CEPH MPH Competencies 17 and 22
UH Public Health - PHP

- 30 faculty (17 tenure-track)
- 300 students
  - 170 BA in PH
  - 5 MS
  - 35 PhD
  - 90 MPH
- Epidemiology
- Health Policy & Management
- Native Hawaiian & Indigenous Health
- Social Behavioral Health Sciences

2022 next CEPH review

UH has a diverse student body and is a Hawaiian place of learning
Process for choosing/refining assessment measures

- Faculty retreats – linked competencies to courses
  - Summer 2016 – restructured courses
  - January 2017 – started assessment

- Meetings w/in specialization responsible for these courses/competencies

- Meeting of course instructors w/me

- Pre-review by Mollie at CEPH

- More meetings of course instructors w/me

- Incorporation into AY 18-19 syllabi
### Structure of MPH coursework (42c)

<table>
<thead>
<tr>
<th>Foundation Courses (20c)</th>
<th>Specialization courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>600 - Intro <strong>found know</strong></td>
<td><strong>10-17c</strong></td>
</tr>
<tr>
<td>602 - Hlth services &amp; <strong>policy</strong></td>
<td><strong>APE</strong> - 240 hrs</td>
</tr>
<tr>
<td>623 - Hlth promotion theory &amp; methods (<strong>merged 2 crse</strong>)</td>
<td><strong>ILE</strong></td>
</tr>
<tr>
<td>648 - Planning, mgmt, eval, and leadership (<strong>new</strong>)</td>
<td><strong>2c</strong></td>
</tr>
<tr>
<td>655 - Biostats I</td>
<td><strong>Electives</strong></td>
</tr>
<tr>
<td>663 - Epi I</td>
<td><strong>0 (Epi) – 7 (SBHS)</strong></td>
</tr>
<tr>
<td>681 - Environmental Hlth</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>602-Hlth srvs &amp; policy</td>
<td>x x x</td>
</tr>
<tr>
<td>623-HP theory/methods</td>
<td>x x x</td>
</tr>
<tr>
<td>648-Plan’g, Mgmt, Eval, Leadership</td>
<td></td>
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<tr>
<td>655-Biostats I</td>
<td>x x x</td>
</tr>
<tr>
<td>663-Epi I</td>
<td>x x x</td>
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<tr>
<td>681-Env Hlth</td>
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<tr>
<td>IPE passport</td>
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<tr>
<td>PH 600</td>
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</tbody>
</table>
Competencies 17 & 22

17. Apply negotiation and mediation skills to address organizational or community challenges (PH 623 and PH 648)

22. Apply systems thinking tools to a public health issue (PH 602 and PH 648)
17. Apply negotiation and mediation skills to address organizational or community challenges

623: Health Promotion Theory and Methods (1st sem)

Lec: Working in teams

Assign: Groups of students work on needs assessment project for community-based agency.

Assessed thru:
- Pre-work skills/needs assessment and ground rules.
- Post-work evaluation.

Pre-work Assessment/Rules
What skills are you bringing?
- People skills, data skills, presenting skills, organizational skills, cooking skills,

Team discussion questions
- What are characteristics of a good team?
- My expectations of myself
- Personal priorities/challenges
- My expectations of teammates
- How do I best communicate?
- How do I like to resolve conflicts?

Team agreement/ground rules
- Intent/vision
- Roles (e.g., point person for community, minutes, recruitment tracker, etc.)
- Timeline
- Conflict resolution processes and consequences
17. Apply negotiation and mediation skills to address organizational or community challenges

Post-work evaluation (complete for self and each TM; used in grading)

**Score 1-5 and comment**
- Demonstrated dedication by punctually attending and being consistently prepared for group meetings & other activities.
- Maintained professional and courteous communication with the group.
- Listened to group members in an open-minded and empathetic manner.
- Demonstrated reliability and responsibility by meeting agreed-upon deadlines.
- Worked well independently while willingly sharing roles and responsibilities with group members.
- Demonstrated flexibility by considering ideas and priorities of other group members.
- Gave and received feedback, ideas and solutions constructively and courteously.

**Comment only**
- What did this person do well that you appreciated?
- What suggestions do you have for this person to continue to grow as a public health practitioner?
- Any other comments?
17. Apply negotiation and mediation skills to address organizational or community challenges

648: Planning, Management, Evaluation, & Leadership (2nd sem)

Lec: Speaker from Mediation Center

Assign: Students act out roles in real-life scenario related to planning, implementation, and evaluation.

Assessed thru:
- Retro pretest/posttest with 5-point Likert scoring.
- Debrief on experience applying mediation/negotiation skills.

Pre-post-Test Questions
- I am able to communicate with team members (TM) to clarify each member’s responsibility.
- I am able to choose effective communication tools and techniques to facilitate discussions and interactions that enhance team function.
- I can organize and communicate information with TM in a form that is understandable, and avoids discipline-specific terminology.
- I can integrate the knowledge and experience of other TM to inform decisions.
- I am able to share accountability with other TM.
22. Apply systems thinking tools to a public health issue

**602: US Health Care System and Policy (1st sem)**

**Lec:** Systems thinking re: Peter’s article.

**Assign:** Small groups apply two systems-thinking tools to long-term care (LTC):
- Baldridge Framework (customer, product, etc)
- Causal Loop Diagrams.

**Assessed thru:**
- Quiz questions on systems thinking
- Report back on group work.

**Group Discussion Questions**
Given what you know, you would like to address this issue from a systems thinking perspective!
- What are the needs of the LTC system?
- What are the elements in the LTC system?
- What are the interconnections?
- What are the places of functional challenges?
- How can we do better? YOUR VISION!!!
- What can you learn from casual loop diagrams? What do they help you understand? What do they leave out?
- What can you learn from Baldridge Excellence Framework? What does it help you understand? What does it leave out?
- What other systems thinking tools might be useful? Why?
22. Apply systems thinking tools to a public health issue

648: Planning, Management, Evaluation, Leadership (2nd sem)

Lec: Systems thinking

Starting from DOH Strat Plan, small groups choose focus and find EB program to tailor and replicate.

Develop logic model (resources, activities, outputs, outcomes)

Assessed thru:
- Grading rubric for LM & plan
- Peer assessment of LM

Adapted from Community Solutions ©2010
http://misalondon.ca/PDF/BIP/MeasuringImpact/Logic_Model_Assessment_Rubric.pdf
# Logic Model Assessment Rubric

Adapted from Community Solutions ©2010 [http://misalondon.ca/PDF/BIP/MeasuringImpact/Logic_Model_Assessment_Rubric.pdf](http://misalondon.ca/PDF/BIP/MeasuringImpact/Logic_Model_Assessment_Rubric.pdf)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive-ness</td>
<td>• more than 3 items listed for each component</td>
<td>• a minimum of 3 items are listed for each component</td>
<td>• less than 3 items listed for each component</td>
</tr>
<tr>
<td></td>
<td>• presents a highly comprehensive picture of the program’s impacts</td>
<td>• presents a relatively comprehensive picture of the program’s impacts</td>
<td>• does not present a comprehensive picture of the program’s impacts</td>
</tr>
<tr>
<td>Correct Presentation of Components</td>
<td>• each Activity statement is described using an action--verb</td>
<td>• majority of Activity statements are described using an action--verb</td>
<td>• Activities not described with action--verbs</td>
</tr>
<tr>
<td></td>
<td>• majority of Outputs are numerically--based, few “deliverables” listed</td>
<td>• majority of Outputs are numerically--based, few “deliverables” listed</td>
<td>• Outputs listed contain many “deliverables”</td>
</tr>
<tr>
<td></td>
<td>• every Outcome listed includes a direction of change</td>
<td>• majority of Outcomes listed include a direction of change</td>
<td>• majority of Outcomes do not include a direction of change</td>
</tr>
<tr>
<td>Underlying Logic</td>
<td>• Outputs, and Outcomes are linked logically to Activities</td>
<td>• Outputs, and Outcomes are linked logically to Activities</td>
<td>• no logical linkage between Activities, Outputs, and Outcomes identified</td>
</tr>
<tr>
<td>Plausible Connections</td>
<td>• connections are highly plausible, i.e. the Outcomes listed could</td>
<td>• connections are relatively plausible, i.e. the Outcomes listed could</td>
<td>• Long--term Outcomes could not plausibly arise from the Short and Intermediate---term Outcomes identified</td>
</tr>
<tr>
<td></td>
<td>realistically arise from the Inputs and Activities identified</td>
<td>realistically arise from the Inputs and Activities identified</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• all Intermediate Outcomes listed demonstrate a realistic link to the Long--term Outcomes identified</td>
<td>• most Intermediate Outcomes listed demonstrate a realistic link to the Long--term Outcomes identified</td>
<td></td>
</tr>
<tr>
<td>Readability</td>
<td>• understandable to the lay reader, no jargon included</td>
<td>• understandable to the lay reader, minimal jargon included</td>
<td>• many instances of jargon used, would not be readily understood by a lay reader</td>
</tr>
<tr>
<td>Brevity</td>
<td>• fits to one page</td>
<td>• fits to one page</td>
<td>• extends to two or more pages</td>
</tr>
</tbody>
</table>
Strengths/challenges/lessons learned

- Start early.

- View it as a way to improve your curriculum and break down silos.

- As chair, do the hand-holding required to get faculty buy-in and help them document what they’re doing.
CALIFORNIA STATE UNIVERSITY, LONG BEACH
HEALTH SCIENCE MPH PROGRAM
BEACH FACTS

- CSULB-37,000 undergrad/grad
- The HSC department is in the CHHS
  - It is among the largest colleges at CSULB with 11 distinct Departments and Schools
- The Health Science Department offers an MPH degree with a Community Health Education emphasis.
The HSC Graduate Program currently has:

- 76 Graduate Students

- 11 Full time T/TT faculty (BS-Community Health/School Health, and MPH Program)
  - 9 out of the 11 T/TT faculty teach at least one class a semester in the graduate program
  - Additional Responsibilities include: Teaching in the undergrad program, Research, and College/University Service Activities

- Additional Department Resources:
  - Center for Latino Community Health, Evaluation and Leadership Training
  - Center for Health Equity and Research

- Next CEPH review will be in 2023
## OVERVIEW OF MPH FOUNDATIONAL COMPETENCIES NUMBER 16 AND 17

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Course</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making | HSC 508-Administrative Relationships in Health Education Programs | Midterm & final exams  
Small group exercises  
Self-integration paper |
| 17. Apply negotiation and mediation skills to address organizational or community challenges | HSC 585 Health Education Internship                  | Final report of internship experience                          |
|                                                                           | HSC 508-Administrative Relationships in Health Education Programs | Small group exercises  
Self-integration paper                        |
FORMAT OF FACULTY/STAFF INVOLVEMENT:

• Team Work

• The first assessment was completed by a team of two faculty (Director/Accreditation Chair).
  – Reviewed Competencies/Review Syllabi and created a table matching the competencies to the class content.

• The table was shared at a faculty meeting and the faculty were asked to review and confirm the content was being taught.

• With faculty input, all of the competencies were assigned to a class

• Evidence was requested of faculty to describe how competency was assessed (Assignments, Exams, etc.)

• The Graduate Program Director added a table of the Foundational Knowledge Learning Objectives and Competency Skills that were assessed in each class to each individual
Program Learning Objectives

- Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
- Explain how globalization affects global burdens of disease

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Health and Health Care Systems</strong></td>
<td>Small group exercises</td>
</tr>
<tr>
<td>Compare the organization, structure and function of health care, public health and</td>
<td>Case studies</td>
</tr>
<tr>
<td>regulatory systems across national and international settings</td>
<td></td>
</tr>
<tr>
<td><strong>Policy in Public Health</strong></td>
<td>Midterm &amp; final exams</td>
</tr>
<tr>
<td>Discuss multiple dimensions of the policy-making process, including the roles of</td>
<td></td>
</tr>
<tr>
<td>ethics and evidence</td>
<td></td>
</tr>
<tr>
<td>Advocate for political, social or economic policies and programs that will improve</td>
<td>Midterm &amp; final exams or group project or case</td>
</tr>
<tr>
<td>health in diverse populations</td>
<td>studies</td>
</tr>
<tr>
<td>Evaluate policies for their impact on public health and health equity</td>
<td>Midterm &amp; final exams</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td></td>
</tr>
<tr>
<td>Apply principles of leadership, governance and management, which include creating</td>
<td>Midterm &amp; final exams</td>
</tr>
<tr>
<td>a vision, empowering others, fostering collaboration and guiding decision making</td>
<td>Self Integration Paper</td>
</tr>
<tr>
<td>Apply negotiation and mediation skills to address organizational or community</td>
<td>Midterm &amp; final exams</td>
</tr>
<tr>
<td>challenges</td>
<td>Group projects</td>
</tr>
</tbody>
</table>
HOW IS LEADERSHIP/MANAGEMENT TAUGHT

- Assigned readings
- Class lecture discussions
- Structured group exercises with feedback and critique on students leadership skills
- SELF Reflection on students own strengths weaknesses and needed skills
- Student write a five year self- development plan
TOPICS/READINGS

• Week – 7 LEADERSHIP AND MANAGEMENT IN HEALTH CARE ORGANIZATIONS
  – Explain the uniqueness of structures, processes, and interactions in health care organizations as they relate to leadership, management and policy.
  – Assigned Reading: What Leaders Really Do

• Week 8- Leadership and Organizational Change
  – Online Lecture: Organization Change

• Week- 9 Motivating Employees
  – How leaders can utilize psychological and motivational theories to positively influence behavior.
  – Video: Motivation by Scott Wiltermuth
Assessment opportunity—Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

• Self Integration Paper Excerpt:

  – Students are asked to:

    • Examine your own understanding of leadership and management functions in your current position. Take an inventory of your management skills (planning, organizing, budgeting etc.,) as well as your leadership skills (developing a vision, strategy and managing change while motivating and empowering your fellow employees to achieve that vision).
“Prior to attending Dr. G’s class, I never stopped to think about my personal leadership style or even about what type of leader I wanted to be. What I learned in this course is the importance of having clear project goals, listening to your team and to solve problems in an effective manner (i.e. brainstorming, cause and effect analysis, etc.). When I think back to the way that I have led teams in the past, I realize that I may not have done the best job. I would consider my previous leadership style as being an Impoverished Manager; my concern for the team members and production was low. As a manager, I focused on staffing, project controls, and scheduling. I did not spend very much time with team building and motivating.

From my experience working in groups and practicing the skills that were taught during class, my leadership style has evolved. I have learned to become more democratic; I have taken the time to listen to all group members and make sure that their voices were heard. I have learned how to pay attention to different personality types and encourage participation by all. I also discovered the power of an effective brainstorming session to solve a problem through cause and effect analysis.”
“To begin with, I think it’s important to note the traits and behaviors I do hold that I was able to identify through the semester. I am creative, honest, flexible, punctual, consistent, and driven. All of which are behaviors held by leaders and managers. In my current position as a graduate research fellow I overlook four undergraduate interns and I am able to reflect on the ways my leadership and managing styles are benefiting my team. First, I am able to clearly indicate our priorities and establish a schedule as well as assign tasks to hold people accountable. I monitor their progress and check-in when I see they are struggling with a task. I motivate my team by offering supportive words of encouragement and I am able to step back and let my team shine. I was also able to use our brainstorming activities in class in my job setting when my team and I were looking to solve an issue on scheduling which turned out great. With this, I was able to identify my leadership style: Middle-of-Road Manager. I value getting tasks completed in a timely manner while supporting and ensuring my staff have a positive morale.

Next, I want to focus on traits, behaviors, and skills I am lacking. First and most importantly, I am lacking self-confidence. This is a crucial trait for leaders and manager to have to be able to facilitate meetings and gather a group of people for a common purpose. Second, I need more experience in larger group settings when it comes to public speaking. Third, I don’t have much experience in budgeting and program planning. Fourth, although I consider myself a very organized person there is always room for improvement. Fifth, I don’t have a lot of experience in cause and effect analysis in the work place. I believe the skills I lack most, both hard and soft skills, and where I need to devote my attention are within the management umbrella.

Now that I know what I have to offer and what I need to work on I have come up with a few examples on how I will strengthen my existing skills and improve the skills I lack. To improve my confidence, I need to look for more opportunities where I can take lead on an assignment or project to gain more experience which will then directly affect my self-confidence. Next, I can volunteer at an organization where public speaking is necessary so that I can become more comfortable speaking to large groups of people. Lastly, I can ask for guidance from colleagues at work who have strong budgeting skills to share their knowledge and guide me through bettering mine. Overall, this course was very helpful in my personal and professional growth. In the next five years I see myself working at a university health center as a director of student wellness. I will take the knowledge I learned from this course to further propel me to reach this goal.”
Assessment opportunity—Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making (Sample 2)

• Internship-Final Report:
  – Analyze your field experience by responding to the following questions/statements:
    • Explain how were you able to apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
“During my internship I was able to apply principles of leadership, governance and management. My role within the agency was to take lead in developing a Power-Point presentation on workplace violence where I was able to teach and work collaboratively with Public Health Nurses and the Dietary Supervisor to create drills and polices to promote health and safety. Additionally, I created an abbreviated version of the hospital’s Emergency Operations Plan. This product was utilized by all hospital personnel.

Upon completion of the workplace violence report, I worked collaboratively with staff to develop graphs and analyze data to all workplace violence incidents involving patient assaults on staff. My responsibilities at the site were appropriate for a Health Education Professional. I was able to obtain adequate help from my preceptor who was supportive and gave me freedom to explore my creativity and trusted me in delivering exceptional work without being micro-managed.”
“I was able to empower others as well as foster collaboration during my internship experience by assisting in the development of a poster presentation at the LA County Public Health Science Summit. I worked collaboratively with staff in writing a report on the first ever use by LACDPH of emPOWER data. The emPOWER initiative was developed out of a partnership between the HHS Office of Assistant Secretary for Preparedness and Response and the Centers for Medicare/Medicaid Services. The purpose of the initiative is to help community partners better anticipate, plan for, and respond to the needs of individuals who rely on electricity dependent durable medical equipment. This can be life threatening for individuals who are reliant on power during a disaster.”
HOW ARE Negotiation and mediation skills to address organizational or community challenges TAUGHT

• Students develop their knowledge through
  – Assigned readings
  – Class lecture discussions
  – Small group exercises to illustrate concepts
Assessment opportunity—Apply negotiation and mediation skills to address organizational or community challenges

• In a small group setting students are asked to:
  – Define what is meant by negotiation and apply that to a number of different contexts
  – Identify factors that can determine the outcome of a negotiation
  – Plan a strategy for successful negotiation
TOPICS/READINGS

• Week – 11 Team Building Managing and Leading Meetings
  Group Dynamics
  – Video: Negotiation Skills
  – Assigned Reading: Power and Negotiation in practice from
    problems to solutions
  – Lecture: Planning to Negotiate
Group Exercise - Negotiation Skills (Role Play)

• Students develop a scenario in which they are able to utilize their negotiation skills.
• Establish objectives
• Establish other party’s objectives
• Frame negotiation as a joint search for a solution
• Identify areas of agreement
• Trouble shoot disagreements: bargain & seek alternative solutions, introduce trade offs
• Agreement and close: summarize and ensure acceptance
STUDENT ASSESSMENT

• The instructor gives live feedback to each student as the exercises involve live role playing.

• A Checklist for Effective Negotiation is completed by the Observers (student peers)
STRENGTHS/CHALLENGES/LESSONS LEARNED

• Strengths:
  – Active Participatory Curriculum Committee
  – Collaborative Faculty
  – Personally Adding the Competencies to the corresponding Syllabus and SCO

• Challenges:
  – Providing enough detail to validate the competency

• Lessons Learned:
  – Start the process early
  – Team work is essential
San Diego State University
School of Public Health

Competencies 16 and 22

Susan M. Kiene, PhD
Associate Director for Academic Affairs

APHA Conference
November 11, 2018
Overview of SDSU SPH

• Accredited School of Public Health since 1982

Bachelors
494 students

MPH
240 students
• Epidemiology
• Biometry
• Health Behavior
• Health Management and Policy
• Environmental Health

Dual degrees
• MPH - MSW
• MPH – MA Latin American Studies

MS
• Environmental Health

PhD
57 students
• Epidemiology
• Health Behavior
• Global Health

31 tenured/tenure-track faculty

• Last site visit: 2014; Next site visit: 2021
MPH Curriculum

5 Core Courses (15 credits)

- 601 Epidemiology
- 602 Biostatistics
- 603 Health Behavior*
- 604 Environmental Health
- 605 Health Services Management*

Additional Core Requirements:

- Foundations of Public Health (online)
- Interprofessional Practice and Communication (online + in-person practical)

Concentration requirements: 12 –34 credits of concentration courses, 6-18 credits prescribed electives / additional electives

Applied Practice Experience: 3-6 credits

Integrative Learning Experience: 3-6 credits

Total credits: 51  (HMP: 59)
Competencies #16 and #22

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

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

• Process
  • Leadership team decided where this would best fit within curriculum
  • Added to existing core course: Health Services Administration
  • Assessment developed by course instructor and Associate Director for Academic Affairs
  • Feedback from HMP Division
Competency #16 Readings and Lectures

- Chapter 2, "Leadership" and lectures cover basic leadership theories and leadership models, including:
  - principles of leadership styles, necessary leadership competencies
  - emotional intelligence
  - the role of governance
  - challenges to effective leadership, the importance of engagement, and a special emphasis on ethical behavior

- Chapter 3, "Management and Motivation" explores various theories of motivations:
  - the type of motivators used in organizations
  - the importance of motivation for high performance
  - differentiates between extrinsic and intrinsic motivation
  - critiques of strategies to enhance employee motivation
  - issues of motivating across generations

- Chapter 13, "Teamwork" addresses
  - different type of teams (face-to-face, virtual teams, task forces, committees, disciplinary, and inter-disciplinary
  - challenges associated with being an effective team
  - distinguish between tame and wicked problems
  - selecting team members
  - strategies for managing collaboration, communication and conflict on a team
Competency #16 — Assessment Examples

• Exams
  • Principles and basic knowledge of the theories and best practices

• Case studies: Written analysis
  • Metro Renal Group. This case covers leadership and confrontation, transparency, and communication. The case also addresses ethical treatment of patients and legal obligations to patients.
  • Emotional Intelligence in Labor and Delivery. This case provides an opportunity for students to explore the meaning of emotional intelligence and its importance in leadership and management.
  • The Magic is Gone. This case addresses issues of a disconcerted employees as staff are retiring and there are new employees, reconstituting the work force, empowering workers across the spectrum, communication, and cross-generational issues in the work place.
  • The Easy Software Upgrade at Delmar Ortho. This physician group is planning to upgrade a new electronic health record and the management team and some physicians, do not appear to be properly informed, are not interested, and have no plans for this project. The team dynamic is not functioning based on the latest meeting.

• Final group project “public health intervention project”
  • Students demonstrate competence in leadership, management, and governance skills, including creating a vision empowering others, fostering collaboration and guiding decision making in this group project.
  • In addition to the instructor’s grading students grade each other using a team evaluation tool.
Competency #22  Readings and Lectures

Systems theory is addressed in two ways:

• Students are introduced to the classic idea of a system with inputs, processes (multiple), outputs (outcomes), environmental influences, feedback loops, and the inter-connectedness of processes within a system. Lecture.


• Students are introduced to the Participatory Impact Pathways Analysis (PIPA) through a lecture and class participation. and use this method to prepare their public health intervention final projects.

Competency #22 — Assessment Examples

• Exam:
  • Basic concepts of systems theory are included in the midterm exam.

• In-class activity:
  • Students, in groups, are asked to diagram the major parts of the American healthcare system. Each group presents their diagram at the end of the class session.

• Final group project:
  • requires students to include a figure illustrating their process mapping with outcomes, feedback loops. In-class, prior to presenting their final projects, student must conduct a Participatory Impact Pathways Analysis and share it with the class.
Strengths/challenges/lessons learned

• Strengths
  • Simplicity of these being within one course
  • Modification of content and assignments
  • Review of materials and forces us to make sure students are learning what we want them to....

• Challenges
  • Deciding what to de-emphasize from course to accommodate new material/assessments
  • More work for faculty and (for students out of class)
  • Ensuring future instructors include same assessments

• Lessons learned
  • Balancing faculty teaching autonomy with requirements
Saint Louis University: Concentration Competency Development

Anne Sebert Kuhlmann, PhD, MPH
MPH Program Director

Darcell Scharff, PhD
Director of Public Health Practice
College for Public Health & Social Justice

- Accredited as a School (College) of Public Health
  - Healthcare Administration
  - Social Work
  - Criminal Justice
  - Applied Behavioral Analysis
  - Urban Planning & Development

- MPH
  - Approximately 150 students
    - CPHSJ overall has 1,100 students across all degrees, including undergrad & PhD
  - 8 unique concentrations
    - 22 joint concentration & dual degree options
  - 35 faculty in public health
    - Also teach in undergrad, MHA, & PhD programs

- CEPH
  - Full 7-year accreditation in 2015
  - Next self-study starts in AY2019-2020
MPH Core

21 credits; 34 knowledge areas & competencies

Mission & Practice in Global Public Health (2)
Ethical Issues in Public Health (2)
Methodological Approaches to Understanding Population Health (3)
Generating Evidence from Public Health Data (3)
Translating Evidence & Theory for Public Health Practice (3)
Health Care across the Life Course: From Policy to Practice (3)
Environmental & Biological Determinants of Health (2)

BSDP
27 credits
5-7 competencies

MCH
27 credits
5-7 competencies

GLOH
27 credits
5-7 competencies

PFPR
21 credits
5-7 competencies

HMP
27 credits
5-7 competencies

BST
27 credits
5-7 competencies

EPI
27 credits
5-7 competencies

BSHE
27 credits
5-7 competencies

Applied Practice Experience (3)

Integrated Learning Experience (3)
Concentration Competency Development

- Core Curriculum Revisions (2 faculty retreats + MPH Steering Committee)
- Concentration Competency Review & Revision (Concentration Leads*, MPH PD & Director PHP)
- CEPH Consultation (MPH Program Director & Director of PH Practice)
- Final Concentration Competencies (Concentration Leads*)
Biostatistics Competencies

• Analyze data with complex statistical models.

• Evaluate evidence using the principles of biostatistics, such as bias, natural and sampling variability, and theories of estimation.

• Create statistical reports and presentations using appropriate graphical and numerical summaries and narrative explanation.

• Demonstrate and apply the principles of biostatistics, such as bias, natural and sampling variability, and theories of estimation.

• Follow ethical norms and rules for acquiring, managing, sharing, securing, and analyzing data.

• Manage and process data using a variety of software packages
BST Assessment Example

• In quizzes and tests, students will be asked to use SPSS output as evidence of their data-driven decisions.
Behavioral Science & Health Education Competencies

• Apply conceptual approaches to understand & change behaviors & structures at multiple ecological levels.

• Describe health threats & assets at multiple ecological levels to guide intervention & policy.

• Integrate needs, assets, resources & capacity to develop interventions at multiple ecological levels.

• Design theory & evidence-based interventions to address determinants of health to improve health outcomes & impact population health.

• Collaborate with multi-sector partners to apply theory & evidence to implement public health interventions.

• Conduct evaluations (process, impact, and outcome) of theory & evidence-based public health interventions using a mix of qualitative & quantitative methods.
BSHE Assessment Example

- Develop a brief presentation (about 10 minutes) about the group’s assigned geographic area in St. Louis. The purpose of the presentation is to summarize what has been learned about the community from the following activities:

  - **Windshield Tour**: During a windshield tour group members will walk or drive around their assigned geographic areas. Group members will observe the physical structures, the people, the landscape, and the activities taking place. Group members should document what they see. This may include photographs, written descriptions, or maps. They will note characteristics of the community and identify both strengths and challenges that they see.

  - **Social and Health Indicator Data**: Groups will identify population level data for the area including, at a minimum, racial composition, median income, educational attainment, age, and health indicators, such as obesity rate or STI rates. Each group must include other information that they deem relevant to the assessment based on conversations with community-based organizations, windshield tours, or audits.

  - **Audit Data**: Each group will identify a two sidewalks, a food outlet and a park to audit based on the windshield tour or an internet search of the area. The groups will use audit tools distributed in class. More details about the audit tools will be provided during class.
Lessons Learned

• Training needed around competency & assessment development
  – Tendency to be too complex
  – Differentiation of core & concentration competencies

• Struggle to incorporate concentration-specific knowledge into skill-based competencies

• Tension between CEPH & SLU assessments
Questions?

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