

# Undergraduate Public Health Education- Consensus Conference Report

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# Institute of Medicine (IOM) Recommendations\*

- "...all undergraduates should have access to education in public health"
- "Public Health is an essential part of the training of citizens"

\* Gebbie K, Rosenstock L, Hernandez LM. Who will keep the public healthy? Educating public health professionals for the 21st century. Washington DC: National Academy Press; 2003: 144.

# Schools and Programs and Undergraduate Public Health

- Over half of the 40 Schools of Public Health have undergraduate curriculum public health-ASPH data
- Over half of the over 60 accredited Programs in Public Health have undergraduate curriculum in public health-APTR data
- Very few of the approximately 1900 colleges and universities without School or Program in public health have undergraduate education in public health

# Consensus Conference on Undergraduate Public Health Education

- **Sponsors**  
Association for Prevention Teaching and Research (APTR)  
Association of Schools of Public Health (ASPH)  
Council of Colleges of Arts and Sciences (CCAS)
- **Participants**  
Clinical health professions education associations  
Association of American Colleges and Universities (AAC&U)  
Centers for Disease Control and Prevention (CDC)

# Report of Consensus Conference

- Essential Findings available through MMWR October 19, 2007 at [www.cdc.gov/mmwr](http://www.cdc.gov/mmwr)
- Full report available through Council of Colleges of Arts and Science at
- [www.ccas.net](http://www.ccas.net)

# Consensus Conference

## Overall Concepts

- Aim to develop an educated citizenry
- Introduce students to a range of career options
- Integrate practitioners who can bring real world experience

# Consensus Conference Recommendations- Curriculum

- Should be part of general education and fulfill general education distribution requirements
- Should include core courses e.g. "Public Health 101", "Epidemiology 101" and "Global Health 101"
- Minors in public health/ global health should build upon core courses

# Consensus Conference Curriculum Implementation

- Should include practitioners e.g. service-learning, guest speakers, adjunct faculty
- Should partner with health sciences schools co-located with arts and sciences e.g. Colleges of Nursing
- Interdisciplinary models as well as course models may be utilized



# Consensus Conference

## Program Implementation

- Minors should build upon core curriculum, institutional strengths and experiential learning
- Graduate public health education should encourage enrollment in undergraduate public health courses
- Clinical health professions should encourage undergraduate enrollment

## Minor in Public Health/Global Health

- **Required Interdisciplinary Core-** e.g. Public health 101, Epidemiology 101, Global Health 101
- **Selectives**  
Discipline specific or interdisciplinary determined by the institution/students
- **Experiential Learning-** Health Related e.g. service-learning, capstone or synthesis project; structured research and/or study abroad

# Public Health 101

- Designed to take a big picture population health approach
- Designed to include health care system and public health system
- Designed to fulfill a social science distribution requirement

# Public Health 101- Framework

- Overview and Basic Principles
- Population Health Tools
- Morbidity and Mortality: Determinants, Burdens, and Interventions
- Health Care and Public Health Systems
- Special Public Health Focus Areas:  
Common Concerns & Vulnerable Populations

Full curriculum framework available at [www.teachprevention.org](http://www.teachprevention.org)

# Epidemiology & Evidence-Based Thinking

- Epidemiology serves as basic science for evidence based public health from etiology to effectiveness
- Epidemiology provides intellectual framework for evidence-based thinking including medicine, nursing etc.
- Epidemiology provides intellectual skills for reading and understanding health issues that appear in the daily news- the educated citizen

# Epidemiology 101

- Designed to teach the scientific method focused on study designs and reading the research- evidence-based public health
- Conceptual approach with only modest use of mathematics
- Options for “epidemiology laboratory” to assist in fulfilling science distribution requirement

# Epidemiology 101 Framework

- **History, Philosophy, and Uses of Epidemiology**
- **Descriptive Epidemiology**
- **Association and Causation**
- **Analytic Epidemiology**
- **Evidence-Based Recommendations**
- **Applications to Policy, Basic, and Clinical Sciences**

Full curriculum framework available at [www.teachprevention.org](http://www.teachprevention.org)

# Global Health 101

- Added to core course recommendations based on interest of arts and sciences institutions- global learning distribution requirement in majority of institutions
- Extremely popular courses-touches the passion and the purpose of this generation



# Global Health 101

- Include developed as well as developing countries
- Include an evidence-based public health emphasis shared by Public Health 101 and Epidemiology 101
- Designed to satisfy a distribution requirement such as global studies

# Global Health 101- Framework

- **Basic Principles of Global Health including health and develop link**
- **Health and Society-**
- **The Burden of Morbidity and Mortality**
- **Global Cooperation for Health**

Full curriculum framework available at [www.teachprevention.org](http://www.teachprevention.org)

# Support for Implementation

- Faculty Development Program
- Curriculum Guide
- Prevention Education Resource Center (PERC)
- Faculty web site Interest Group, List Serve and more

Access at [www.teachpublichealth.org](http://www.teachpublichealth.org)

# Benefits to Public Health Practice

- Increased knowledge of and support for public health efforts
- Increased interest in public health careers
- Increased interest by colleges and universities in working with public health practitioners

# Roles of APHA

- Article in The Nation's Health
- Second presentation- Consensus Conference
- Council of Affiliates encouraging members of state Affiliates to connect with local colleges and universities for Faculty Development
- Pennsylvania PHA using part of Kellogg grant to develop networking with local colleges

# Potential Contributions of Public Health Practitioners

- **Contribute to “101” courses**
- **Provide service-learning**
- **Become adjunct faculty- assist with planning curriculum**

# How to Get Involved

- Work with your APHA Affiliate to connect with local colleges that are responding to RFA for Faculty Development
- Work with your organization to provide “service-learning” for undergraduates
- Offer your expertise as a guest speaker for undergraduate public health courses