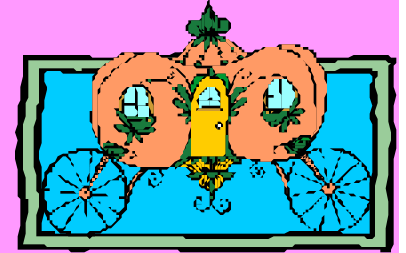


Changing Graduate Public Health Education



Gilbert Ramirez, DrPH

Charles Drew University of Medicine & Science

Our “beginning”: WASC Approved Curriculum

MPH Course Areas	Courses	Units
Public Health Core	<ul style="list-style-type: none"> ●Principles of Epidemiology (3) ●Principles of Biostatistics (3) ●Social and Behavioral Sciences in Public Health (3) ●Environmental Health and Safety (3) ●Health Services Administration (3) 	15
Urban Public Health Specialization Courses	<ul style="list-style-type: none"> ●Geographic Information Systems (3)* ●Urban Health Problems and Issues (3) ●Urban Health Policy and Politics (3) ●Health Disparities (3) ●Community Organization for Urban Health (3) ●Program Design and Evaluation (3) ●Consumer Health Advocacy (3)* 	21
Urban Public Health Practicum	<ul style="list-style-type: none"> ●Urban Public Health Practicum (3) 	3
Culminating Experience	<ul style="list-style-type: none"> ●Urban Public Health Capstone Project (3) 	3
TOTAL UNITS		42

*Have now been designated elective courses.

MPH Program Mission

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



National Board of Public Health Examiners

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About NBPHE

The National Board of Public Health Examiners (NBPHE) was created as an independent organization to develop, prepare, administer and evaluate certification examinations for graduates from Council on Education for Public Health (CEPH) -accredited schools and programs of public health.

NBPHE is comprised of representatives from the Association for Prevention Teaching and Research (APTR), the Association of State and Territorial Health Officers (ASTHO), the National Association of City and County Health Officers (NACCHO), private sector public health, as well as the American Public Health Association (APHA) and the Association of Schools of Public Health (ASPH).

> Board Members

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> Exam Content

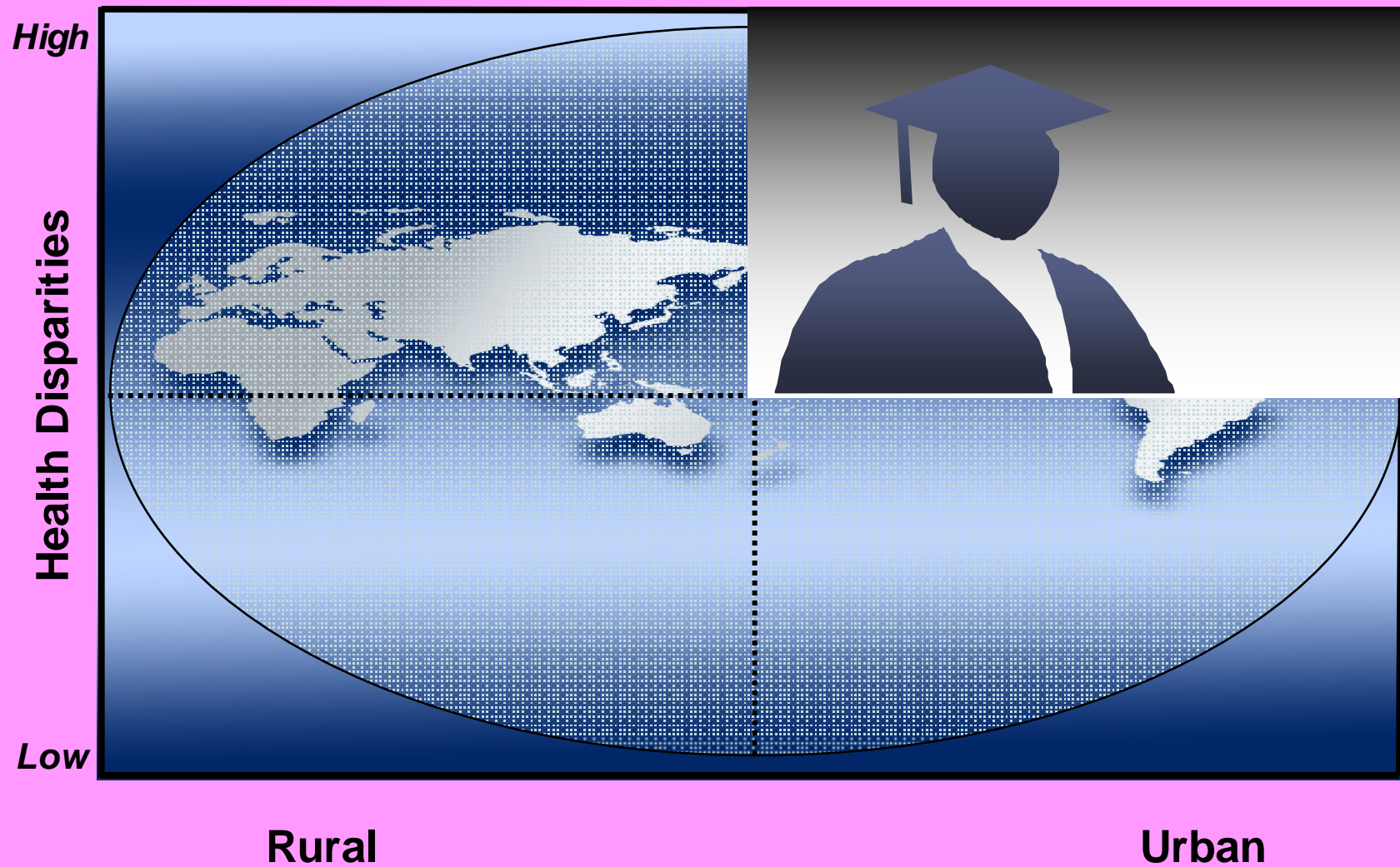
> Timeline

> By Laws **PDF**

National Board of Public Health Examiners | 1101 15th Street, NW, Suite 910 | Washington, D.C. 20005 | t 202-296-1099, ext.132 | f 202-296-1252

Context

How we “tell our story”



Our Philosophy

Curriculum

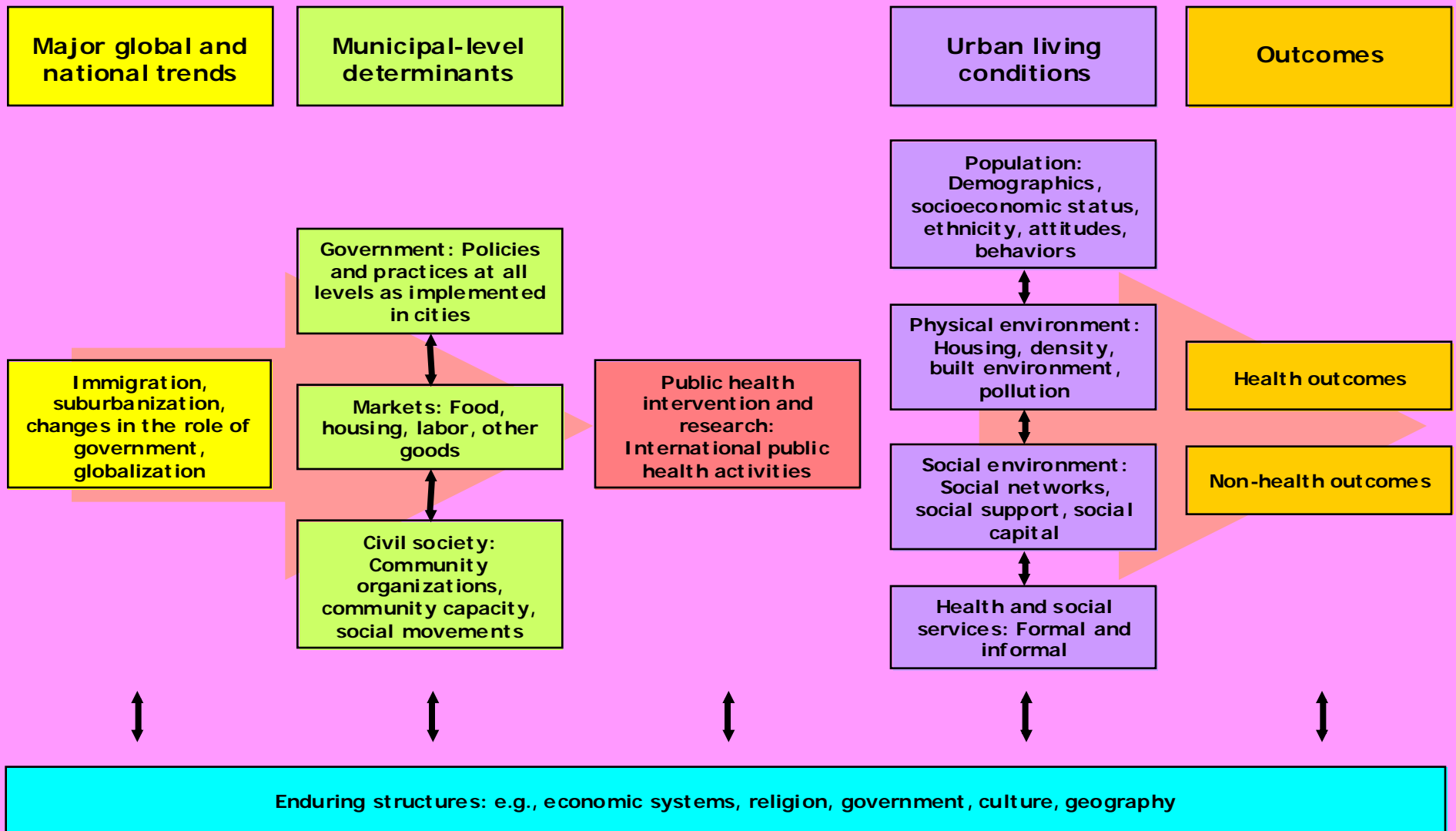
**Core Competencies
for Public Health
Professionals**

**Core Competencies
for Public Health
Students**

Competencies

- Overarching Competencies
 - Urban Health Teaching Competencies
- Educational Competencies
 - ASPH “Minimum MPH Educational Competencies” Project
- Professional Competencies
 - Council on Linkages Between Academia and Public Health Practice

Urban Health Conceptual Framework



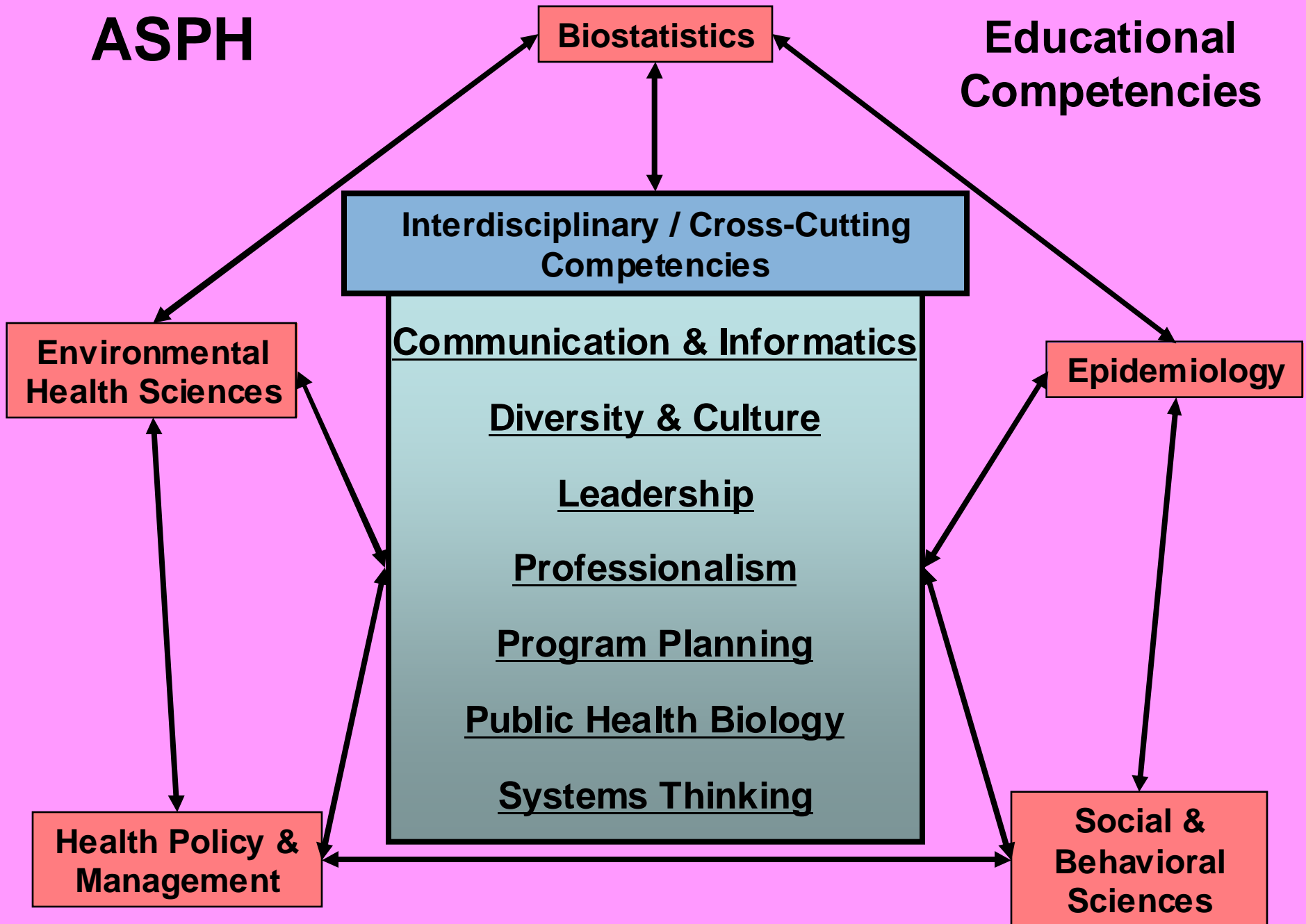
Modified from Galea S, Freudenberg N, Vlahov D, Cities and population health, *Soc Sci Med.* 2005; 60[5]:1017-33.

Urban Health Teaching Competencies

- All urban health professionals
- Specific urban health professionals
 - Public Health Professionals
 - Administrators & Managers
 - Clinicians
 - Researchers

ASPH

**MPH Minimum
Educational
Competencies**



PH Professional Competencies

Public Health Essential Services

Competency Domains	Monitor Health Status	Investigate Health Problems	Educate & Empower People	Mobilize Community	Develop Policies / Plans	Enforce Laws / Regulation	Link People to Services	Assure Competent Workforce	Evaluate Effectiveness, Access	Research
Analytic Assessment Skills										
Basic Public Health Sciences Skills										
Cultural Competency Skills										
Communication Skills										
Community Dimension of Practice Skills										
Financial Planning and Management Skills										
Leadership and Systems Thinking Skills										
Policy Development/ Program Planning Skills										

3 Decisions

- Culminating experience (s)
- Practicum experience
- Didactic content
 - Required
 - Electives

Decision 1: Culminating Experience

- Urban teaching competencies for specific urban health professional groups
 - Public health professionals
 - Administrators / managers
 - Clinicians
 - Researchers

Decision 1: Culminating Experience

- Capstone course
 - Public health professionals, administrators, managers
 - Applied group project emphasizing
 - Teamwork
 - Leadership
 - “real-world” deadlines based on a “real” need

Decision 1: Culminating Experience

- Urban public health relevant clinical rotation
 - Clinicians, e.g., medical, nursing, and physician assistant students
- Thesis
 - Future researchers (esp. those moving on to doctoral programs)
 - 6 semester credit hours

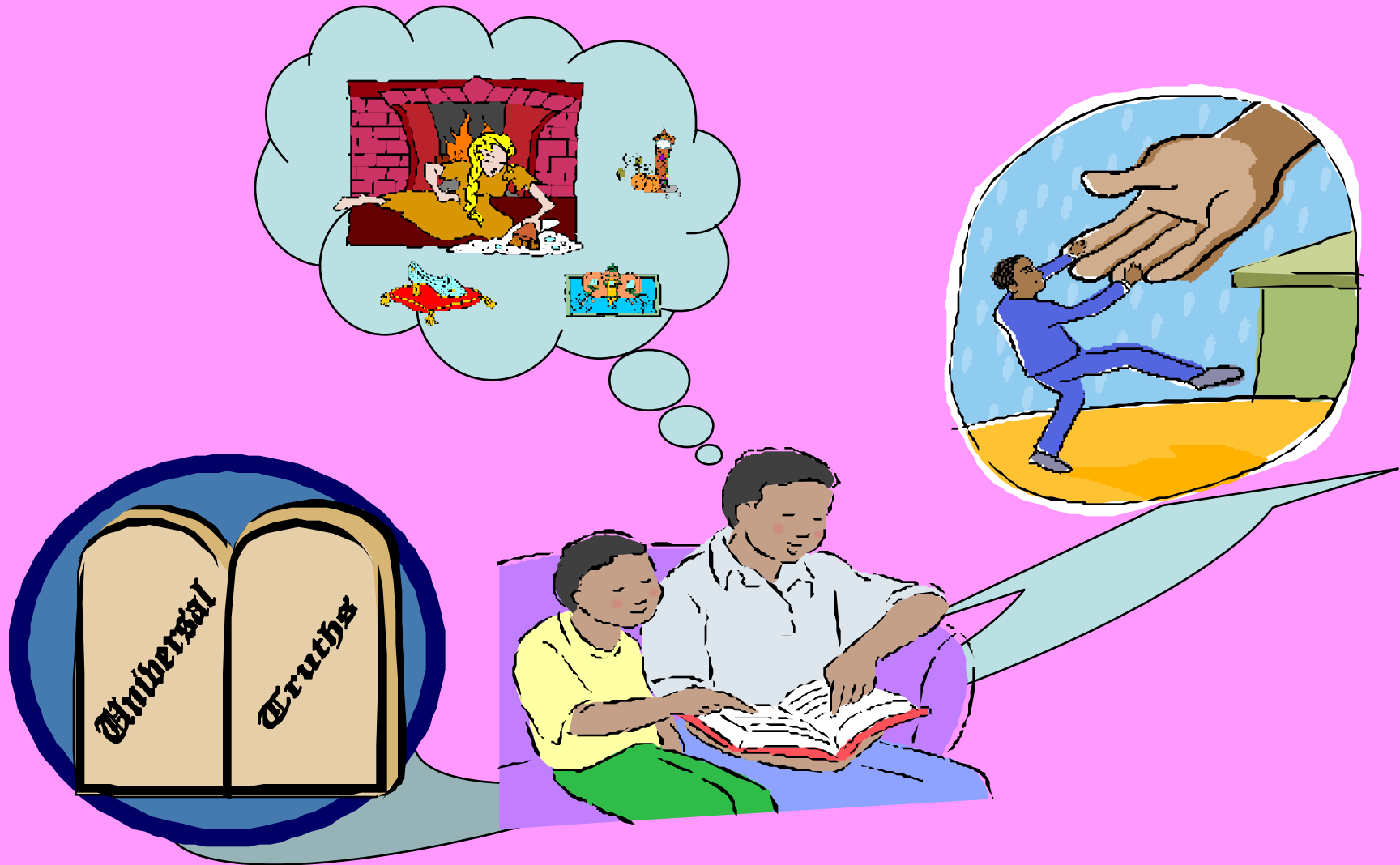
Decision 2: Practicum Experience

- Council on Linkages Between Academia and Public Health Practice
 - Practicum opportunities organized under “Essential Services” umbrella
 - Student and preceptor negotiate set of “practice competencies” to be used as basis for evaluating practicum experience and performance

Decision 3: Didactic Content

- ASPH “Minimum MPH Educational Competencies”
 - 12 domains
 - 118 specific competencies
- Urban Health general (all professionals) teaching competencies
 - 6 competencies

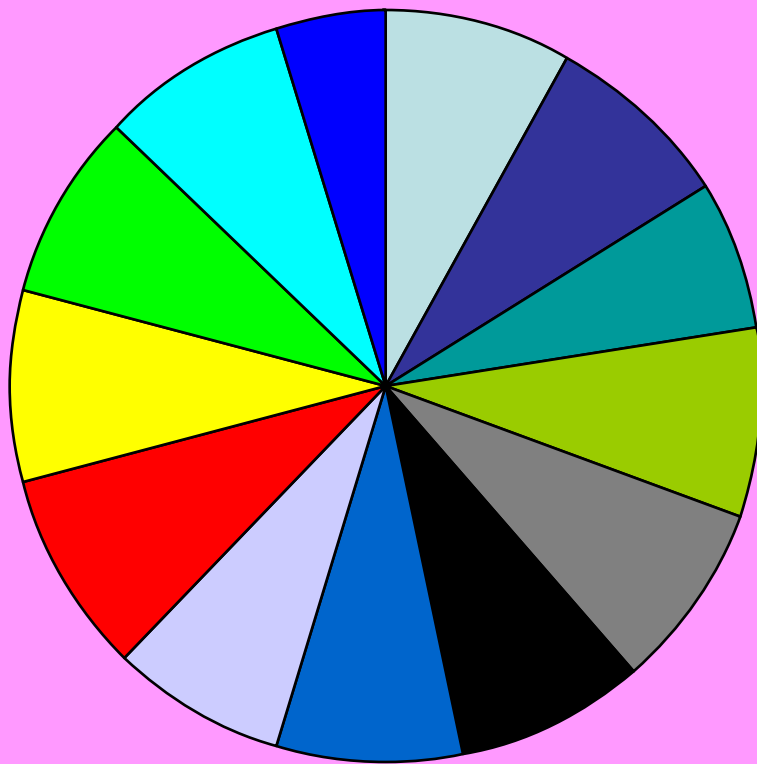
Our Philosophy



Competencies vs. Learning Objectives

- Competencies provide the framework
- Courses are pre-determined “packages” of competencies
- Learning objectives are an interpretation of the course competencies
 - Individual faculty developed
 - Program faculty approved/endorsed

Didactic Pie

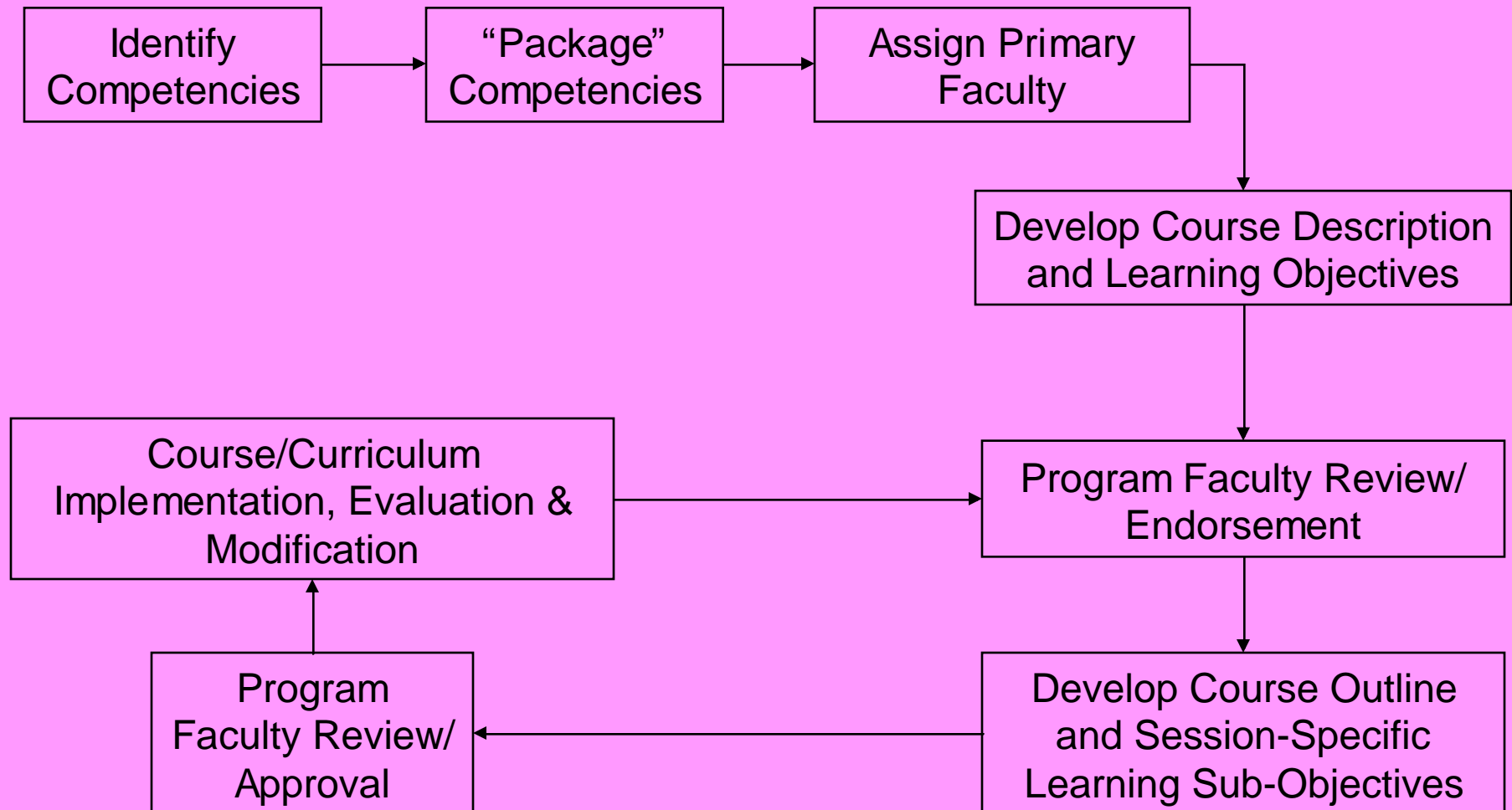


- Biostatistics
- Epidemiology
- Environmental Health
- Social & Behavioral Sciences
- Health Policy & Management
- Communication & Informatics
- Diversity & Culture
- Leadership
- Professionalism
- Program Planning
- Public Health Biology
- Systems Thinking
- Urban Health General

Slicing the Didactic Pie

- 30 semester credit hours
- Sequenced curriculum
- Balancing universal truths (competencies) with academic freedom

Curriculum Development Process



Our “beginning”: WASC Approved Curriculum

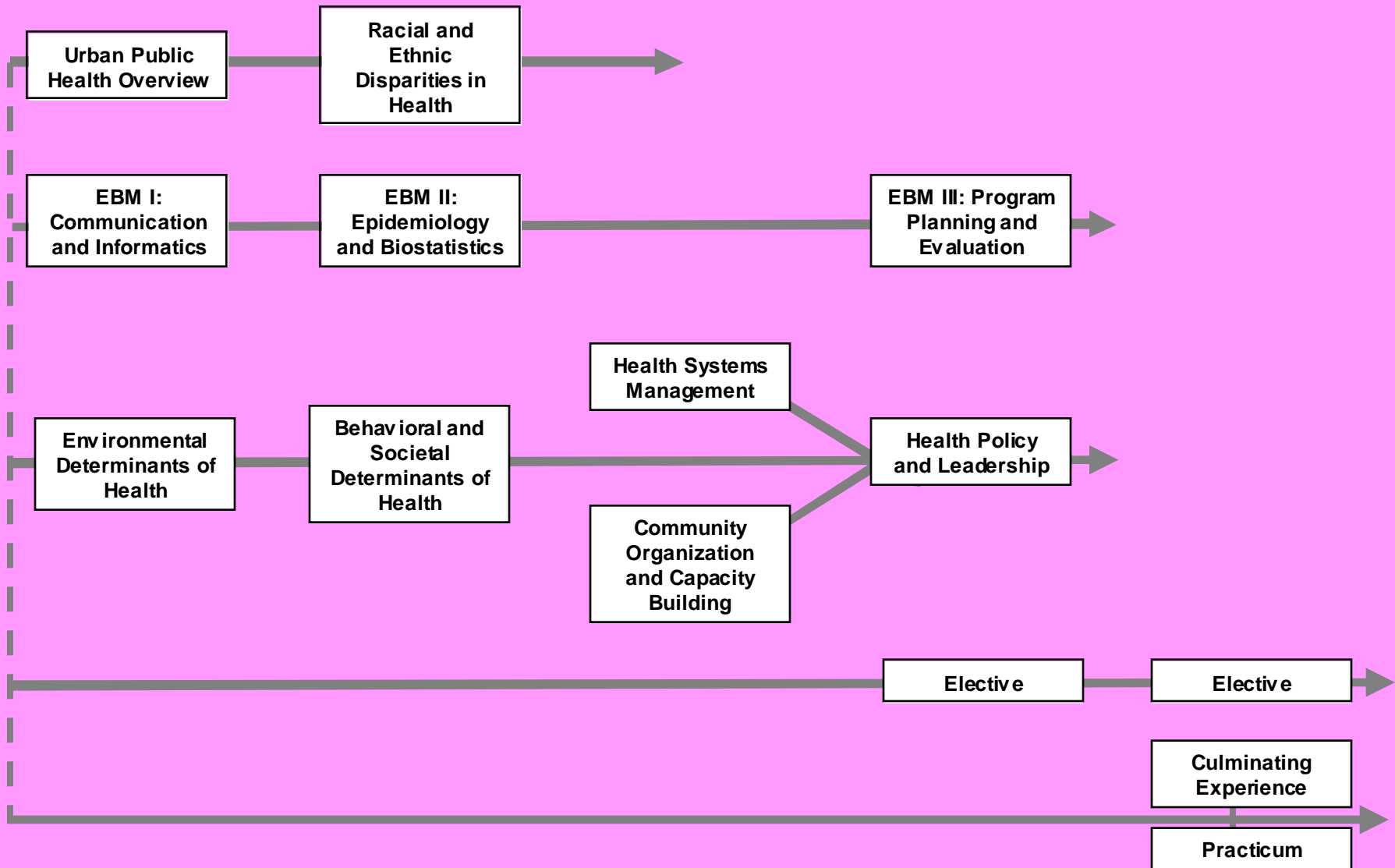
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TOTAL UNITS		42

*Have now been designated elective courses.

MPH Course Areas	Courses (all 3 semester credit hours)	Units
Urban Health Background	<ul style="list-style-type: none"> • Urban Public Health Overview • Racial & Ethnic Disparities in Health 	6
Evidence-Based Decision Methods	<ul style="list-style-type: none"> • I: Communication and Informatics • II: Epidemiology and Biostatistics • III: Program Planning and Evaluation 	9
Urban Health Determinants and Strategies for Improvement	<ul style="list-style-type: none"> • Environmental Determinants of Health • Societal and Behavioral Determinants of Health • Health Systems Management • Community Organization and Capacity Building* • Health Policy and Leadership 	15
Application	<ul style="list-style-type: none"> • Practicum • Culminating Experience <ul style="list-style-type: none"> • Capstone • Thesis (6 hrs) • Clinical Rotation 	6-9
Electives	Examples: GIS, International Health, Grant Writing, etc.	3-6
TOTAL UNITS	Minimum	42


* A service-learning course.

MPH Sequenced Learning Model




Non-Thesis Fulltime

Evening	Fall 1		Spring 1		Summer 1	
	Fall 2	Fall 3	Spring 2	Spring 3	Summer 2	
Mon / Thur	Urban Public Health Overview	Racial & Ethnic Disparities in Health	Environmental Determinants of Health	Societal & Behavioral Determinants of Health	Health Systems Management	
Wed	EBDM I: Communication and Informatics		EBDM II: Epidemiology and Biostatistics		Community Organization and Capacity Building	

Second Year				Graduation! 
Mon	EBDM III: Program Planning and Evaluation			
Wed	Elective		Elective	
Thur	Health Policy and Leadership		Capstone	
Arranged			Practicum	

Thesis Fulltime

Evening	Fall 1		Spring 1		Summer 1	
	Fall 2	Fall 3	Spring 2	Spring 3	Summer 2	
Mon / Thur	Urban Public Health Overview	Racial & Ethnic Disparities in Health	Environmental Determinants of Health	Societal & Behavioral Determinants of Health	Health Systems Management	
Wed	EBDM I: Communication and Informatics		EBDM II: Epidemiology and Biostatistics		Community Organization and Capacity Building	

Second Year			Graduation! 
Mon	EBDM III: Program Planning and Evaluation		
Wed	Thesis I	Elective	
Thur	Health Policy and Leadership	Thesis II (arranged)	
Arranged		Practicum	

Challenges

- Measuring achievement of competencies
 - Not just learning objectives
- Western Association of Schools and Colleges
 - Evidence-based decision processes
 - Student outcomes assessment based on competencies

Questions &/or Comments