2016 Criteria: compliance reporting
Results, trends, and highlights of best practices
April 2019
All participants will be muted. So if you have a question, enter it here!

CEPH staff will see it and will read and answer questions live at the end of the presentation!
Continuing education

- Up to 1.0 CPH recertification credit may be earned at this event
Today’s topics...

- Overview of compliance reporting results
- Observations of trends
- Examples of strong documentation
- Additional resources
- Questions?
Compliance reporting: who and why?

- All accredited SPH and PHP not undertaking a full review using 2016 criteria by fall 2020
- To ensure that SPH and PHP have implemented curricula that align with the accreditation standards adopted in October 2016
- 137 units required to submit
2019: New vs. resubmissions from 2018

Compliance Reports Submitted (n=137)

- Resubmissions: 39%
- First-time submissions: 61%
Summary results

- n=34 (23%) reports had no CNV findings
- n=99 (66%) some CNV findings, but making good progress
- n=17 (11%) making progress, assigned additional follow-up beyond interim reporting
Foundational knowledge

Submissions accepted for foundational knowledge, by degree type

Percent of submissions accepted

Foundational knowledge learning objective

- D1-MPH
- D1-DrPH
- D17-MS
- D18-PhD
- D19-All Remaining
Progress from last year?

Submissions accepted by D2 competency, 2018 vs. 2019 reports

Percent of submissions accepted

MPH Foundational Competency (D2)

2018 2019
Range of D2 acceptance

Percentage of MPH foundational competencies accepted by unit

Number of SPH/PHP units

Percentage of D2 competencies accepted
DrPH foundational competencies

Submissions accepted by D3 competency
Bachelor’s foundational domains

- Nearly all submissions addressed domains adequately
- Gaps most commonly related to
  - 8: 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
  - 9: basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology
Bachelor’s foundational competencies

- Most submissions addressed all elements of both competencies adequately
- Gaps most commonly related to
  - 1: Public health communication
    - Communicate through a variety of media
    - Communicate with diverse audiences
Curricular trends

Curricular Approaches to D1 and D2

- Traditional 5 core: 13%
- Add/adjust to core: 18%
- New/integrated core: 69%
More detail on the “core plus”…

- About 49% have an introductory public health course
- Most common additions / adjustments
  - Program planning/evaluation
  - Leadership/communication
  - Research methods
New or integrated core
What does an integrated core look like?

- Typically BLOCKS/MODULES!
## New approaches to the core (1 of 5)

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytic Methods in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>Community-based Methods in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>Health Systems, Regulations &amp; Policies</td>
<td>4</td>
</tr>
<tr>
<td>Health Leadership &amp; Management</td>
<td>4</td>
</tr>
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</table>
# New approaches to the core (2 of 5)

<table>
<thead>
<tr>
<th>Foundational Courses</th>
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</thead>
<tbody>
<tr>
<td>Public Health &amp; Community Resilience</td>
<td>5</td>
</tr>
<tr>
<td>Public Health &amp; Health Systems</td>
<td>5</td>
</tr>
<tr>
<td>Public Health for a Healthy Lifestyle</td>
<td>5</td>
</tr>
</tbody>
</table>
## New approaches to the core (3 of 5)

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Methods for Public Health</td>
<td>4</td>
</tr>
<tr>
<td>Leadership &amp; Management for Public Health</td>
<td>4</td>
</tr>
<tr>
<td>Health Systems, Laws &amp; Policy</td>
<td>4</td>
</tr>
<tr>
<td>Individual, Community &amp; Population Health</td>
<td>4</td>
</tr>
</tbody>
</table>
## New approaches to the core (4 of 5)

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Public Health Knowledge</td>
<td>0</td>
</tr>
<tr>
<td>Designs, Concepts &amp; Methods in PH Research</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative &amp; Qualitative Data Analysis Methods in PH Research</td>
<td>3</td>
</tr>
<tr>
<td>Public Health Leadership &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>Health Equity, Communication &amp; Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>Designing &amp; Evaluating PH Interventions</td>
<td>4</td>
</tr>
</tbody>
</table>
## New approaches to the core (5 of 5)

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking in Populations: The Public Health Mindset</td>
<td>2</td>
</tr>
<tr>
<td>Investigation &amp; Control: Acute Public Health Events</td>
<td>3</td>
</tr>
<tr>
<td>Assessment &amp; Intervention: Wicked Problems in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>Framing &amp; Persuasion: Public Health in the Public Sphere</td>
<td>1</td>
</tr>
</tbody>
</table>
Moving from CNV to Yes

Strong examples of assessments and documentation
### Foundational competency 3 (1 of 2)

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

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BIOS 543</td>
<td>Graduate Research Methods (quantitative analysis)</td>
</tr>
<tr>
<td>SBHD 605</td>
<td>Introduction to Social &amp; Behavioral Health (qualitative analysis)</td>
</tr>
</tbody>
</table>

**BIOS 543, Graduate Research Methods (quantitative analysis)**

- Exam # 2: Quantitative analysis of health sciences data set (located at end of syllabus file)
- Potential methods include chi-square test, logistic regression, t-tests, analysis of variance, and linear regression
- Potential analytic inference includes comparing means/proportions between groups, and estimating associations between measures
- JMP or SAS statistical software is used for analysis.

**SBHD 605, Introduction to Social & Behavioral Health (qualitative analysis)**

- Lecture, week 9, “Developing and Pretesting Messages”;
- Message draft critique assignment; intervention materials and lecture, week 14 Assessing Effectiveness, and final project.
- Lecture addresses process evaluation, differences between qualitative and quantitative research, how to use qualitative research to learn about the intended audience, and when to use qualitative and quantitative research.
- Students develop focus group protocols and conduct message testing in focus groups with the target audience.
- Students qualitatively analyze the focus group data and use the findings to revise materials. They must describe how they analyzed the data and used the results in the final project—see guidelines and rubric for project in syllabus file (end).
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate

<table>
<thead>
<tr>
<th>PHS 5027: Epidemiology &amp; Quantitative Methods in Public Health Lab (Core course)</th>
<th>Lab assignments (Lab 7 example), quizzes (Quiz 10 example): Students use R statistical software to clean publicly available data sets, calculate measures of epidemiology and statistics (e.g., univariate, bivariate, multivariate), statistical significance, power and sample size. Lab assignments (Lab 6 example): Students create, code/identify themes, and analyze a survey both using R statistical software and without software.</th>
</tr>
</thead>
</table>

Virginia Tech
10. Explain basic principles and tools of budget and resource management
Excerpt from syllabus:

**Synthesis Assignment 1**: This web-based exercise will ask you to explain and evaluate specific components of budgets and workplans. Each exercise will be aligned with a public health scenario; your role will be evaluating example budgets and workplans and explaining the details of your evaluation to someone affiliated with the scenario.

**Synthesis Assignment 2**: This web-based exercise will ask you to explain and evaluate specific components of resource management and including budgets and budget justifications. Each exercise will be aligned with a public health scenario; your role will be evaluating proposed resource management strategies and budgets and explaining the details of your evaluation to someone affiliated with the scenario.
<table>
<thead>
<tr>
<th>Foundational competency 10 (3 of 3)</th>
</tr>
</thead>
</table>

| 10. Explain basic principles and tools of budget and resource management | PH 6200  Planning, Implementation, & Evaluation of Public Health Interventions | Proposal and Intervention and Evaluation Plan: Students are expected to describe resources and funding management in the sustainability plan (other funding sources, shift in resources, key partners, resources needed). For budgeting principles, students will complete a worksheet during the budget lecture (see slides and handout) to then create their budget, justification, and sustainability plan. (See PH 6200 RFP W2019, PH 6200 Budgeting and Resource Management W2019) |

Oakland University
## Foundational competency 12

<table>
<thead>
<tr>
<th>12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence</th>
<th>PUH 5512 Health Policy, Planning, and Management</th>
<th>Week 7 - Informative Policy Brief - Through creating an informative policy brief, the student will discuss a policy issue, background and context, utilizing evidence from credible sources; stakeholders and their positions; intended and unintended outcomes; and ethics involved in a piece of proposed legislation currently under consideration in the U.S. House or Senate.</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td>Week 8- Essay - The student will discuss policy process models for understanding how ideas move through problem formulation, agenda setting, legislative consideration, enactment, and execution. A rubric will be used to assess the student’s ability to discuss multiple dimensions of the policy-making process, including the role of ethics and evidence.</td>
</tr>
</tbody>
</table>
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
### Foundational competency 16 (2 of 3)

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

**Assignment Weeks 4-6 Public Health Scenario: Leadership Application**

Students will be assigned to a group for this assignment. Students will be assigned a leadership role within the community to respond to a public health emergency. Students will apply leadership governance, management, negotiation, and mediation skills based on their role and agency representation (e.g., CDC, state public health, FEMA). The group project/public health scenario (SARS) should mimic a real-life timeline. Each group member will be assigned to a leadership role in the scenario. The following are the roles: Mayor; State Public Health Administrator; Representative of the World Health Organization (WHO); Director of Centers for Disease Control and Prevention (CDC); Chief of Emergency at Massachusetts General Hospital; and Professor of Infectious Disease at Local University.

**PBHE606: Disaster Health Management**

American Public University System
### Foundational competency 16 (3 of 3)

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

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PUBH 6021 - Essentials of PH Practice &amp; Leadership 1: Leading Self &amp; Teams</td>
<td>6021: Session 6 includes lesson on 12 guidelines for empowering others and 4 types of decision-making; Group PH Challenge (week 10) - groups will explore and address an assigned systems-, organizational- or community-level PH challenge a.) Teams will demonstrate principles of leadership, governance &amp; management; b.) Team will describe how they applied the same principles with each other and their clients/funders throughout this challenge. Subsequently, students will be required to submit independent, written reflection for assessment. Sample question: Which of the 12 guidelines for empowering others did you utilize throughout the public health challenge experience? (See assignment description on page 5 of syllabus)</td>
</tr>
<tr>
<td>PUBH 6022 - Essentials of PH Practice &amp; Leadership 2: Managing Organizations &amp; Influencing Systems</td>
<td>6022: Organizational Design Challenge Video- Students will work in teams to envision an ideal organizational environment. They will be expected to show the presence of an organizational vision. Subsequently, students will be required to provide independent, written reflection for assessment. Sample questions include: 1.) Which of the 4 decision-making procedure(s) did you and your teammates use when determining your organization’s vision, mission, values, goals, strategies, governing structures, budget, and org chart? 2.) If you were to re-do the org design challenge assignment, what would you change about how you and your teammates made decisions?</td>
</tr>
</tbody>
</table>
## Foundational competency 17 (1 of 2)

<table>
<thead>
<tr>
<th>17. Apply negotiation and mediation MPH 501: Introduction to Public Health skills to address organizational or community challenges</th>
<th>Addressing Organizational and Community Challenges Discussion Board: Students need to read the Community Tool Box text on conflict and then respond to a prompt regarding stakeholders leaving a community meeting upset about the outcome. Student must write a 200-word response that outlines how they might address this issue at the upcoming meeting. After posting this response to the MPH 501 online course platform, they must also review responses from other students and reply to at least two. See the Negotiation and Mediation Skills Discussion Board assignment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 511: Health Behavior Theory</td>
<td>Group Member Contract: Students will be expected to develop a group contract outlining who will complete which tasks by a certain deadline as well as communication and conflict resolution plans. See the Group Member Contract assignment.</td>
</tr>
<tr>
<td>Foundational competency 17 (2 of 2)</td>
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<table>
<thead>
<tr>
<th>17. Apply negotiation and mediation skills to address organizational or community challenges</th>
<th>HSMP 5200: Health Leadership and Management</th>
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<tbody>
<tr>
<td>Negotiation Case Study Analysis and Essay</td>
<td>Each student demonstrates application of mediation and negotiation skills through case analysis and development of an essay related to the Appian Health Systems case in the course textbook. This case is a negotiation simulation that allows participants to assume union and hospital roles to work toward an acceptable collective bargaining agreement. The essay includes (1) a discussion of relevant information for understanding an organization’s negotiating position, with identification of key stakeholders and their positions. Each student develops a problem statement for each negotiated topic and synthesizes an appropriate response to aid in the establishment of consensus. Additionally, each student (2) develops a list of positions that are agreed upon during negotiation and discusses the potential for impasse in each position with possible remedies for each scenario, (3) identifies and discusses the function of mediator and the role which impartiality plays in this function, (4) identifies and discusses the differences between mediation and negotiation.</td>
</tr>
</tbody>
</table>

East Tennessee State University
21. Perform effectively on interprofessional teams
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<tr>
<th>Foundational competency 21 (2 of 4)</th>
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</thead>
<tbody>
<tr>
<td>21. Perform effectively on interprofessional teams</td>
</tr>
<tr>
<td>PHS 7050: PH Law, Ethics, &amp; Policy</td>
</tr>
<tr>
<td><strong>Assignment 6: Opioid Interprofessional Project.</strong> Written Assignment and Presentation. Students receive a didactic presentation of interprofessional teams and education. Students conduct a Team Project to address Opioid Abuse with Law, Medical, and Public Policy Students; Students demonstrate (through 3 student team meetings) that they can perform effectively on interprofessional teams. Students are assessed individually and by team, and also individually assess the interprofessional team's effectiveness in addressing the issue.</td>
</tr>
</tbody>
</table>

*University of Virginia*
## Foundational competency 21 (3 of 4)

| 21. Perform effectively on interprofessional teams | PUBH 6021 - Essentials of PH Practice & Leadership 1: Leading Self & Teams | Online Students IPE: Options:  
1.) Virtual IPE Seminar- Students will work virtually in interprofessional (IP) teams using a case-study format; IP Teams will include a faculty preceptor & students or professionals from various health professions (our online partners include students and faculty from these programs: family nurse practitioner, physical therapy, physician assistant, occupational therapy, social work, speech-language pathology, health administration, and medicine, along with our public health students). A post-assessment quiz will be completed/submitted. Students submit post-assessment questionnaire.  
2.) Successful completion of an elective class that includes a pre-approved practice-based interprofessional activity where participants are directly observed by course instructor. (ie.- Evaluation courses where students work with community organizations under the direction of their GW SPH course instructor). Course must be identified as IPE eligible. |
| Foundational competency 21 | 21. Perform effectively on interprofessional teams | PUBH 5350 Assessment and Planning in Public and Community Health | Interprofessional Training Event: Students work with medical students and physicians in a clinic-based residency program at a federally-qualified health center to assess community health needs and design a community-partnered health promotion plan. Students describe their experience in the IPE Report - Section 3. Application |

Baylor University
## Foundational competency 22 (1 of 3)

### 22. Apply systems thinking tools to a public health issue

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PUBH520</td>
<td>Applying Systems Thinking to Health</td>
</tr>
</tbody>
</table>

**Final Project:** In this assignment students use systems thinking tools with the aim of bringing about positive change in an area of their choosing (i.e., addressing either a community/population health issue or a health service organizational issue). This assignment is developed through exercises completed over modules 2, 3 and 4. The final paper must include the following:

- Discuss the problem you are trying to change or correct and why,
- Identify the stakeholders to be included and an analysis of these stakeholders (stakeholders engagement matrix and assessment),
- Create the causal loop diagram,
- Examine the cost/benefit of change versus status quo,
- Refer to your iceberg analysis for the patterns, structure, mental modes to really get at the root cause of the problem,
- Provide conclusion including thoughts on how using a systems thinking approach has or has not benefited this process.

Morgan State University
<table>
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| 22. Apply systems thinking tools to a public health issue | 18260 Community Health Program Evaluation | **Week 4 Assignment:** Students discuss and apply the concepts of systems thinking and performance management including related tools and strategies in organizations. Students diagram a causal loop for the public health program discussed in Week 3 and identify ways they would conduct performance management evaluation of this system (syllabus page 14). |

Medical College of Wisconsin
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<tr>
<th>22. Apply systems thinking tools to a public health issue</th>
<th>CPH 672 Evidence-Based Public Health Planning and Practice</th>
<th>Assignment 4: Evidence-Based Program/Intervention – Detailed Explanation and Presentation</th>
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<tbody>
<tr>
<td></td>
<td>Assignment 9 Part A: Logic Model (PIPA Model) and Assignment 9 Part B: Sustainability Plan</td>
<td>Students will develop a Participatory Impact Pathways Analysis to include logic model and consider the components of sustainability and how they can be used to continue evidence-based program/intervention after initial grant funding has ended.</td>
</tr>
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</table>

Based on work completed in Assignments #1 and #3 and instructor feedback, students must select one evidence-based program/intervention for the completion of this assignment (details available on canvas site). Students should consider carefully the intervention which is of most interest, has the greatest strength of evidence and manageable implementation in a community with proven need. The paper in this assignment will include a causal loop diagram of the problem and the program being implemented to correct the problem.
What reviewers look for in a syllabus

- Description of expectations for each assignment
- Schedule & outline of class assignments
- Grading: what gets assessed & goes into the grade?
- Textbooks & readings
Still want more guidance or feedback?
Available resources (1 of 2)

- Accreditation Orientation Workshop in August
- Distance-based and in-person consultation visits
- Regularly updated FAQs on CEPH website
- Periodic webinars
- CEPH Accreditation & Education Forum in November
Available resources  (2 of 2)

- Upcoming TA webinars:
  - [https://ceph.org/about/dates-to-remember/#1](https://ceph.org/about/dates-to-remember/#1)

- CEPH Accreditation & Education Forum:
  
  Saturday, November 2, 2019
  
  9:00 AM – 6:30 PM
  
  Philadelphia, PA
Lots of ways to find us!

- At the office
  - Email questions to CEPH staff: submissions@ceph.org
  - Call us! 202-789-1050

- On the web
  - Follow us on Happenings: https://ceph.org/about/org-info/join-mailing-list/
A friendly reminder to complete the survey!

Attendee questions?