Concentration competencies
Approaches to writing, mapping, and assessing

June 5, 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
Availability of slides & recording

FAQs and Webinars

- General FAQs for Schools and Programs
- Presentations and Webinars
- FAQs on the 2016 Criteria for SPHs and PHPs
- SBP-Specific FAQs
- Student FAQs
Today’s presenters...

- CEPH introduction
- Mercer University
- New York University
- Hawaii Pacific University
D4. Concentration Competencies (SPH/PHP)  
B2. Competencies (SBP)

MPH & DrPH & SBP

Applies to all concentrations and generalist degrees

At Least 5 (SPH/PHP) or 3 (SBP) Concentration Competencies

Articulates depth in concentration area or beyond foundational competencies

Assessment Activity

Define at least one for each competency

Validation

By faculty or other qualified individual
WRITING ADVICE 5¢

THE EXPERT IS IN
What makes a good concentration comp?

- Written at level appropriate to the degree
- Defines scope of skill BEYOND the foundational knowledge & comps in D1 & D2 (or B2 for SBP)
  - Deeper, more advanced level (verb must be different!)
  - Area not covered at all in foundational
What do you think?

- Develop an appropriate advocacy-based response to address a specific community health challenge or need.

- Foundational competency #14:
  - Advocate for political, social, or economic policies and programs that will improve health in diverse populations.
More advanced examples

Foundational competency #14:

- Advocate for political, social or economic policies and programs that will improve health in diverse populations
- Develop an advocacy tool or plan to address public health issues and concerns
- Translate research findings into a proposal and presentation for a legislative audience
What do you think?

- Evaluate the services available through major MCH programs recognizing their limitations and gaps
What do you think?

- Develop written and oral presentations of statistical data analysis related to public health issues
Comparison to FC 19

- Develop written and oral presentations of statistical data analysis related to public health issues

Foundational competency #19:

- Communicate audience-appropriate public health content, both in writing and through oral presentation
More advanced examples

Foundational competency #19:

- Communicate audience-appropriate public health content, both in writing and through oral presentation

- Demonstrate oral presentation skills to inform and persuade an audience using statistical data analysis

- Interpret and communicate the results, strengths, and limitations of statistical data analysis related to public health issues
What do you think?

- Demonstrate the ability to identify the most common health behavior theories
- Apply a health behavior theory in the development of a health promotion program
- Use the social ecological model to address a social determinant of health
What do you think?

- Apply quality and performance improvement concepts to address organization performance issues

Builds appropriately on foundational competency #10

- Explain basic principles and tools of budget and resource management
D4. Concentration Competencies (SPH/PHP)
B2. Competencies (SBP)

MPH & DrPH & SBP

Applies to all concentrations and generalist degrees

At Least 5 (SPH/PHP) or 3 (SBP) Concentration Competencies

Articulates depth in concentration area or beyond foundational competencies

Assessment Activity

Define at least one for each competency

Validation

By faculty or other qualified individual
<table>
<thead>
<tr>
<th>Competency</th>
<th>Course number(s) and name(s)</th>
<th>Specific assignment(s) that allow assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate oral presentation skills to inform and persuade an audience</td>
<td>MPH 756: Advanced Statistical Computing</td>
<td><strong>Final presentation:</strong> Students present the results of their data analyses related to their research question. Students are assessed on their ability to create and deliver a presentation that concisely and effectively summarizes their data in a manner that is easily understood by various audiences.</td>
</tr>
<tr>
<td>using statistical data analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translate research findings into a proposal and presentation for a</td>
<td>HLTH 6232: Health Communication</td>
<td><strong>Final project:</strong> Students write a letter to a local official and deliver and record a real or mock public health briefing. Published data must be cited as part of the student’s position.</td>
</tr>
<tr>
<td>legislative audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply a health behavior theory in the development of a health promotion</td>
<td>SBS 650: Community Health Analysis</td>
<td><strong>Assignment 2:</strong> Students create a health promotion intervention that focuses on a specific population, setting, and health problem based on results of a needs analysis. Students must apply a theory such as the transtheoretical model, health belief model, social cognitive theory, or social ecological model.</td>
</tr>
<tr>
<td>program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Syllabus validation

Translate research findings into a proposal and presentation for a legislative audience

HLTH 6232 Health Communication syllabus excerpt:

Final Project –
- Write a letter to a local official and a community organizer about your selected issue
- Prepare a real or mock public health briefing and record it
Choose a public health topic of interest that is impacted by policy and use peer-reviewed, published data to support your argument for or against a specific policy (or proposed policy)
## Assessment of Competencies for MPH in Global Health

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course number(s) and name(s)</th>
<th>Specific assignment(s) that allow assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze the roles, relationships, &amp; resources of the entities influencing global health</td>
<td>MPH 602: Critical Issues in Global Health</td>
<td><strong>Online discussion posts:</strong> Students respond to question prompts about the key stakeholders that influence global health. Questions require students to analyze roles, relationships, and resources. [Questions listed on last page of syllabus]</td>
</tr>
<tr>
<td>2. Apply monitoring &amp; eval techniques to global health programs, policies, &amp; outcomes</td>
<td>MPH 650: Program Planning for Global Health</td>
<td><strong>Final project:</strong> Students perform monitoring and evaluation of a global health program to assess impacts on policies and outcomes</td>
</tr>
<tr>
<td>3. Propose sustainable multi-sectoral interventions, in conjunction with local partners</td>
<td>MPH 602: Critical Issues in Global Health</td>
<td><strong>Intervention proposal:</strong> Students must meet with at least two local partners to seek feedback on intervention strategies. Then students propose a feasible intervention that factors in multiple sectors</td>
</tr>
<tr>
<td>4. Design sustainable workforce dev strategies for resource-limited settings</td>
<td>MPH 713: Monitoring &amp; Evaluation for Global Health</td>
<td><strong>Train the trainer project:</strong> Students use data from focus groups and a needs assessment to design ongoing, low-cost training programs for community health workers</td>
</tr>
<tr>
<td>5. Display critical self-reflection, cultural humility, &amp; ongoing learning in global health</td>
<td>MPH 710: Professional Development, Cultural Competencies &amp; Ethics</td>
<td><strong>Final paper:</strong> Section 5 of the final paper requires students to cite at least four examples of opportunities they had to practice cultural humility and ongoing learning in a global health setting. They must reflect on what they did well and areas for improvement</td>
</tr>
</tbody>
</table>
Mercer University
MPH Program Summary

• Degrees
  – MPH (Online, In-Person, Hybrid)
    • Combined Degrees (PharmD, MMSc, PsyD, DPT)
  – BSPH (In-Person)
  – 8 PIF

• Student Enrollment
  – MPH
    • Online – 34
    • Hybrid - 26
    • In-Person - 79
  – BSPH 84 students
Generalist to Diverse Populations and Health Equity

• Rationale
  – Change in CEPH Foundational Competencies
  – Change in location of the MPH program from Macon to Atlanta.
Refining Competencies and Assessment Development

• Process for refining competencies
  – Mapping of competencies to foundational competencies
  – Review of literature to develop new competencies
  – Determination of appropriate courses

• Process for assessment development
  – Development of two new courses
  – Individual faculty assessment development
  – Iterative review of assessments
Diverse Populations and Health Equity Competencies

- Analyze theoretical frameworks for disparity causation
- Describe actions needed to build internal infrastructure to advance health equity in organizations
- Evaluate empowerment strategies for viability in diverse communities including disparate, rural, and aging populations
- Develop community capacity for leadership among diverse populations
- Engage stakeholders to develop the action model/change model schemas to build sustainable programs and systems in vulnerable communities
Concentration Specific Courses

• MPH 730 Introductory Program Evaluation
• MPH 739 Diverse Populations
• MPH 740 Health Equity
## Diverse Populations and Health Equity Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course number(s) or name(s)</th>
<th>Specific assignment(s) that allow assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Evaluate empowerment strategies for viability in diverse communities including disparate, rural, and aging populations</td>
<td>MPH 740 Health Equity</td>
<td>MPH 740: Empowerment Assignment: Identify an empowerment strategy that has been implemented by an organization. Evaluate the strategy for viability using guidance from the Cochrane Update article. Grading rubric is in Appendix B.</td>
</tr>
</tbody>
</table>
Challenges, Successes, and Recommendations

• Challenges
  – Ensuring that the new competencies were significantly different from the CEPH MPH Foundational Competencies.
  – Building on the foundational competencies.

• Success
  – Approval from CEPH!

• Recommendations
  – Identify a distinct concentration that builds upon the foundational competencies.
  – Start early to allow time for many rounds of review and changes
THANK YOU!

For More Information:

Cheryl L. R. Gaddis, DrPH, MPH, CHES®,
Associate Professor of Practice and Director, Master of Public Health Program
College of Health Professions
3001 Mercer University Drive
Atlanta, GA 30341-4155
678-547-6464
gaddis_cr@mercer.edu
http://chp.mercer.edu
New York University College of Global Public Health

- Located in New York City
- MPH program accredited in 1971
- College approved by NYU Board of Trustees in June 2015
- CEPH site visit for accreditation as new SPH based on new criteria conducted in November 2018
- Review by Council – June 2019
## College of Global Public Health

<table>
<thead>
<tr>
<th>AY 2018-19</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees offered</td>
<td>3</td>
</tr>
<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>MPH</td>
<td>503</td>
</tr>
<tr>
<td>MA in Bioethics</td>
<td>39</td>
</tr>
<tr>
<td>PhD in Public Health</td>
<td>27</td>
</tr>
<tr>
<td>MPH concentrations</td>
<td>10</td>
</tr>
<tr>
<td>Primary Instructional Faculty</td>
<td>54</td>
</tr>
</tbody>
</table>
MPH Concentration Competencies Timeline & Process

Spring 2017
Each MPH concentration asked to:

- Identify concentration specific competencies & map to concentration courses
- Develop/revise syllabi to incorporate relevant competencies and assessment activities

Fall 2017 & Spring 2018
- Accreditation team conducted detailed review of syllabi to ensure competencies addressed and assessed
- Worked closely with faculty to address any issues
- Accreditation team completed Template D4-1, for review by concentration faculty
Timeline & Process, continued

Summer 2018
- Asked concentrations for refinements to competencies and/or assessments based on mock site visit and CEPH feedback on preliminary self-study

Fall 2018
- Submission of final self-study (October)
- Faculty prep for site visit
- Site visit (November)

Spring 2019
- Accreditation team worked with concentration faculty to address site visit feedback on competencies, prior to Council Meeting
Example 1

REFINING THE COMPETENCY MAP

Epidemiology Concentration
### Refining the competency map for Epidemiology

**Template D4-1d**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course number(s) or other educational requirements</th>
<th>Specific assignment(s) that allow assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify methods for measuring the distribution of determinants of health outcomes and well-being within and across populations</td>
<td>GPH-GU 2450 Intermediate Epidemiology</td>
<td>HW 1: Measures of disease frequency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HW 2: Design issues in observational studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HW 3: Field evaluation of vaccine effectiveness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HW 4: Bivariable analysis in STATA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HW 5: Confounding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HW 6: Agreement and misclassification</td>
</tr>
<tr>
<td></td>
<td>GPH-GU 2930 Epidemiology Design &amp; Methods</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td></td>
<td>GPH-GU 2160 Qualitative &amp; Field Methods</td>
<td>Final Exam</td>
</tr>
<tr>
<td></td>
<td>ADDED: GPH-GU 2225 Psychometric Measurement &amp; Analysis in Public Health Research &amp; Practice</td>
<td>Syllabus includes competencies not assigned to course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Competency not addressed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation and Research Paper</td>
</tr>
</tbody>
</table>
Example 2

SITE VISIT FINDING: OVERLAP WITH FOUNDATIONAL COMPETENCIES

Social & Behavioral Sciences Concentration
Social & Behavioral Sciences Competencies (original)

1. Critically assess the literature related to social and behavioral aspects of health

2. Explain major theories, trends, and debates in the social and behavioral sciences literature regarding health

3. **Assess the means by which structural bias & social inequities undermine health and create challenges to achieving health equity at the behavioral, community, and societal levels**

4. Apply the methods and analytic tools of social and behavioral science to design, implement, and analyze evaluation or research studies

5. Apply ethical principles to public health research and evaluation

6. **Disseminate research findings to diverse audience**
## Social & Behavioral Sciences Concentration

<table>
<thead>
<tr>
<th>Foundational Competency</th>
<th>Original SBS Competency</th>
<th>Revised SBS Competency</th>
<th>Competency Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels (FC #6)</td>
<td>Assess the means by which structural bias &amp; social inequities undermine health &amp; create challenges to achieving health equity at the behavioral, community &amp; societal levels (SBS C #3)</td>
<td>Critically evaluate the analytic tools that can be used to study structural bias and social inequities, both in terms of their predictive utility and in terms of approaches such as multi-level models (SBS C #3)</td>
<td>Course: GPH-GU 2960 Theories in Public Health Practice, Policy, and Research</td>
</tr>
</tbody>
</table>
| Communicate audience-appropriate public health content, both in writing and through oral presentation (FC #19) | Disseminate research findings to diverse audiences (SBS C #6)                           | Delete SBS-specific competency. Covered in other courses.                               | Assessment:  
  - Annotated bibliography  
  - Mid term  
  - Final paper                                                                                                                                 |
|                                                                                         |                                                                                        |                                                                                       | Not applicable                                                                       |
Example 3

SITE VISIT FINDING: CANNOT VALIDATE COMPETENCY ASSESSMENT

Public Health Management Concentration
Public Health Management Competencies

1. Analyze the main components and challenges in the organization, financing, and delivery of health care and public health services

2. Describe the legal basis for public health and health services

3. Apply principles of leadership and management to work with and across organizations, sectors, and agencies

4. Apply the principles and tools of budgeting and resource management to improve the performance of public health and health care delivery organizations

5. Apply principles of strategic management to public health
### Public Health Management Concentration

<table>
<thead>
<tr>
<th>Competency #3</th>
<th>Apply principles of leadership and management to work within and across organizations, sectors and agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised assignments in GPH-GU 2294 Designing and Managing Organizations in Public Health to better align with the competency</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency #5</th>
<th>Apply principles of strategic management to public health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned an additional course to address the competency (GPH-GU 2294 Designing &amp; Managing Organizations in Public Health) with a new assignment added</td>
<td></td>
</tr>
</tbody>
</table>
Summary

Challenges

- Time consuming and detail-intensive process of working with faculty to refine competency maps and assessments

Successes

- Increased faculty appreciation of competency assessment

Tips

- Have a core team of faculty and staff to review and provide ongoing feedback and assistance
- Importance of *collegiality, communication, & capacity building*
Thank you!

Feel free to contact me:

cheryl.merzel@nyu.edu
Public Health Program Summary Information

• Public Health Program within the College of Health & Society
• Bachelor of Science in Public Health (BSPH)
  ➢ Traditional, online, and evening classes
• Master of Public Health (MPH)
  ➢ Fully online; accelerated and hybrid options

❖ Four Primary Instructional Faculty

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total students:</td>
<td>80</td>
</tr>
<tr>
<td>BSPH students:</td>
<td>60*</td>
</tr>
<tr>
<td>MPH students:</td>
<td>20</td>
</tr>
</tbody>
</table>
MPH Generalist Concentration Competencies

1) Assess the public health implications of the environmental conditions, political landscape, population characteristics and movement, and vulnerabilities and capacities unique to Hawai‘i and the Pacific Region.

2) Design an original research study, including instrument development, sample selection, and analysis plan.

3) Apply Geographic Information Systems techniques to health data, including joining data, manipulating layers, and creating maps.

4) Assess the unique physical, mental, and occupational health aspects associated with military service.

5) Evaluate the significance of diseases that thrive in the tropics and subtropics with a focus on the Pacific Region.
Concentration Competency Development Process

- Series of departmental brainstorming sessions
  1. Formed and solidified program guiding statements
    - Parallel setting of priority populations, diversity & inclusion goals
  2. Mapped program guiding statements to CEPH foundational competencies and existing course content
    - Looked for gaps, unique / special features of our program
    - Developed assessments concurrently
Concentration Competency Development Process

Hawai‘i Pacific University Values

The faculty, staff, students, and overall university community of Hawai‘i Pacific embrace the following values as representative of the spiritual, ethical, and philosophical principles that support our community, as well as of the aspirational ideals to which we collectively aspire.

**PONO**, meaning righteous, honest and moral, and an energy of necessity.

**KULEANA**, meaning responsibility and rights, and concern for all interests, property, and people.

**ALOHA**, meaning hello, goodbye, love, kindness and grace, unity, humility, patience and waiting for the right moment.
Concentration Competency Development Process

Hawai‘i Pacific University Public Health Department Vision

Our vision is robust health throughout Hawai‘i, the Pacific region, and the world, achieved through broad institutional and community collaboration.

Hawai‘i Pacific University Public Health Department Mission

Our mission is to promote health locally, nationally, regionally, and globally through innovative educational and experiential opportunities for our students, by supporting our faculty in teaching excellence and scholarship, and as community partners in public health in Hawai‘i and the Pacific region.
Concentration Competency Development Process

- Hawaiʻi Pacific University Public Health Department Priority Populations:
  - Residents of Hawaiʻi and the Pacific Region, especially underrepresented minority populations
  - Nontraditional and first-generation college students
  - Military-affiliated students, including active duty, veterans, and dependents
MPH Generalist Concentration Competencies

1) Assess the public health implications of the **environmental conditions**, **political landscape**, **population characteristics and movement**, and **vulnerabilities** and **capacities** unique to Hawai‘i and the Pacific Region.

2) Design an original research study, including instrument development, sample selection, and analysis plan.

3) Apply Geographic Information Systems techniques to health data, including joining data, manipulating layers, and creating maps.

4) Assess the unique physical, mental, and occupational health aspects associated with **military service**.

5) Evaluate the significance of **diseases that thrive in the tropics and subtropics** with a focus on the Pacific Region.
MPH Generalist Concentration Competencies

1) Assess the public health implications of the environmental conditions, political landscape, population characteristics and movement, and vulnerabilities and capacities unique to Hawai‘i and the Pacific Region.

2) Design an original research study, including instrument development, sample selection, and analysis plan.

3) Apply Geographic Information Systems techniques to health data, including joining data, manipulating layers, and creating maps.

4) Assess the unique physical, mental, and occupational health aspects associated with military service.

5) Evaluate the significance of diseases that thrive in the tropics and subtropics with a focus on the Pacific Region.
Summary

• **Challenge:** Avoiding overloading courses with competencies

• **Success:** Clearly aligned program values, vision, mission, and diversity and inclusion plan with course offerings and content
  - Bonus: Helps to answer the question, “Why choose us?”

• **Tip:** Get creative!
  - Who has room in one of their courses to try something new / different / innovative?
  - How can we maximize the potential of each assessment?
  - You don’t **need** to place each competency in the **obvious** course.
Thank you, presenters!
Housekeeping

A friendly reminder to complete the survey!

Upcoming trainings

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOW</td>
<td>August 1-2 Washington, DC</td>
</tr>
<tr>
<td>TA webinar: Bachelor’s Curriculum</td>
<td>August 9 2-3pm ET</td>
</tr>
<tr>
<td>CEPH Accreditation &amp; Education Forum</td>
<td>November 2 Philadelphia, PA</td>
</tr>
</tbody>
</table>

https://ceph.org/about/dates-to-remember/
Attendee questions?