Adopting the New Criteria for the DrPH Degree: Stories from the Field
August 2, 2018
Logistics

- Up to 1.0 CPH recertification credit may be earned at this event.
- This webinar will be recorded and corresponding slides will be posted to the CEPH website within one week.
- If you have a question, type it here!
Featured Institutions

Columbia University Mailman School of Public Health

Penn State University Public Health Program

University of Arkansas for Medical Sciences Fay W. Boozman College of Public Health

Julie Kornfeld, PhD, MPH
Associate Professor
Vice Dean, for Education

Betsy Aumiller, D. Ed, M. Ed
Assistant Professor

Liz Gates, JD, MPH
Assistant Dean for Special Projects

Martha Phillips, PhD, MPH, MBS, EdS
Associate Professor of Epidemiology
DrPH Program Co-Director

CEPH
CEPH WEBINAR
Mailman School of Public Health
CEPH 2016 Criteria Compliance and Transitioning the DrPH

JULIE KORNFELD, PHD, MPH
VICE DEAN FOR EDUCATION

AUGUST 2, 2018
Overview

• The Columbia Mailman School and the DrPH
• Transition to 2016 CEPH criteria
• Assessments for foundational competencies
• The applied practice experience (APE)
CEPH Reaccreditation 2016/2017

• Mailman began the self-study process in February 2016, based on 2011 CEPH criteria
• Hosted CEPH site visit December 4-6, 2017
• Submitted Option A report for 2016 CEPH criteria January 8, 2018
Mailman Degree Offerings

Masters

• MPH (6 departmental concentrations + 25 certificate concentrations, 1 accelerated offering, 2 executive offerings, and 9 dual degree offerings)
• MS (5 departmental concentrations, 1 executive offering, 2 dual degree offerings)
• MHA (regular and executive offering)

Doctoral

• DrPH (5 departmental concentrations)
• PhD (5 departmental concentrations, 1 dual degree offering)
Doctoral Degrees

- **DrPH**
  - Biostatistics
  - Environmental Health Sciences
  - Epidemiology
  - Population and Family Health
  - Sociomedical Sciences

- **PhD**
  - Biostatistics
  - Environmental Health Sciences
  - Epidemiology
  - Sociomedical Sciences
Enrollment by Degree Program

- MPH: 56.0%
- Exec MPH: 1.8%
- MS: 12.0%
- Exec MS: 1.8%
- MHA: 12.2%
- Exec MHA: 2.0%
- PhD: 9.1%
- DrPH: 4.2%
- Non-matric: 0.9%
- Non-matric: 0.9%

MPH: 56.0%
Doctoral Student Enrollment

- PhD: 128
- DrPH: 62
DrPH History

• DrPH was historically research-oriented

• Areas of focus for DrPH in 2016/2017 reaccreditation
  • Distinguish between academic and professional doctoral degrees
  • Ensure distinct competencies for DrPH and PhD
  • Clarify and refine the APE
    – Offer more courses on professional and practice applications for DrPH students
    – Examine the ILE
DrPH Student Feedback

- Student forum held during the self-study process
- Students gave honest feedback
  - Current DrPH, like the PhD, relies heavily on Data & Analysis
  - Focus on Leadership/Management and Policy very exciting
Other Concerns

- **Practicum**  Ensure high level experience that reflects background of students
- **Teaching**  Increase balance of practice-based versus academic/research faculty
- **Breadth and Depth**  Balance in-depth discipline versus centralized core knowledge
- **Employment and Employers**  What do employers expect/know about DrPH graduates? How to align experience/training and expectations?
Transition to 2016 CEPH criteria

Mailman submitted Option A compliance report
January 8, 2018

- Various gaps exist across all DrPH programs—Epi, SMS, EHS, PopFam and BIO
  - Leadership, management and governance, program and policy design, system level intervention design and delivery, strategies for organizational change, teaching and training delivery
Action Plan: Update DrPH

• Consolidate gaps identified in self-study
• Align with 2016 CEPH criteria
• Address student concerns
• Ensure faculty and departments embrace change
• Examine departmental structure versus central core knowledge
• Build for the future by training leaders in public health
DrPH Redesign Goals and Timelines

• Short to mid-term (1 year)
  – Seek broader input to innovate DrPH
  – Develop courses focused on professional and practice applications for DrPH students to align with 2016 criteria
  – Provide formal structure for the DrPH practicum through the Office of Field Practice, using successful MPH model

• Mid to long-term (2-5 years)
  – Establish DrPH Planning Committee
  – Identify funding to design and build new program and new program elements
  – Collaborate with other Columbia schools to add cutting-edge elements in management and design
Input: Macy Foundation DrPH Scoping Project

• Overwhelming support for DrPH program—participants across all groups felt that the program would fill a gap in the marketplace
• Need for innovative thinking in designing courses and applied learning experiences
• Part-time program in which participants could remain in place
• Hybrid learning model that blends executive style in-residency learning and on-line coursework
• Mailman connection and networking important
Key Challenge, Lesson, and Success

• **Challenge**
  – Transforming a research-oriented culture in an institution dominated by faculty PhDs and MDs

• **Lesson**
  – Assembling the right people to work toward our goal by balancing the divide and conquer approach with the unification approach
    • Strong leadership, effective committees with fresh perspectives, collaboration, capitalization on existing structures and resources, and communication are key

• **Success**
  – New courses built in collaboration with faculty invested in program and extant Columbia resources (e.g. Mailman Office of Field Practice, Columbia Center for Teaching and Learning)
Foundational Competencies

12. Propose human, fiscal and other resources to achieve a strategic goal
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis

Course PUBH P9070: Integration of Science and Practice
Assessment Completion of Policy Memo Assignment for Opioid Session

Didactic preparation Case readings, introductory slides, policy memo voicethread, PDF materials, and examples of policy memos

Specific assessment activity Write 3-4 page policy memo making policy recommendations about opioid epidemic
A policy memo should have an argument

Approach

1. **TO/FROM** and **DATE**
2. **ISSUE**
   - Formulate a clear issue (1-2 sentences) first, so you can support with background
3. **BACKGROUND**
   - You may iterate between issue and background (e.g. tweak issue based on background)
4. **EVIDENCE**
5. **OPTIONS** (3-4)
   - Make sure these are distinct and not vague
6. **RECOMMENDATION**
   - Make sure this is consistent with your identity (the FROM)
7. **RATIONALE**
   - Must be supported by the evidence and accord with the issue and the FROM

An argument is an evidence-based recommendation made through a particular lens to address an issue that roundly weighs the options and considers the audience.
Policy Memo

• Adapted for DrPH students from MPH curriculum
• Opioid epidemic topic was mined for its suitability to the policy memo assessment and the competencies addressed, as well as its timeliness and need for applied public health
Approach for the Applied Practice Experience

• DrPH capitalizing on the structure and functions of the Office of Field Practice (OFP), originally created to centralize MPH practica during our curriculum renewal in 2012
• OFP vets placements and maintains a database with information on sites and mentors
• Pathways to APE placements (local, domestic, international)
  • Student-initiated placement and approvals through academic advisor and OFP
  • Placement at selected, School-wide sites maintained through OFP
• OFP requires Scope of Work forms to identify and track competencies
THANK YOU!
Penn State College of Medicine
Doctor of Public Health Program (DrPH) Curricula

Betsy Aumiller, DEd
Our Story: Part I

- DrPH program first cohort: fall, 2016
- Last accreditation: summer, 2014
- Draft self-study due: October, 2018
- Next accreditation: March, 2019
# Our Story: Part I

## Degrees Offered

<table>
<thead>
<tr>
<th>Master's Degrees (MPH)</th>
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<tbody>
<tr>
<td>Community and Behavioral Health</td>
<td></td>
</tr>
<tr>
<td>Epidemiology and Biostatistics</td>
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<tr>
<td>Health Systems Organization and Policy</td>
<td></td>
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<tr>
<td>Global Health</td>
<td></td>
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</table>

### Doctoral Degrees (DrPH)

| Community and Behavioral Health            |  |
| Epidemiology and Biostatistics             |  |
| Health Systems Organization and Policy     |  |

<table>
<thead>
<tr>
<th>Joint Degrees</th>
<th>Existing concentration</th>
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<tbody>
<tr>
<td>Medical</td>
<td>Community and Behavioral Health, Health Systems Organization and Policy, Global Health</td>
</tr>
<tr>
<td>Law</td>
<td>Community and Behavioral Health, Health Systems Organization and Policy, Global Health</td>
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</table>
## Our Story: Part I

### Students Enrolled and PIF

<table>
<thead>
<tr>
<th>Degree</th>
<th>Current Enrollment *</th>
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<tbody>
<tr>
<td><strong>MPH</strong></td>
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<tr>
<td>MPH Community and Behavioral Health</td>
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<tr>
<td>MPH Epidemiology and Biostatistics</td>
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<tr>
<td>MPH Health Systems Organization and Policy</td>
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<tr>
<td>MPH Global Health</td>
<td>0</td>
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<tr>
<td><strong>DrPH</strong></td>
<td></td>
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<tr>
<td>DrPH Community and Behavioral Health</td>
<td>4</td>
</tr>
<tr>
<td>DrPH Epidemiology and Biostatistics</td>
<td>5</td>
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<tr>
<td>DrPH Health Systems Organization and Policy</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
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<tr>
<td>Total PIF</td>
<td>13</td>
</tr>
<tr>
<td>Non-PIF</td>
<td>27</td>
</tr>
</tbody>
</table>

*Does not include expected enrollment fall, 2018*
Our Story: Part I

Key Facts about DrPH

DrPH program started fall, 2016

• Developed initial competencies via mixed methods study: 2015

• New CEPH criteria: October, 2016

• First cohort used prior competencies, second cohort adopted new...now what?

• First cohort adopted new competencies in fall 2017
Our Story: Part II

• Compared competencies generated by our mixed methods inquiry with new competencies: October 2016 – January 2017

• Created 4-person CEPH team – meet weekly for one hour with timeline for program and degree specific changes

• January 2017 – present: Modify syllabi and portfolios; create processes to evaluate competencies over time; explore G criteria
Our Story: Part II

Key Challenge I: Modifying syllabi to reflect new competencies and assessment methods – with internal and external campus faculty

Challenge II: Creating test for students coming into the program w/o an MPH to ensure foundational knowledge: take 5 prereqs or test

What we learned: start early communicating with faculty, create instructional materials, meet with faculty separately
Our Story: Part II

Key Success: Creating online portfolio and accompanying methods to evaluate competencies in curriculum and across DrPH milestones (candidacy, comprehensive exams, etc.)

http://sites.psu.edu/jyingstdrph2016/

What we learned: Students’ onus of competencies has been valuable to their learning; automated process saves time
Our Story: Part II
Tracking and Evaluating Competencies

Four (4) times before graduation, DrPH students will complete this self-assessment of mastery of core and track-specific competencies. The same form will be completed by each of the student’s DrPH program faculty committee members during the student’s defense of their mastery of competencies to render their individual assessment of the student’s mastery of core and track-specific competencies.

Please list the core competencies to be assessed by student and faculty committee, then select the degree to which the competencies have been mastered:

Data and Analysis:
Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels

Rating:
* must provide value

<table>
<thead>
<tr>
<th>Rating</th>
<th>Competency Status</th>
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<tr>
<td>1</td>
<td>Emerging Competency</td>
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<tr>
<td>2</td>
<td>Meets Competency</td>
</tr>
<tr>
<td>3</td>
<td>3-Meets Competency</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5-Exceeds Competency</td>
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</table>

Explanation:
* must provide value

Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue

<table>
<thead>
<tr>
<th>Design Project</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
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</tbody>
</table>
**Our Story: Part III Assessment**

- Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners;

- Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies; and

- Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems

- Facilitate shared decision making through negotiation and consensus-building methods;

- Create organizational change strategies;

- Propose strategies to promote inclusion and equity within public health programs, policies and systems;

- Assess one’s own strengths and weaknesses in leadership capacities including cultural proficiency

- Propose human, fiscal and other resources to achieve a strategic goal

- Cultivate new resources and revenue streams to achieve a strategic goal.
**Our Story: Part III**

**Assessment**

**Assignment:** Micro-facilitation Session

- Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies; and

- Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems

- Propose human, fiscal and other resources to achieve a strategic goal

- Cultivate new resources and revenue streams to achieve a strategic goal.

- Assess an audience’s knowledge and learning needs;

- Deliver training or educational experiences that promote learning in academic, organizational or community settings; and

- Use best practice modalities in pedagogical practices
**Our Story: Part III**

**Assessment – Noteworthy**

**Community Assignment:** Must identify and orient community mentors to roles and responsibilities. Although students assess the mentor, the project is about *their* leadership skills in practice.

**Microfacilitation Assignment:** Must cover principles of adult learning, pedagogy, teaching methods and educational evaluation beforehand– this takes time.
Our Story: Part IV
APE

• All students must complete 20 hours of community service prior to APE – hours are tracked on portfolio and approved

• Updated assignments: online discussion forums, weekly logs, site specific project, final report, final presentation

• As of fall 2018, piloting leadership demonstration project with student and preceptors
Our Story: Part IV
APE: Placements

• Have established internal practice team – meet bi-weekly to discuss opportunities and upcoming student need

• Have a list of sites that we consider for student needs – meet with students about APE from first semester to consider competencies

• Created an online Public Health Practice Portal for community organizations/sites to submit their practice needs. Internal practice team triages.
### Our Story: Part IV

APE: Tracking/Eval.

<table>
<thead>
<tr>
<th>Competency: Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies</th>
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</thead>
<tbody>
<tr>
<td>0 Unable to Evaluate</td>
</tr>
<tr>
<td>1 Not at all Competent</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3 Competent</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5 Very Competent</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency: Assess an audience’s knowledge and learning needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Unable to Evaluate</td>
</tr>
<tr>
<td>1 Not at all Competent</td>
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</tr>
<tr>
<td>5 Very Competent</td>
</tr>
</tbody>
</table>
Epilogue

We continue to explore ways to link leadership skills to every core course, but especially via the APE.

The End – Thank You!
University of Arkansas for Medical Sciences
Fay W. Boozman
College of Public Health
Introduction to UAMS College of Public Health (COPH)

- Accredited school since 2003
- June 2014 -- Last site visit
- Spring 2021 -- Next site visit

340 active students

- PhD: 30
- DrPH: 13
- MHA: 27
- MPH: 169
- Certificate: 36
- Non-degree: 52
## Faculty and Degree Programs

- **48 Primary Instructional Faculty**
- **27 degree programs**

### Certificates
- **Graduate**
  - Env/Occ Health
  - Regulatory Sciences
  - Rural & Global Health
  - Healthcare Data Analytics
- **Post-baccalaureate in Public Health**
- **Executive certificate in Healthcare Management**

### MPH
- **6 disciplines**
  - Biostatistics
  - Env/Occ Health
  - Epidemiology
  - Health Behavior/Health Ed
  - Health Policy & Management
  - Rural & Global Health
- **Concurrent degrees**
  - 5 with other masters/doctoral programs
  - 6 4+1 programs
- **MHA**
  - Accredited by CAHME

### Doctoral
- **DRPH – PH Leadership**
- **PhD**
  - Epidemiology
  - Health Promotion & Prevention Research
  - Health Systems & Services Research
History of DrPH program

• Arkansas Department of Higher Education approval -- December 2003
• First students enrolled -- January 2004
• Initial CEPH site visit -- spring 2004
DrPH in Public Health Leadership

• Interdisciplinary program
  
  • Coursework in
    • PH sciences & research
    • Policy & program development & evaluation
    • Community-engaged PH research & practice
    • Management and leadership theory and practice
  
• All 5 disciplinary areas
CEPH 2016 Criteria and the DrPH

• Spring 2017 -- reviewed and revised curriculum
  • Significant revisions in 2013
  • Minor revisions to address CEPH 2016 criteria

• DrPH co-directors work with accreditation specialist
  • 2018/2019 compliance reports
  • Self-study, site visit, and reaccreditation
Key Successes

• **Satisfying the prescribed learning objectives**
  • Require each student to complete a graduate-level core course in each of the five core areas prior to admission
    • From a CEPH accredited program or school
    • At COPH

• **Competency 17 – interprofessional team approaches**
  • UAMS Interprofessional Education requirement for ALL graduates
Key Challenge

• Foundational competency 11
  • “Assess one’s own strengths and weaknesses in leadership capacities, including cultural proficiency”
  • Self-assessment of leadership addressed during required seminar(s)
  • Assessment of cultural competency/proficiency woven into many courses & activities
    • Multiple opportunities to demonstrate/observe/assess

• Difficult to:
  • Demonstrate didactic preparation in some specifics
  • Assess cultural competency/proficiency
## Examples of Assessment Activities

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course or other educational requirement</th>
<th>Specific assignment(s) that allow(s) assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design a qualitative, quantitative, mixed methods, policy analysis, or evaluation project to address a public health issue</td>
<td>Advanced Public Health Policy/Management</td>
<td>CAM analysis paper</td>
</tr>
<tr>
<td></td>
<td>Racial and Ethnic Health Disparities</td>
<td>Service Learning Project, Final Exam</td>
</tr>
<tr>
<td></td>
<td>DrPH Dissertation Process</td>
<td>Dissertation proposal document, proposal defense, final defense</td>
</tr>
<tr>
<td>Propose inter-professional team approaches to improving public health</td>
<td>UAMS Triple Aim Interprofessional Education (IPE) program</td>
<td>Students required to complete the IPE Program before graduation.</td>
</tr>
<tr>
<td>Deliver training or educational experiences that promote learning in academic, organizational, or community settings</td>
<td>Instructional Methods and Teaching Practicum</td>
<td>Participation in class discussions; 3 guest lectures in COPH MPH classes</td>
</tr>
</tbody>
</table>
Approach to the Applied Practice Experience

- Every student completes at least 1 Applied Practice Experience (Practicum)
  - 3 credit hours
  - After successful completion of qualifying examinations

- Doctoral Projects Advisory Committee
  - Established in Fall semester before expect to take qualifying exams in the summer
  - 3 faculty plus 1 of the DrPH program co-directors
  - To help student
    - Identify potential projects (APE, dissertation)
    - Identify potential sites for the APE
    - Identify appropriate site supervisor and faculty APE advisor
APE Competencies

Project competencies

• Tailored
  • Student skill needs, future goals, project
• Select (minimally)
  • from Leadership, Management & Governance and Policy & Program competencies
• Document on APE plan
• Map activities to competencies being addressed

Competency Assessment

• Evaluation form
  • Site supervisor
  • Faculty APE supervisor
• Student self-assessment as part of final report
• Martha Phillips, PhD, MPH, MBA, EdS
  • Associate Professor of Epidemiology, DrPH Program Co-Director
  • mmphillips@uams.edu

• Liz Gates, JD, MPH
  • Assistant Dean for Special Projects
  • lizgates@uams.edu
Questions?

Please type any questions that you have for CEPH staff or the featured institutions in the question box now.

The webinar will be recorded and uploaded to the CEPH webpage within one week. The slides will also be available.

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 different, and methods or techniques used successfully by one institution may not always guarantee compliance with CEPH criteria at another institution. Feel free to contact CEPH staff with questions.

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, 2018) Slides | Handout | Video Recording (provide name and email to access recording)


TA Webinar: Populating data templates (August 23, 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

CEPH criteria rollout Presentations
CEPH at APHA

- Hands on Workshop, November 10th
  - For applicant and accredited units
- Presentations from CEPH staff on salient topics
- Small group guided discussions with peers & CEPH staff. Each participant will be able to take part in two different discussion groups. Participants from the same university can split up to cover a broader range of topics. Topics will include MPH curriculum, DrPH curriculum, bachelor’s curriculum, concentration competencies, guiding statements & evaluation, and data collection & management.
- Networking Reception
- Visit: https://ceph.org/dates-to-remember/ceph-apha/