

The new public health core: **Matching workforce needs to academic training**



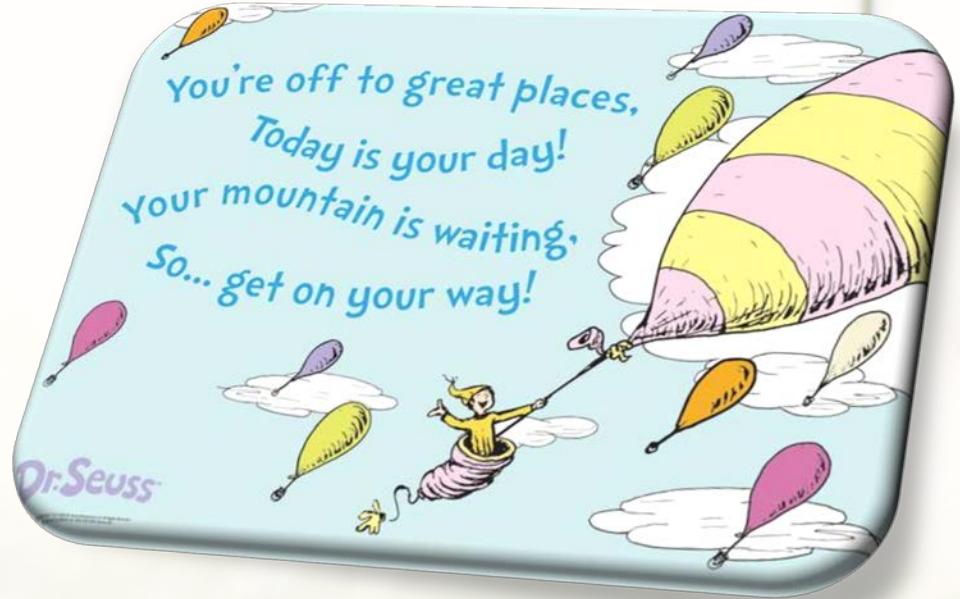
Council *on* Education *for* Public Health

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Workshop Objectives

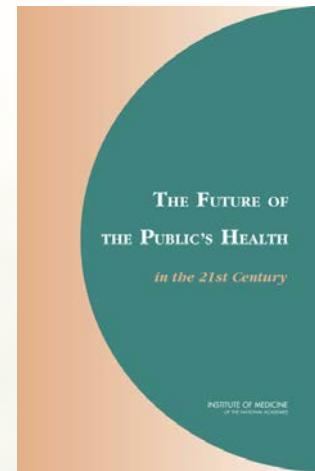
- **Provide support and assistance to those implementing new accreditation curricular requirements in health education and other public health programs (Area III)**
- **Communicate findings of multiple efforts to design workplace-relevant public health curriculum to partners and stakeholders (Area IV)**
- **Conduct health education program quality assurance and process improvement (Area V)**



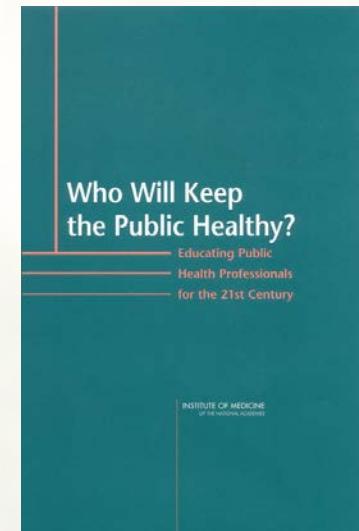
Where have we been?
Where are we going?
And what is our evidence?

First... some "ancient" history

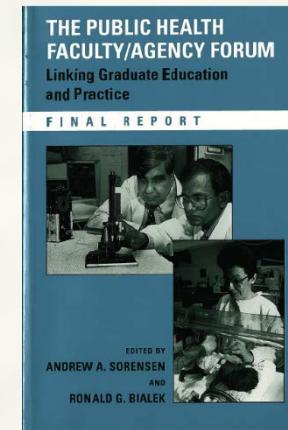
- **“Somewhat isolated from the field of public health practice” – 1988**
- **Universal competencies – Faculty/Agency Forum – 1992**
- **Reaffirmed “core” but names 8 additional areas for competency to address future concerns - 2003**



1988



2003



1992

Workforce research - skills

- **Defining skills needed for public health leadership (findings are consistent):**
 - Systems-thinking
 - Communication in written and oral form to various audiences
 - Change dynamics and management
 - Facilitation, negotiation and team and group dynamics
 - Financial management
 - Human resources management
 - Cultural competency
 - Political analysis and advocacy

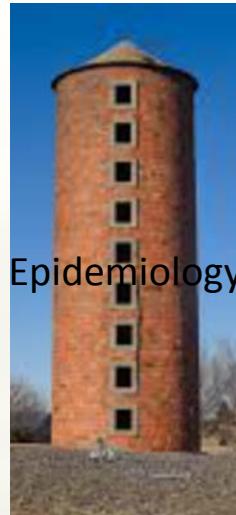
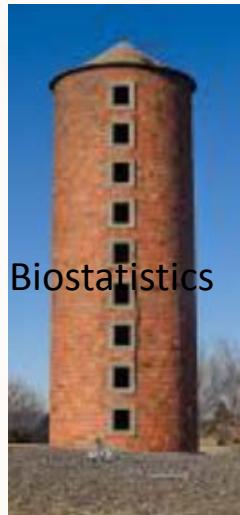
(Ibrahim, House, Levine, 1995; Wright, et al., 2000; ASPPH, 2013; Miner & Allan, 2014; Calhoun, McElligott, Weist & Raczyński, 2012)

Workforce research - content

- **Defining content needed for public health leadership**
 - Tools of social analysis including population sampling & surveys and program evaluation
 - Health and disease in populations including epidemiology and disease transmission and effects of environment on human health
 - Health promotion and disease prevention including health education and behavior modification
 - Health systems and how they work

(Roemer, 1988; IOM, 2003; Calhoun, McElligott, Weist & Racynski, 2012)

What didn't the research find?



And then a deep dive into one of these areas...

Framing the Future



The Welch-Rose Report: A Public Health Classic
Delta Omega Honorary Public Health Society



John N. Rose

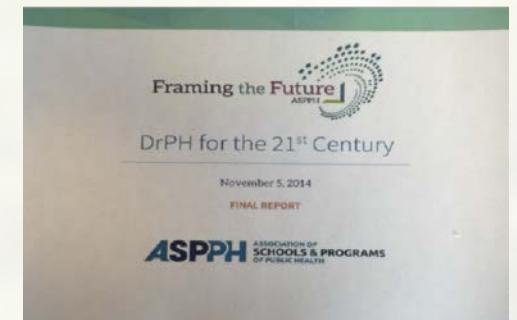
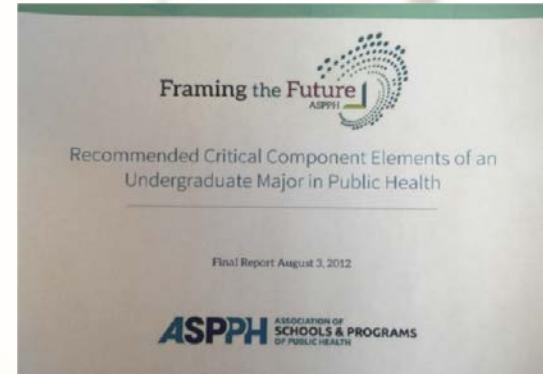
A publication by the Delta Omega Alpha Chapter to mark the 75th Anniversary of the founding of the Johns Hopkins University School of Hygiene and Public Health
1916 - 1991

FRAMING THE FUTURE
The Second 100 Years of Education for Public Health
Convened by ASPPH

A MASTER OF PUBLIC HEALTH DEGREE FOR THE 21ST CENTURY

KEY CONSIDERATIONS
DESIGN FEATURES
CRITICAL CONTENT OF THE CORE

FINAL REPORT
1/9/14



Employer Interviews - 2013

- **Problem solving**
- **How the health system works**
- **Leadership, management and teamwork**
- **Global health**
- **Policy**
- **Analytic methods – understanding and applying data to make decisions**
- **Technology and information**
- **Budgeting and finance**
- **Communication**



Public Health Trends and Redesigned Education: Blue Ribbon Public Health Employers Advisory Board

Thought Leader Interviews - 2014

- **Systems thinking**
- **Change management**
- **Communication**
- **Data integration**
- **Nimble in responding to rapidly changing health and health care environment**



(Miner & Allan, 2014)

Council on Linkages - 2014

- Analytical/Assessment Skills
- Policy development/program planning skills
- Communication skills
- Cultural competency skills
- Community dimensions of practice skills
- Public health sciences skills
- Financial planning and management skills
- System thinking and leadership skills



**The Council on Linkages
Between Academia and
Public Health Practice**

PH WINS Data - 2015

Top 3 Training Needs

- Influencing policy development
- Understanding relationship between a new policy and an array of health problems
- Assessing factors that influence health problems

3 Most Important Skills

- Gathering reliable information
- Communicating with different audiences
- Persuading others to act

Competency Gaps

- Policy analysis and development
- Business and financial management
- Systems thinking and social determinants of health
- Evidence-based public health practice
- Collaborating with and engaging diverse communities



(Sellers, et al., 2015)



de Beaumont
FOUNDATION



NBPHE – Job Task Analysis - 2015

- **Program Planning**
 - 1. Program Planning
 - 2. Program Implementation
 - 3. Program Evaluation
- **Management, Finance & Policy**
 - 4. Fiscal Resource Management
 - 5. Process improvement
- **Critical/Strategic Analysis**
 - 6. Data collection and analysis
 - 7. Strategic analysis
 - 8. Community health planning
- **Leadership & Systems Thinking**
 - 9. Team Building
 - 10. Strategic Management
- **Communication**
 - 11. Communication
- **Ethics**
 - 12. Ethical Action
- **Biological & Environmental Applications**
 - 13. Risk Factor Assessment
- **Advocacy**
 - 14. Health policy development and management
- **Diversity & Cultural Proficiency**
 - 15. Cultural competency
- **Collaborating & Partnering**
 - 16. Collaborative Action

CEPH Draft Competencies	Council on Linkages	FTF Employers' Panel	FTF MPH Report	NBPHE JTA
Evidence-Based Approaches to Public Health	Analytical/Assessment Skills	Analytic Methods, Technology and Information	Data Collection, Analysis, Interpretation, Evidence-Based Reasoning	
Communication	Communication Skills	Communications	PH-Specific Communication	Communication
(Dispersed throughout competencies)	Cultural Competency		Cultural Contexts & Respectful Engagement	Diversity and Cultural Proficiency
Policy in Public Health	Policy Development	Policy	Legal, Ethical, Other Dimensions of Policy	Advocacy
Systems Thinking	Systems Thinking		Systems Thinking	Systems Thinking
Program Planning & Management	Program Planning, Financial Planning and Management Skills	Budgeting and Finance, Management	Project Management & Implementation	Program Planning, Management, Finance
Public Health & Health Care Systems	Community Dimensions of Practice Skills	How the Health System Works, Global Health	US & Global Health Care Systems	
Leadership	Leadership	Leadership		Leadership
• Interprofessional Practice	<ul style="list-style-type: none"> • Public Health Sciences Skills 	<ul style="list-style-type: none"> • Teamwork • Problem Solving 	<ul style="list-style-type: none"> • Teamwork & Interprofessional Skills • Biological, Social, Economic, etc. Determinants • Globalization & Sustainable Dvmt • History & Philosophy of PH • Population Health Concepts & Tools • Health Promotion 	<ul style="list-style-type: none"> • Collaborating and Partnering • Biological & Environmental Applications • Ethics • Critical / Strategic Analysis

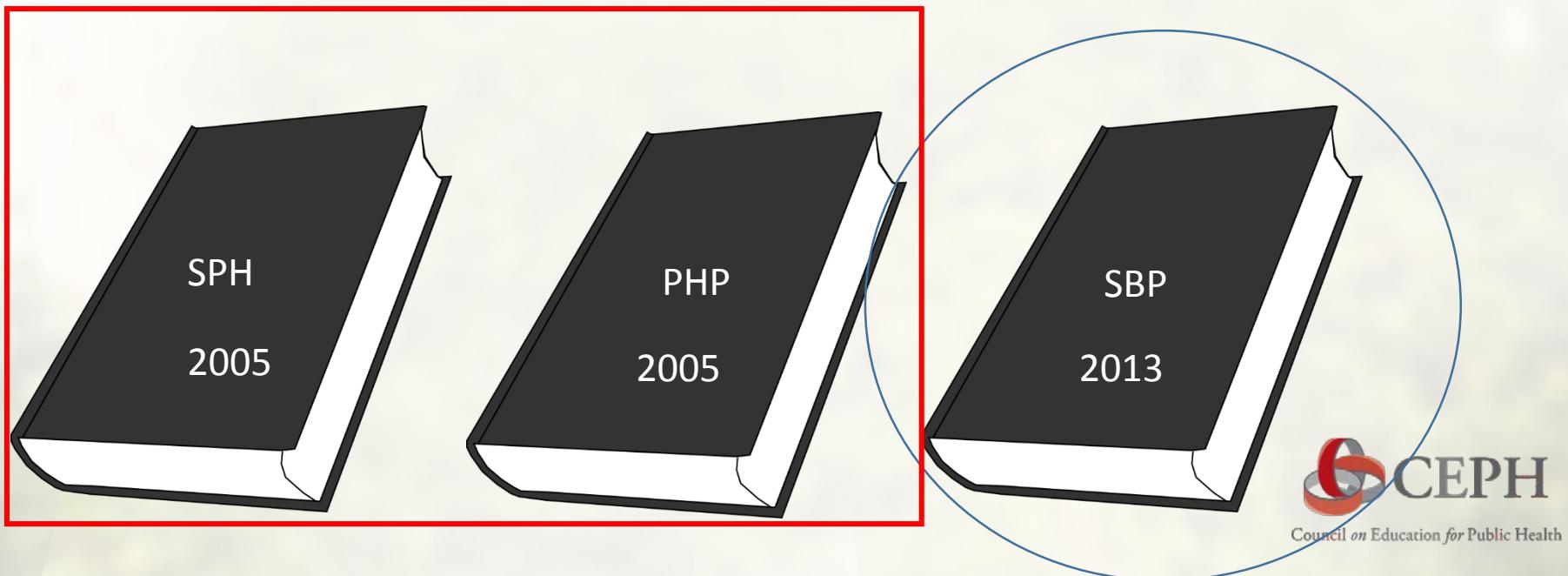
"You have brains in your head
and feet in your shoes,
you can steer yourself in any
direction you choose!"

--Dr. Seuss

Criteria Revisions: Where are we?

CEPH landscape

- 3 accreditation categories, sets of criteria
- Regular revision = good accreditation practice



SBP Criteria

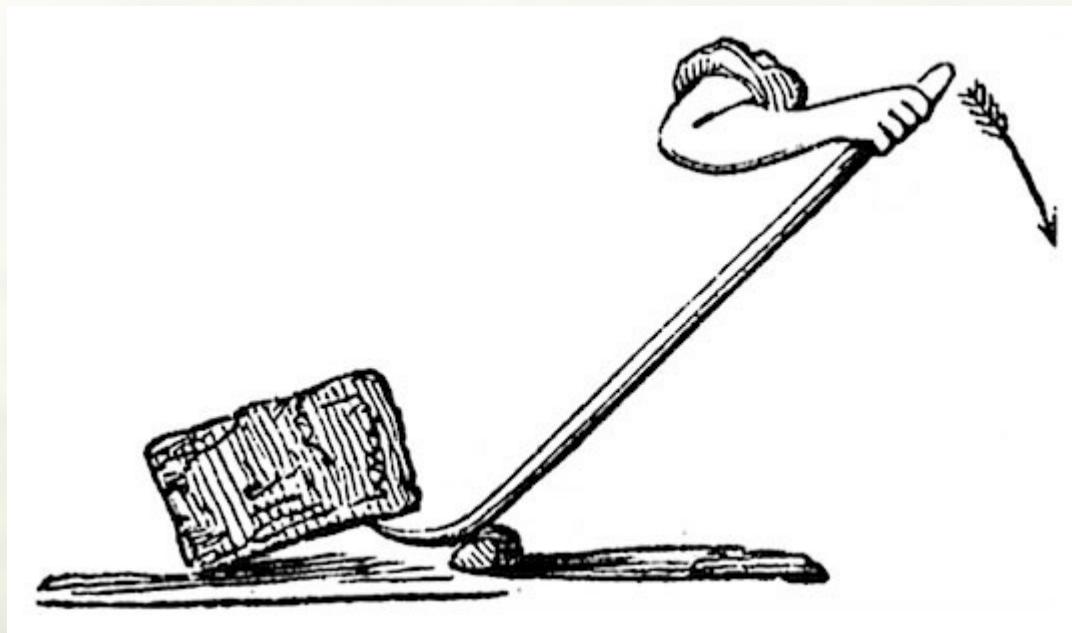
- **Leadership, Management & Governance**
- **Resources**
- **Faculty Qualifications**
- **Curriculum**
- **Program Effectiveness**
- **Advising**
- **Diversity**
- **Distance Education**

SBP Curriculum

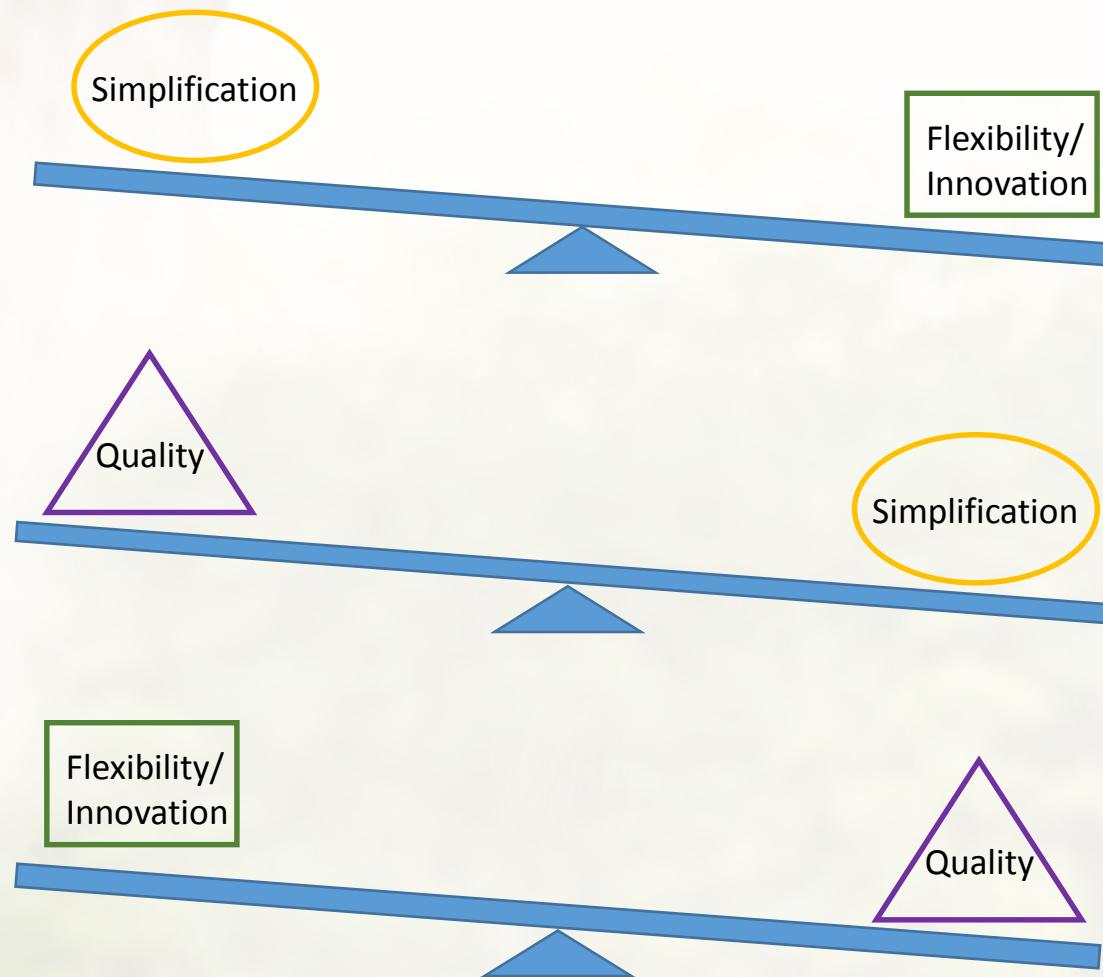
- General UG curriculum
- Public health major
- Public health skills
- Cumulative & experiential activities
- Cross-cutting concepts

Revising SPH & PHP criteria

- Staff & Council tracking issues, concerns, feedback over last 10 years



Major goals/priorities



2014

- Discussions begin in Council
- Web survey to stakeholders
- Technical Assistance Session with Q & A

2015

- Released curricular criteria for comment (Feb)
- Web-based & in-person presentations to groups, listening sessions, Q & A
- Considered Round 1 comments on curriculum
- Released full draft for comment (Nov)
- Employer Panel at APHA (Nov)

2016

- Considered Round 2 comments (Jan)
- Released revised full draft for comment (Feb)
- *Consider Round 3 comments (June)*
- *Release updated draft for comment (July)*
- *Consider Round 4 comments (October)*
- *Adopt final criteria & implementation plan (release in November)*

Next steps

- Comments on round 3 due to CEPH by COB on May 16
- Stay tuned in early July for next draft!
- Next comment period in summer to early fall—likely due date in mid- to late September
- Anticipated release of criteria & implementation plan in late Oct – early Nov
 - Implementation plan will explain what you need to do & by when
 - Past experience suggests 1st SVs with new criteria will be in 2018, but nothing decided yet!

New criterion	Relationship to current criteria
Introduction	Replaces elements of Criterion 1.3
A Organization & Decision Making	Replaces 1.4 & 1.5. Contains elements of 1.3
B Mission & Evaluation	Replaces 1.1 & 1.2. Contains elements of 2.7
C Resources	Replaces 1.6 & 1.7
D Curriculum	Replaces 2.1-2.14
E Faculty	Replaces 3.1, 4.1 & 4.2. Contains elements of 3.2.
F Community Engagement	New: contains elements of the following: 1.1, 1.2, 1.8, 2.7 & 3.2 Replaces 3.3
G Diversity	Replaces 1.8
H Student Services	Replaces 4.3 & 4.4

Proposed curriculum: first draft

Today: 2011 criteria

5 core areas
Core competencies



Draft 1

Concentration competencies



Practical Skills



Culminating Experience



Foundational skills
Foundational content
Professional disposition

Concentration competencies

Applied experience

Integrative experience

Skills

- Plan a population-based project, program or intervention, including defining populations and assessing and prioritizing their needs
- Develop a grant proposal for a public health project, program or intervention, including developing a budget
- Implement a population-based project, program or intervention, including addressing management and human resource concerns
- Manage grant funding, including required reporting
- Evaluate the success of a population-based project, program or intervention
- Use continuous quality improvement principles

Content

- History of public health, including evolution of the health system and its medical care and public health components
- Core functions of public health and the 10 Essential Services
- Principles of team development and roles and practices of effective teams
- Roles and responsibilities of other health-related professionals and the relationships between various health-related professions
- Concepts of surveillance, screening, immunity and risk factors
- Population-based study design

Professional disposition

- Advancing the profession of PH
- Applying ethical principles to practice
- Excellence in ongoing professional development
- Serving the public good



Proposed curriculum: draft 2

- Foundational skills
 - Foundational content
 - Professional disposition

 - Concentration competencies

 - Applied experience

 - Integrative experience
- Foundational competencies
 - 37 for MPH
 - 43 for DrPH

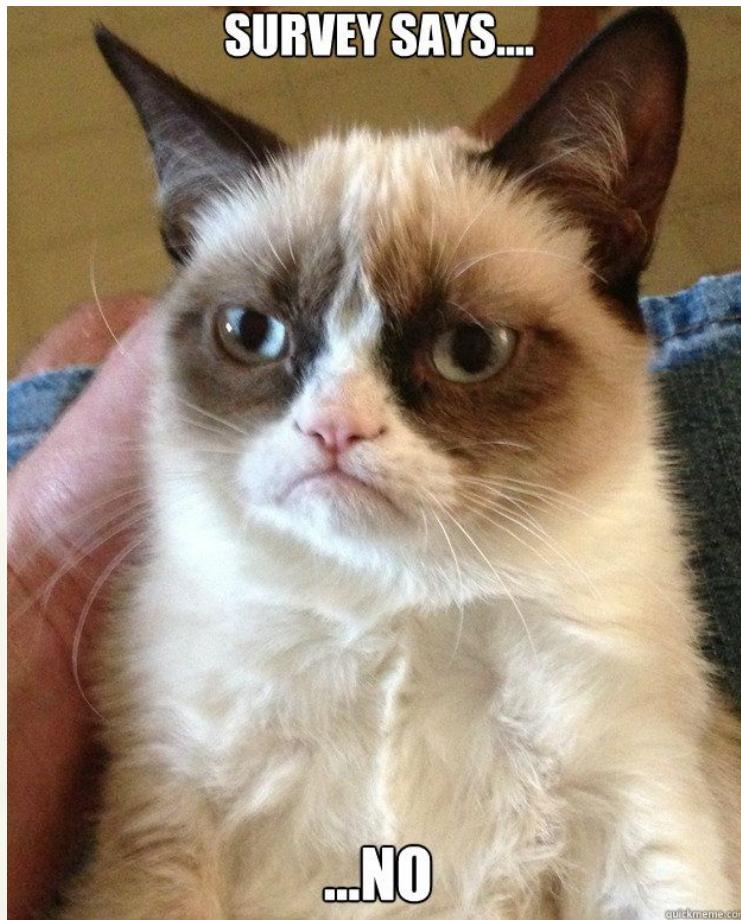
 - Concentration competencies

 - Application & practice

 - Integrative learning experience

Competencies

- Plan a population-based project, program or intervention, including defining populations and assessing and prioritizing their needs
- Develop a grant proposal for a public health project, program or intervention, including developing a budget
- Implement a population-based project, program or intervention, including addressing management and human resource concerns
- Manage grant funding, including required reporting
- Evaluate the success of a population-based project, program or intervention
- Use continuous quality improvement principles



Proposed curriculum: draft 3

- Foundational PH knowledge (14 items)
- Foundational competencies
 - 20 MPH
 - 17 DrPH
- Concentration-specific competencies
- Applied practice experience
- Integrative learning experience

Foundational PH knowledge

- Profession & science of public health
- Factors related to human health
- Validated through variety of methods

MPH foundational competencies

- Apply awareness of cultural values and practices to the design or implementation of public health programs
- Design a population-based project, program or intervention, including defining populations, assessing and prioritizing their needs, selecting appropriate frameworks and identifying and managing available resources
- Explain basic principles of resource management including human, fiscal and material
- Select program evaluation methods

Concentration competencies

- Chosen by the program
- Minimum of 5

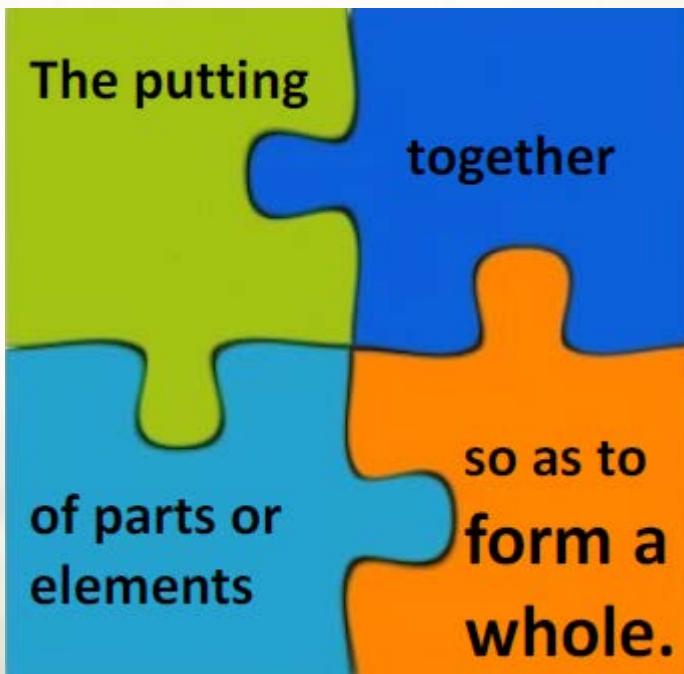


Applied practice experience



Integrative learning experience

- High-quality written product
- Synthesis of foundational & concentration competencies



Non-curricular changes

- **Redefinition of SPH requirements**
 - 3 MPH
 - 2 doctoral
- **Changes in methods of “counting” faculty resources**
- **Vastly reduced reporting burden in research, service, etc.**



Other good news on round 3...

- Consensus achieved on many areas
- Identified priority areas for continuing discussion
 - Curricula (except bacc)
 - Evaluation & outcomes
 - Faculty resources
- All criteria open for comment in round 3, though priority areas are intended focus

Heightened attention to assessment

Assessment of Competencies for MPH in X Concentration

Competency	* Course number(s) or other educational requirements	Specific assessment opportunity
1. Choose data collection methods		
2. Interpret data analysis		
3. Analyze quantitative and qualitative data		
4. Integrate evidence, including identifying appropriate data sources and using informatics, to describe a public health issue		
5. Apply epidemiological methods appropriate for population-based inquiry		

Your turn!

Keep the excellent comments coming!

<http://ceph.org/criteria-revision/>