Academic Programs meeting that involve all instructional faculty
Challenges & Successes

• Key challenges
  • Delivering and evaluating IPE for online and on campus MPH programs
    • Programs may not deliver IPE via identical curriculum
  • Core MPH courses
    • 7 core MPH courses,
      • Too many courses?
    • Explore integrated learning and delivery of MPH core competencies via 2 courses
    • Or, reduce to 5 core courses

• One key success
  • Meeting Jan 2018 deadline with relatively few CNVs from CEPH
Competency 14: Advocate for political, social or economic policies and programs that will improve health in diverse populations

- CHS 755: Health Policy and Administration
- Policy proposal presentation and brief report. Students work in groups of ~5
- Presentation:
  - situating the public health problem in the current policy setting;
  - a basis in data and ethics, making an argument for changing the status quo;
  - a practical policy proposal and method for evaluation;
  - an advocacy plan for the policy, including a list of stakeholders and the types of information needed to sway these stakeholders to support the policy.
- Town hall:
  - Assigned roles: policy advocate, policy maker, pro-stakeholder, con-stakeholder, disinterested public, and the media.
  - One person from each group is assigned the role of the policy advocate.
  - Policy advocate gives 5-minute testimony about their policy proposal.
  - Decision makers ask questions, followed by 5-minutes statements from the pro- and con-stakeholders. Then, decision makers, disinterested public, and the media will ask questions.
# Rubric Excerpts

<table>
<thead>
<tr>
<th>Dimension</th>
<th>CEPH Competency</th>
<th>Proficient 18-20 Points</th>
<th>Developing 17-10 points</th>
<th>Beginning &lt;10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy plan</td>
<td>CEPH 2</td>
<td>Presents a cohesive, practical advocacy plan with clear roles for stakeholders. Includes an exhaustive list of key stakeholders and types of information needed to sway these stakeholders.</td>
<td>Advocacy plan is not cohesive or is missing roles for stakeholders. Presents list of key stakeholders and types of information needed to sway these stakeholders, but has missed some stakeholders and/or has chosen inappropriate types of data for buy-in.</td>
<td>Advocacy plan is missing or of very poor quality. List of key stakeholders and/or the types of information needed to sway them is missing or of very poor quality.</td>
</tr>
<tr>
<td>Describe the health policy and public health context in the jurisdiction</td>
<td>CEPH 2</td>
<td>Provides a clear and accurate summary of the policy context in the chosen jurisdiction as it relates to the proposed public health policy intervention. Backs up all data claims with authoritative sources.</td>
<td>Shows a good understanding of the policy context, but part of information is lacking or presented without a clear rationale. Cites some sources, but not all data claims are backed up, or the sources are of poor quality.</td>
<td>Does not seem to understand the jurisdiction’s policy and public health context very well. Consistently lacks authoritative sources for data claims.</td>
</tr>
</tbody>
</table>

University of Nevada, Reno
Competency 17: Apply negotiation and mediation skills to address organizational or community challenges.

- CHS 756: Leadership, Management and Organizational Behavior in Health Services
- Video of two parties negotiating/mediating and peer review:
  - Students identify different competencies of negotiating and mediating & demonstrate in role plays that are videotaped.
    - Evaluated by the instructor and via peer reviews
Instructions For Role Play

1. Please begin by understanding the differences between Mediation and Negotiation.
   a) Using this link for understanding Mediation Competencies: https://www.mediate.com/articles/FordSHRM.cfm
   b) Using this link for Negotiation Competencies: http://smallbusiness.chron.com/top-ten-effective-negotiation-skills-31534.html

2. Work with a team of 3 to videotape a scenario for mediating and negotiating - identify for the viewer ahead of time which 3 competencies you will be applying in each scenario.

3. Videotape your two scenarios and upload them to the peer review folder in Canvas.

4. Instructor and peer reviewers will watch your videos to determine whether or not they can identify all 3 competencies in each scenario/video.

5. Here is how this will be graded:
   a) Full points earned: the majority of the viewers indicate they were able to identify all 6 competencies.
   b) Partial points earned: the majority of the reviewers indicate they were able to identify 4 or 5 competencies.
   c) Incomplete points earned: the majority of the reviewers indicate they were able to identify 1-3 competencies.
MPH Program in Urban Health Disparities
College of Science and Health
Charles R. Drew University of Medicine and Science
Los Angeles, CA

Director: Sondos Islam, PhD, MPH, MS
Charles R. Drew University of Medicine and Science
A Private University with a Public Mission

- Founded in 1966 out of the ashes of the Watts Riots, after the McCone Commission cited poor health status, diminished access to quality education, health care, employment, and safety as key factors in sparking the 1965 civil unrest in the local community.

- A private, nonprofit, nonsectarian, minority-serving medical and health sciences institution in the Watts-Willowbrook area of South Los Angeles.

- Historically Black Graduate Institution, and a Charter member of the Hispanic Serving Health Professions Schools.
MPH Program in Urban Health Disparities

- Generalist MPH degree with emphasis on Urban Health Disparities.

- **Mission:** To improve the health of urban populations through graduate education of public health practitioners, urban-relevant scholarship and community service specifically targeting the determinants of health disparities in underserved communities.

- On campus, cohort-based sequenced curriculum of 45 semester units to be completed in 5 semesters (full-time students).
  - previously 42 units (added a new course to be able to comply with some of the new 2016 CEPH foundational competencies).

- Designed for working adults (evening classes, 3 days/week).


- May 2017: CEPH site visit; reaccreditation through 2024.
MPH Program in Urban Health Disparities

- 14-22 students/cohort.
- 3 PIF, 6 Non PIF.
- Focusing on the social determinants of health and urban health disparity across all MPH courses.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 502 Racial and Ethnic Disparities in Health</td>
<td>3</td>
</tr>
<tr>
<td><strong>MPH 511 Principles of Epidemiology</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>MPH 521 Environmental Determinants of Health</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>MPH 512 Principles of Biostatistics</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>MPH 522 Social and Behavioral Theories in PH</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>MPH 523 Health Policy and Management</strong></td>
<td>3</td>
</tr>
<tr>
<td>MPH 524 Community Engagement in PH</td>
<td>3</td>
</tr>
<tr>
<td>MPH 581 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td><strong>MPH 590 Applied Practice Experience (APE)</strong></td>
<td>3</td>
</tr>
<tr>
<td>MPH 513 Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>MPH 526 Health Communication &amp; Data Visualization</td>
<td>3</td>
</tr>
<tr>
<td>MPH 527 Race, Cultural Competency and Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH 585 Global Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>MPH Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>MPH 595 Integrative Learning Experience (ILE)</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

Total Semester Units 45
Addressing the CEPH 2016 Criteria

• Faculty instructors’ buy-in and commitment to additional work/time to address the CEPH 2016 is critical.

• Buy-in and feedback from students and community representatives.

• Timeline: December 2016 to December 2017 (still ongoing).

  • 10 MPH program meetings (3-4 hours each) to address the 2016 CEPH criteria.
  • Revisited program goals, objectives, and outcome measures using a more holistic approach rather than our previous granular approach.
  • Mapped our required MPH courses to the 2016 CEPH foundational competencies.
    • Identified gaps, courses with redundant assessments, and new courses needed.
    • Articulated a higher level of urban health disparities competencies than those included in the 2016 foundational competencies.
Mapping the 2016 Foundational Competencies

• Minimally challenging since we were already assessing most of the 2016 CEPH foundational competencies in most of our courses (reflected in the course objectives), especially those addressing social determinants of health, health disparities, cultural competencies and communication to professional and lay audiences.

• Updated most syllabi to better articulate/describe existing & new assessments addressing the 2016 CEPH foundational competencies.

• Added a new course-Global Health Disparities- to address and evaluate PH systems and their impact on diverse populations both nationally and internationally.
## Sample Mapping of MPH Courses to the CEPH 2016 Competencies

| Evidence-based Approaches to PH                                                                                                                                                                                                 | MPH 502 | MPH 511 | MPH 521 | MPH 512 | MPH 522 | MPH 523 | MPH 524 | MPH 581 | MPH 513 | MPH 526 | MPH 527 | MPH 585 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 1- Apply epidemiological methods to the breadth of settings and situations in public health practice                                                                                                                      | X      | X      |        |        |        |        |        |        |        |        |        |        |        |
| 2- Select quantitative and qualitative data collection methods appropriate for a given public health context                                                                                                           | X      | X      |        |        |        |        |        |        |        |        |        |        |        |
| 3- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate                                                                                 | X      | X      |        |        |        |        |        |        |        |        |        |        |        |
| 4- Interpret results of data analysis for public health research, policy or practice                                                                                                                                       | X      | X      |        |        |        |        |        |        |        |        |        |        |        |

| 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                                           | X      |        |        |        |        |        |        |        |        |        |        |        |        |

| 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                                                                                                     | X      |        |        |        |        |        |        |        |        |        |        |        |        |
| 9- Design a population-based policy, program, project or intervention                                                                                                                                                    | X      |        |        |        |        |        |        |        |        |        |        |        |        |
| 10- Explain basic principles and tools of budget and resource management                                                                                                                                                    |        |        |        |        |        |        |        |        |        |        |        |        |        |
| 11- Select methods to evaluate public health programs                                                                                                                                                                         | X      |        |        |        |        |        |        |        |        |        |        |        |        |
Assessing Foundational Competency #3

“Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.”

<table>
<thead>
<tr>
<th>MPH Courses</th>
<th>Syllabus-Previous Assessments</th>
<th>Syllabus-Current Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle of Epidemiology</td>
<td>There will be seven (7) tests worth 7% each scheduled as listed in the calendar of classes. <em>(no articulations)</em></td>
<td>There will be six (6) tests worth 8-9% each scheduled as listed in the calendar of classes. <em>The tests assess students’ attainment of the concepts covered in the lectures and other assignments, and their ability to interpret the results of data analysis for public health research, policy, and/or practice.</em></td>
</tr>
<tr>
<td>Principle of Biostatistics</td>
<td><strong>SPSS Problems</strong> will be handed out in class; they are to be completed by the end of the class period.</td>
<td><strong>SPSS Problems</strong> will be handed out in class; <em>students are required to create datasets, generate plots and run various statistical tests using SPSS software</em>. SPSS assignments are to be completed by the end of the class period</td>
</tr>
<tr>
<td>Research Methods</td>
<td><strong>Focus Group Moderator’s Guide</strong>- 10% (Group Grade)- each group will develop a moderators’ guide for a 45-minute focus group investigating a research question based on the public health issue chosen.</td>
<td>In addition to the previous assignment, we added a new assessment: <strong>Qualitative Analysis of a Focus Group Transcript</strong>, 10% (Group Grade); each group will be given a focus group transcript of a community health issue which they will interpret, analyze and submit a report identifying the emerging themes.</td>
</tr>
</tbody>
</table>
## Assessing Foundational Competency #10

### “Explain basic principles and tools of budget and resource management.”

<table>
<thead>
<tr>
<th>MPH Courses</th>
<th>Syllabus-Previous Assessments</th>
<th>Syllabus-Current Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Policy &amp; Management</td>
<td><strong>Manager Interview and Write up</strong> - Students identify &amp; interview an individual with a management position within a public health sector to <strong>explore management concepts</strong> discussed in class and how they are practically implemented within the public health environment.</td>
<td>In addition to the previous assessment, the faculty instructor added a <strong>new short essay question in the final exam</strong>: students are presented with a healthcare case scenario and are required to respond to a short essay question re the management and utilization of resources in that healthcare setting.</td>
</tr>
<tr>
<td>Program Planning and Evaluation</td>
<td><strong>Assignment 3, criterion 5</strong>: students submit a detailed budget spreadsheet of their proposed PH program.</td>
<td><strong>Assignment 3, criterion 5</strong>: students submit a detailed budget spreadsheet of their proposed PH program, <em>and a detailed budget narrative describing the responsibilities of the program manager in managing the human and non-human resources to ensure achievement of program objectives.</em> <strong>Midterm</strong>: a <strong>new essay question on how students, as PH managers, would manage program inputs (human and non-human resources) to achieve program outputs, including planning, staffing, directing, coordinating, reporting, budgeting, supervising and evaluating of program outputs.</strong></td>
</tr>
</tbody>
</table>


Challenges in Addressing the 2016 CEPH Criteria

• Modifying our MPH program objectives and outcome measures using a more holistic approach rather than our previous granular approach, which were numerous and very granular.

• Addressing comp. # 21 (IPE Practice) and # 22 (System Thinking Tools) since they were not previously addressed in any of our courses.
  • #21: incorporated the IPE competency in the Community Engagement course, where groups of MPH, MSN and staff members of the Watts Labor Community Action Committee collaborate to plan, implement and report on a community needs assessment project; we also tailored/modified the Modified McMaster-Ottawa 4-item scale IPE rubric to make it more relevant for PH students to evaluate the effectiveness of their IP team members’ performance.
  • #22: A faculty instructor completed a “System Thinking in PH” online course to be able to train other MPH faculty on how to incorporate system thinking methods and tools in their courses, if applicable.
Successes in Addressing the 2016 CEPH Criteria

• Early Start.
• Buy-in from faculty, student and community stakeholders.
• By receiving approval for the addition of a new course (Global Health Disparities) to fulfill some of the 2016 CEPH foundational competencies, we also gained a new course which is foundational to our mission.
• Improvement of the MPH curriculum to better reflect our graduates’ PH skills.
Thank you for Listening!

Questions?

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MPH Program Director
College of Science of Health
Charles R. Drew University of Medicine and Science
Questions?

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  - Proposed Revised SBP Criteria
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- Fee Schedule
- Technical Assistance & FAQs

Presentations and Webinars
CEPH offers several types of resources for accredited and non-accredited schools and programs. For an index by topic, click here.

Disclaimer: Presentations are intended to provide helpful peer-to-peer information but do not represent CEPH's official position. Each school and program is its own entity, and techniques used successfully by one institution may not always guarantee compliance with CEPH criteria at another institution. Feel free to contact CEPH staff.

2016 Criteria for Schools and Programs
- TA Webinar: Building Curricula from Competencies: Approaches and Practical Tips from an Instructional Design Perspective (May 23, 2016) Slides | Sample syllabus | Video Recording (provide name and email to access recording)
- TA Webinar: Summary of compliance reporting – first round results and highlights of best practices (March 30, 2016) Slides | Handout | Video Recording (provide name and email to access recording)
- TA Webinar: Populating data templates (August 22, 2017) Slides
- TA Webinar: Competency mapping & assessment (May 17, 2017) Slides | Video Recording
- TA Webinar: Guiding statements and evaluation (Feb. 22, 2017) Slides
- TA Webinar: MPH curriculum & faculty resources (Dec. 2, 2016) Slides | Video Recording
- ASPPH CEPH criteria rollout redux (Nov. 17, 2016) Webinar

School and Program FAQs
2016 Criteria for SPHs and MPHs
SBP-Specific FAQs
- Student FAQs
- Presentations and Webinars