

CEPH Accreditation News & Updates



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Spotlight on International Community-based Research

During the American University of Beirut's recent re-accreditation review, site visitors had the opportunity to meet some of the program's community partners and see the locations of interventions first hand.

Mental health research has been the focus of several intervention grants targeted at various populations in underserved communities in Lebanon including older adults, women of reproductive ages and refugee Palestinian youth.



Entrance to the Burj El Barajneh Palestinian Refugee Camp where AUB faculty implemented a mental health promotion effort.



AUB faculty, CEPH site visitors and community partners in the Nabaa neighborhood of Beirut.

The Qaderoon ("we are capable") project was a social skills-building intervention to promote mental health in Palestinian children 10-14 years old living in a refugee camp. This community-based participatory research project involved adult and youth community members, non-governmental organizations and the United Nations Relief and Works Agency, in partnership with program faculty. The Wellcome Trust provided funding for the project.

DATES TO REMEMBER

THURSDAY, MAY 10, 2012

All materials due for
spring 2012 Council meeting

THURSDAY, AUGUST 30, 2012

All materials due for
fall 2012 Council meeting

TA SESSION RECORDING ONLINE

If you missed CEPH's technical assistance sessions at the APHA Annual Meeting, you can access the presentation with accompanying audio on the CEPH website. Follow these steps:

- Go to www.ceph.org
- Select "Schools and Programs"
- Choose "Tech Assist and Resources"
- Choose "PowerPoint presentations"
- Click "2011 Accreditation Criteria"

CEPH Promotes 12 Site Visitors to Serve as Chairs

In November 2011, CEPH promoted and trained 12 current site visitors to serve as chairs for future accreditation reviews. Site visit chairs include former CEPH Councilors, site team members who are recommended for promotion after a visit and experienced site visitors.

CEPH thanks its volunteers for their continued commitment to the organization's activities. The following individuals will serve as chairs beginning with site visits in spring 2012:

Cheryl Addy, PhD
University of South Carolina

Martha Alexander, MPH, CHES
Centers for Disease Control & Prevention

Adele Amodeo, MPH
Public Health Institute

Christopher Atchison, MPA
University of Iowa

John Davies-Cole, PhD, MPH
District of Columbia Department of Health

Ruth Gaare Bernheim, JD, MPH
University of Virginia

Iman Hakim, MD, PhD, MPH
University of Arizona

Patricia Nolan, MD, MPH (retired)
Rhode Island Department of Health

Virginia "Ginger" Smyly, MPH (retired)
San Francisco Department of Public Health

Kim Marie Thorburn, MD, MPH (retired)
Planned Parenthood of the Inland Northwest

David Trump, MD, MPH
Peninsula Health District

LuAnn White, PhD, DABT
Tulane University

CEPH Accredits 1 New School and 2 New Programs

University of Nebraska Medical Center

College of Public Health

Initial accreditation conferred to December 31, 2016

Northeastern University

MPH Program in Urban Health

Initial accreditation conferred to December 31, 2016

University of New England

Graduate Programs in Public Health

Initial accreditation conferred to December 31, 2016

The following schools and programs were granted continued accreditation

Boston University

School of Public Health

Continued accreditation conferred to December 31, 2018

Texas A&M University Health Sciences Center

School of Rural Public Health

Continued accreditation conferred to December 31, 2018

University of South Florida

College of Public Health

Continued accreditation conferred to December 31, 2018

California State University, Northridge

MPH Program in Community Health Education

Continued accreditation conferred to December 31, 2018

University of Virginia

MPH Program

Continued accreditation conferred to December 31, 2018

This brings the total number of accredited institutions to 133 (49 schools and 84 programs). For a complete list of accredited schools and programs, visit CEPH's [website](#).

CEPH Board Welcomes 2 New Councilors

The Association of Schools of Public Health (ASPH) and the American Public Health Association (APHA) have made new appointments to the Board of Councilors for CEPH.

Ian Lapp, PhD is the associate dean for strategic educational initiatives and a member of the faculty at the Harvard School of Public Health in Boston, Mass. At Harvard he is directing the "Roadmap to 2013," an educational strategy and implementation process that will guide the second century in teaching and learning at the school and inform the future direction of higher education in public health. He also serves as the course director for Foundations in Public Health, Harvard's case-based approach to teaching core public health knowledge. He formerly served as the associate dean for academic affairs and education at the Columbia University Mailman School of Public Health prior to accepting the appointment at Harvard.

Dr. Lapp received his BS degree in sociology from the University of Wisconsin - Madison. He earned both his MS and PhD in sociology at the Syracuse University Maxwell School of Citizenship and Public Affairs. He also earned his MS in television, radio and film at the Syracuse University Newhouse School of Communications. Dr. Lapp is a recognized leader in the field of public health education. He has served as a member and leader on several ASPH committees focused on envisioning graduate and undergraduate public health and consults globally on these topics.

Jean P. O'Brien, PhD, is a professor of psychology at King's College in Wilkes-Barre, Penn. She also developed

the human resources management major at King's and served as chair until 2001. She has served as a national spokesperson for outcomes assessment and has consulted with numerous colleges and universities to develop or improve their assessment practices. In addition, she has served on Middle States Association accreditation teams. Her research interests include the nature of self-esteem in everyday life, narcissism and defensive self-esteem, the psychology of gender and sex differences in humor preferences.



Ian Lapp represents schools of public health on the Council.

Dr. O'Brien earned her bachelors, masters and doctorate in psychology at the University of Massachusetts at Amherst. Her current teaching interests include theories of personality, positive psychology, forensic psychology and psychology in film.

Dr. Lapp was appointed to the CEPH Board of Councilors by ASPH and Dr. O'Brien was jointly appointed by ASPH and APHA. Their terms extend through 2014.



Jean O'Brien represents the community and general public on the Council.

Shan Mohammed Leads Successful Accreditation Review of New Program

Northeastern University's MPH program was established in 2007 and became accredited in fall 2011. Program director Shan Mohammed, MD, MPH, offers advice to the many schools and programs that are current applicants and to those considering the accreditation process.

What surprised you or was unexpected about the process or the site visit?

It went really smoothly. The CEPH staff has done a great job of preparing programs for the WHOLE process (orientation workshop, consultation visit, templates, review of the preliminary self-study, technical assistance documents, etc.) You just have to pay attention to it all! With the site visit, the biggest surprise for me was that since there isn't a big role for the director in the actual site visit, it meant a lot of time wondering how things were going, pacing the office, etc. It's very hard to get anything accomplished during the site visit!

How did the program benefit from writing a self-study?

For our program, completing the self-study was very helpful. I believe faculty, staff and students got a very clear picture of what our program focus is at a very detailed level. The process of writing the self-study certainly makes our program stronger as well as brings our faculty, staff and students closer. It also helped the higher levels of the college and university administrations understand what is needed to sustain an accredited MPH program.

How did your program celebrate after the site visit and then after the accreditation decision?

First, I celebrated by sleeping really well! Then, I put the CEPH logo on the website and finally we had a very nice evening celebration with great food, conversation and fellowship!

Shan's Advice for Success and Sanity

- 1 See the big picture** – Right out of the gate we gathered several self-study documents from other programs to see the diverse range of documents from programs that successfully went through the accreditation process. Reviewing these documents also helped us see the variety of ways programs addressed the various criteria.
- 2 Have a committed core team** – I had an administrative assistant and a graduate student to help with gathering a lot of the data and background information and then I set up a faculty committee structure that paralleled the CEPH criteria. This enabled the faculty to focus on key areas. There were monthly faculty meetings with brief updates on the accreditation process along the way to keep everyone engaged.
- 3 Keep to a timeline** – Well, this was a harder challenge for me, but it helped for everyone to understand the timeframe as far in advance as possible. Writing the self-study document was like completing a group doctoral dissertation! It required a great deal of time to first reach consensus as a faculty on several approaches to meeting the criteria and then the additional time to write and edit the final document.
- 4 Don't sweat alone** – For me this meant staying in close contact with the CEPH staff (I didn't consider any question too big or too small, and neither did they!)
- 5 Practice lots of self-care** – Walks on the beach were the best therapeutic treatments for the inevitable headaches (predictable and unpredictable) of the process.



Join CEPH's Social Media Networks!

CEPH has created a LinkedIn group to facilitate discussions among its many constituents. We encourage members of the group to engage about best practices, timelines, lessons learned, trends and future directions. Respectful, appropriate questions and comments about the accreditation of public health degrees are welcome. Check out the discussions happening now!



CEPH is also on Facebook - "like" our page to receive information about dates to remember, see links to articles of interest and view photos from CEPH activities such as trainings and site visits.

First-time Site Visitor Shares Experience, Lessons Learned

By Sara S. Plaspohl, DrPH, MHS, CIM, CIP

Getting Involved with CEPH

I was recruited to be a CEPH site visitor by a faculty member at Armstrong Atlantic State University who, at the time, served as the MPH program coordinator for the Department of Health Sciences. I was working as the research ethics officer at Memorial University Medical Center, and also teaching as adjunct faculty at Armstrong. I had participated in our program's last CEPH accreditation review in one of the interviews, but that was all I really knew about the process back then.

When my name was submitted in 2010, it was to serve as a community practitioner since I was working at Memorial. However, when I received the official invitation from CEPH to attend site visitor training in Denver in November 2010, I was teaching full-time at Armstrong after completing my DrPH degree. Therefore, I was "wearing a different hat" as an academician, but still very much interested in becoming involved with this service activity.

From a practice perspective, my motivation was primarily to contribute to the accreditation process itself, supporting the programmatic standards of quality and excellence established by CEPH. When my role changed to full-time faculty, my interest was magnified due to my new responsibilities within our CEPH-accredited MPH program. I knew the site visitor experience would be good from a service perspective; in addition, it would provide a wider perspective that could be helpful to our MPH program at Armstrong.



When Sara's not on site visits, she spends time with her family's golden doodle Maggie.

Putting Training into Practice

My first experience as a CEPH site visitor aligned closely with the lessons learned during the Denver training session. The process played out exactly like we were taught, from the initial notification of the site for my first visit, all the way to the end with final review of our team's draft report a few weeks after the visit concluded. I had been advised to expect to do a lot of work on the front-end prior to the visit, including comprehensively reviewing the self-study and writing drafts of all assigned sections. This was great advice!

The chair of my team, Cheryl Lackey, was very experienced in conducting site visits, being incredibly supportive all along the way. She was admirably organized, arranging a pre-site-visit conference call for our team to touch base before the travel took place to communicate logistics and her expectations for the process flow as we conducted our work. She made sure I understood my responsibilities, and always took time to explain what to expect prior to each interview session while on site. Our CEPH staff coordinator, who was the third member of our team, was also extremely helpful in making sure I was prepared to perform my assigned duties, offering generous advice at all times.

I enjoyed having the opportunity to participate in this valuable process that promotes quality and consistency in public health education. It was a pleasure to work with public health professionals within the blend of administrative, academic and community worlds. It is always fun to gain new knowledge, and this first site visit was definitely a positive learning experience.

In addition, being a site visitor is helpful in my role as a faculty member within our Department of Health Sciences at Armstrong. It is helpful to see how "all of the dots connect" in terms of our MPH mission, vision, values and objectives, and how everything we do in terms of teaching, service and research is interwoven to create the fabric of an excellent program of study in public health.

Preparation Is Key

My advice to newly trained site visitors is to be prepared as well as possible prior to your actual first visit, re-reading the CEPH training materials and talking to anyone you know who has either participated as a site visitor and/or as a visited site. Once your assignment is received, start doing a little background research to learn about the institution where you will be going, get acquainted with the members of your team and ask the experienced team members for preliminary suggestions on how to proceed with preparations. When you receive the self-study document from the institution one month prior to the site visit, read it several times to become acquainted with the details (which are many!) and draft all assigned sections of the team's report prior to arriving on site (this is a must!!). I think it is important for a new member to possess a feeling of self-confidence going into the visit, and the best way to achieve this is to be prepared!

CEPH Expands Ranks of Trained Site Visitors

CEPH trained 17 new site visitors at the APHA Annual Meeting in October. CEPH thanks the following participants for their enthusiasm and engagement during the day-long workshop and looks forward to their service on upcoming accreditation reviews.

Claude-Alix Jacob, MPH
Chief Public Health Officer
Cambridge Public Health Department

Carolyn Beverly, MD, MPH
Assistant Professor
Des Moines University

Tom Eversole, DVM, MS
Director of Strategic Development
Oregon State University

Ayman El-Mohandes, MBBCh, MD, MPH
Dean
University of Nebraska Medical Center

Stephanie Miles-Richardson, DVM, PhD
Interim Director
Morehouse School of Medicine

Donald Rowe, PhD, BA
Director
University at Buffalo - SUNY

Farin Kamangar, MD, PhD, MPH, MS
Professor and Chair
Morgan State University

Rhonda Johnson, DrPH, MPH, FNP
Professor and Chair
University of Alaska-Anchorage

Amal Khoury, PhD, MPH
Professor and Chair
East Tennessee State University

Carl Hanson, PhD, MS, BS
Program Director
Brigham Young University

Cheryl Sbarra, JD
Senior Staff Attorney
Massachusetts Association of Health Boards

Mark Bittle, DrPH, MBA
Director and Assistant Professor
Johns Hopkins University

Nils Hennig, MD, PhD, MPH
MPH Program Director
Mount Sinai School of Medicine

Carolyn Harvey, PhD, MS, BS
MPH Program Director
Eastern Kentucky University

Shan Mohammed, MD, MPH
MPH Program Director
Northeastern University

Emmanuel Rudatsikira, MD, DrPH, MPH
Chair and Professor
Old Dominion University

Antonio René, PhD, MPH
Associate Dean for Academic Affairs
Texas A&M School of Rural Public Health



Accreditation Specialist Maraquita Hollman (left) answers questions from site visitor training participants.



Farin Kamangar, Amal Khoury and Donald Rowe work on a group exercise.



Emmanuel Rudatsikira and Antonio René discuss a report-writing activity.

CEPH Is Actively Recruiting Additional Site Visitors

Want to get involved in accreditation reviews? Know a colleague whom you'd like to nominate? CEPH can only complete its work with the assistance of a large group of site visitors. As we grow, our pool of volunteers must expand as well.

Q. What are the criteria to be a volunteer site visitor?

A. CEPH is particularly in need of practitioners at this time. Practitioners must be primarily employed by a public health department, non-profit organization, healthcare organization, etc. Ten years of experience in public health is preferred and practitioners must have a graduate degree and possess strong writing and analytical skills.

Q. How much time is required of volunteers?

A. Site visitors must attend a one-day training session to learn about their responsibilities. A program visit takes 1.5 days and a school visit takes 2.5 days, with additional time required for travel. About 8-16 hours of time is needed prior to the visit to review the self-study and write sections of the team's report.

Q. When is the next training opportunity?

A. CEPH's annual site visitor training will be held Sunday, October 28, 2012 in San Francisco in conjunction with the APHA Annual Meeting. Local professionals and those traveling to the Bay Area are encouraged to apply!

Contact Maraquita Hollman (mhollman@ceph.org) for more information.

To enhance health in human populations through organized community effort

800 Eye Street, NW
Suite 202
Washington, DC 20003-3710

Phone: (202) 789-1050
Fax: (202) 789-1895
Web: www.ceph.org

The Council on Education for Public Health (CEPH) is an independent agency recognized by the US Department of Education to accredit schools of public health and public health programs offered in settings other than schools of public health. These schools and programs prepare students for entry into careers in public health. The primary professional degree is the Master of Public Health (MPH) but other baccalaureate, masters and doctoral degrees are offered as well. Visit www.ceph.org for more information.

CEPH Staff

Laura Rasar King, MPH, MCHES
Executive Director
lking@ceph.org

Maraquita Hollman, MPH
Accreditation Specialist
mhollman@ceph.org

John Conklin
Office Manager
jconklin@ceph.org

Mollie Mulvanity, MPH
Deputy Director
mmulvanity@ceph.org

Kristen Force, MPH, CHES
Accreditation Specialist
kforce@ceph.org

Nicole Williams
Executive Assistant
nwilliams@ceph.org

Newsletter Know-How

Q. What qualifies as appropriate training and experience for faculty?

A. The first check is typically from information provided in the self-study (see Templates 4.1.1 and 4.1.2): does the individual hold a graduate degree in the appropriate public health area or in an appropriate related field? Further consideration involves looking at CVs, including courses taught, research published, conference presentations and past professional positions.

Q. How do I calculate faculty FTE?

A. There is no single, correct formula. Each program or school must identify and clearly explain an appropriate method for its context. The FTE calculation must involve all aspects of a faculty member's contributions to the public health program: teaching, public health research and service, advising and serving on program committees.

The FTE must not count time spent teaching

Determining Adequacy of Faculty Resources

or advising for another degree program outside the unit of accreditation. Research and service effort should be included in the FTE if the project impacts the public health program and its students.

Q. What does the Council consider beyond minimum faculty resources when determining compliance?

A. The minimum complement of required primary faculty is often not sufficient. Judging over faculty resource adequacy is more nuanced. The Council also considers:

- The program or school's mission, goals, objectives and competencies.
- The student-faculty ratio (SFR). For graduate education, the SFR should typically be less than 10:1. The program's mission and curriculum add

context that may make a lower SFR necessary. Both student headcount (HC) and student FTE are considered.

- Part-time and adjunct faculty, including community-based practitioners, make important contributions. Such faculty do not substitute for the required primary faculty, but reviewers consider the roles played by all faculty in accomplishing the mission.
- The organizational and geographic context. For example, a program or school with students attending at multiple sites may require more than the minimum faculty resources to ensure that students on all campuses have ready access to faculty.

For each concentration that confers:	PROGRAMS must have:	SCHOOLS must have:
MPH only	3 full-time faculty (HC) (≥ 0.50 FTE each to PHP)	3 full-time faculty (HC) - 100% in SPH, plus 2 FTE faculty
MPH <u>and</u> Doctoral degree	5 full-time faculty (HC) (≥ 0.50 FTE each to PHP)	5 full-time faculty (HC) - 100% in SPH