

Technical Assistance on 2016 Criteria



Council *on* Education *for* Public Health

Competency Mapping & Assessment

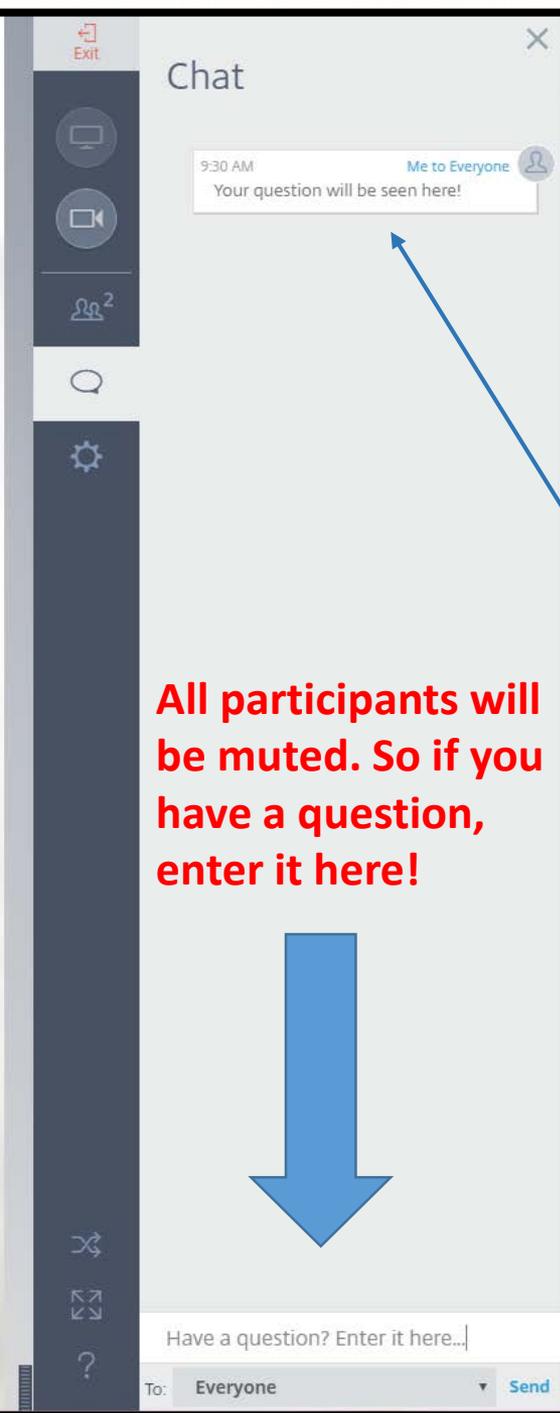
Webinar

May 17, 2017

Empowering the Future: Creating Leaders for a Healthier World

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Exit

Chat

9:30 AM Me to Everyone
Your question will be seen here!

Have a question? Enter it here...

To: Everyone Send

All participants will be muted. So if you have a question, enter it here!



CEPH staff will see it above and will read and answer each question live!

Chat



Me 10:06 AM

2016 Criteria Homepage:
<http://ceph.org/criteria-revision/>

Me 10:06 AM

2016 Criteria:
<http://ceph.org/assets/2016.Criteria.pdf>

Me 10:07 AM

2016 Templates:
<http://ceph.org/assets/2016.Criteria.pdf>

Me 10:07 AM

FAQs: <http://ceph.org/faqs/2016criteriafaq/>

Me 10:08 AM

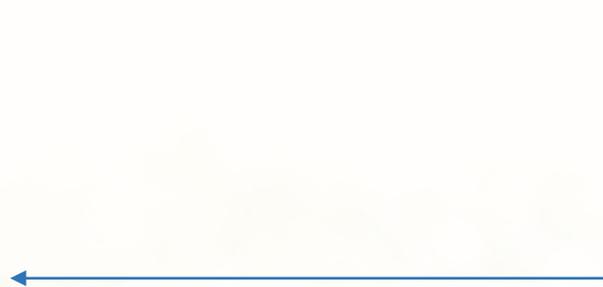
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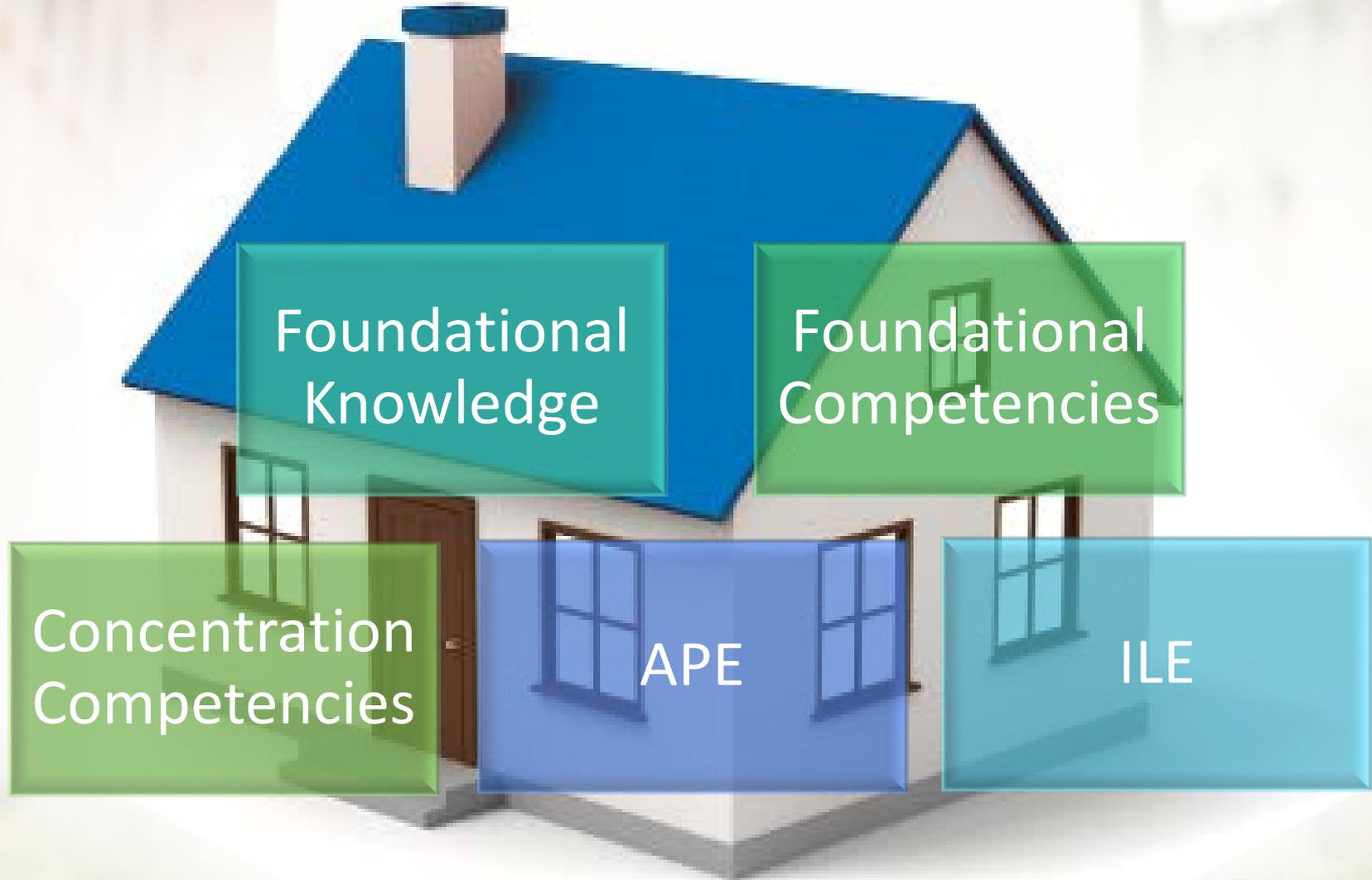


Some topics we'll cover...

- Mapping competencies to coursework
- Ingredients for good assessment
- Types of documentation needed



Architecture of the MPH



D2. Foundational Competencies

- **All MPH students attain 22 competencies (CEPH-provided) across 8 domains**
- **Every student assessed on each competency at least once**
 - Each must be mapped to and assessed in didactic coursework

1 Evidence-based Approaches to Public Health

2 Public Health & Health Care Systems

3 Planning & Management to Promote Health

4 Policy in Public Health

5 Leadership

6 Communication

7 Interprofessional Practice

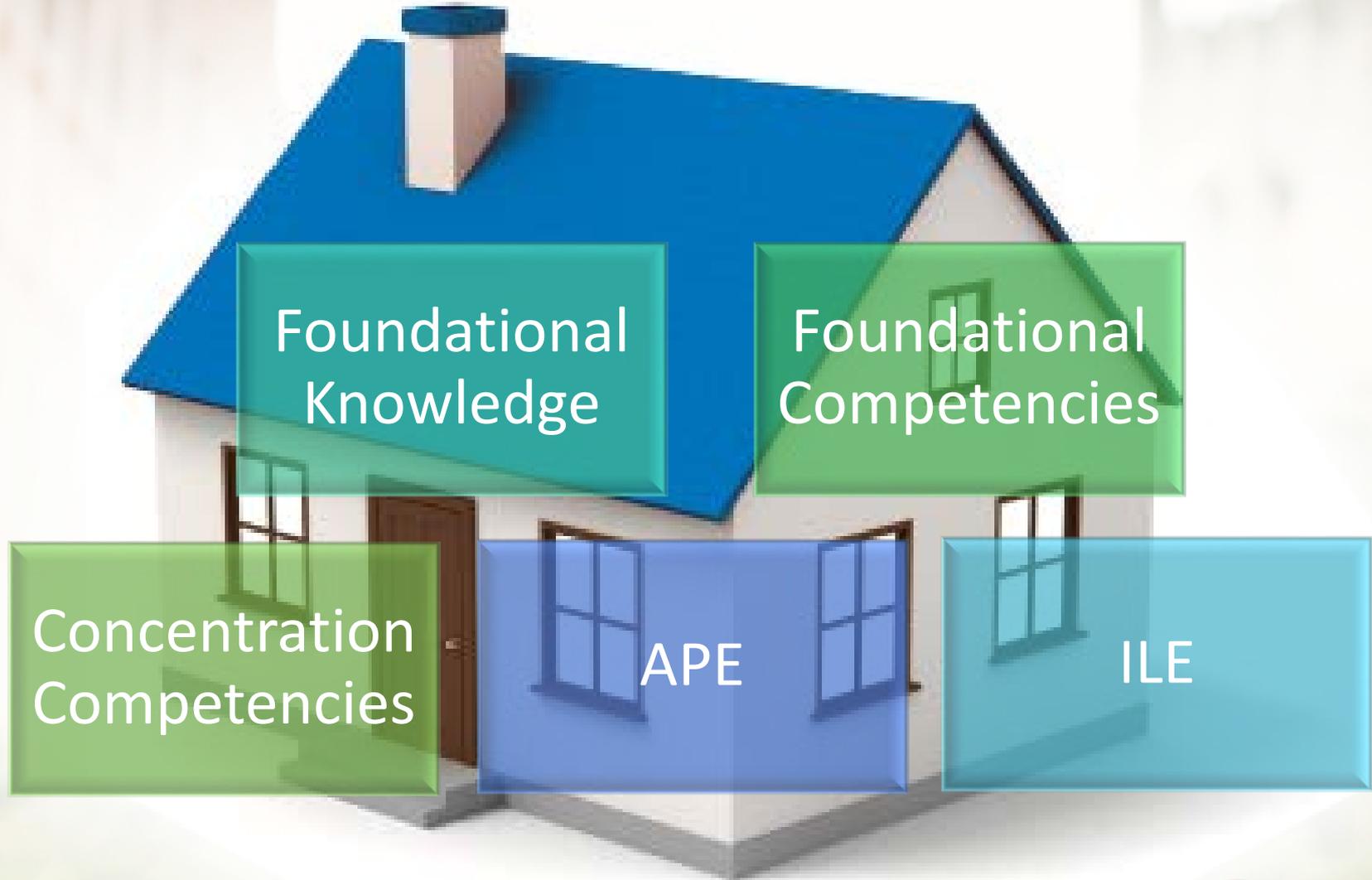
8 Systems Thinking

Template D2-2

Assessment of Foundational Competencies for MPH in Community Health

| Foundational competency | Course number(s) and names or other requirement | Specific assessment opportunity |
|--|---|---|
| Evidence-based Approaches to Public Health | | |
| 1. Apply epidemiological methods to the breadth of settings & situations in public health practice | MPH 603: Principles of Epidemiology | Assignment 2: simple random sampling Case study: screenings in clinical and community settings |
| 2. Select quant. & qual. data collection methods appropriate for a given public health context | MPH 670: Research Methods | Week 15: project – mixed methods study design |
| 3. Analyze quant. & qual. data using biostatistics, informatics, computer-based programming and software as appropriate | MPH 605: Intro to Biostatistics | Exam 3: covers course learning objectives 2-9 |
| 4. Interpret results of data analysis for public health research, policy & practice | MPH 63: Principles of Epidemiology | Week 7: PowerPoint presentations on LGBTQ health inequities |
| Public Health & Health Care Systems | | |
| 5. Compare the organization, structure and function of health care, public health and regulatory systems across national & intl settings | MPH 602: Health Care Systems | Week 3: discussion question post and response |

Architecture of the MPH



D4. Concentration Competencies

- Articulates depth in concentration area beyond foundational competencies
- At least 5 distinct competencies per concentration area
- Write your own!



Deemed 'compliant' before... (1 of 2)

| Concentration competencies | CEPH foundational competencies |
|---|---|
| Promote capacity strengthening | 7. Assess population needs, assets and capacities that affect communities' health. 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes |
| Promote and demonstrate practice of socio-cultural and political awareness | 8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs 14. Advocate for political, social or economic, policies and programs that will improve health in diverse populations |
| Demonstrate team leadership, motivation, negotiation, and conflict management skills | 17. Apply negotiation and mediation skills to address organizational or community challenges |
| Demonstrate credible and effective advocacy and communication skills | 14. Advocate for programs and political, social and economic, policies that will improve health in diverse populations 18. Select communication strategies for different audiences and sectors 19. Communicate audience-appropriate public health content, both in writing and through oral presentation |

Deemed 'compliant' before... (2 of 2)

| Concentration competencies | CEPH foundational competencies |
|---|--|
| <p>Apply analytical tools to answer research questions in public health Find, use, and interpret sources of public health data that use different research methods</p> | <p>2. Select quantitative and qualitative data collection methods appropriate for a given public health context</p> <p>3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate</p> <p>4. Interpret results of data analysis for public health research, policy or practice</p> |
| <p>Coordinate and develop an appropriate advocacy-based response to address a specific community health challenge or need.</p> | <p>14. Advocate for political, social or economic policies and programs that will improve health in diverse populations</p> |
| <p>Utilize community assessments identifying needs, assets, capacity, and priorities</p> | <p>7. Assess population needs, assets and capacities that affect communities' health.</p> |

Made context specific...

| Concentration competencies | CEPH foundational competencies |
|--|---|
| Demonstrate oral and written communication and presentation skills to effectively communicate in health policy settings | 19. Communicate audience-appropriate public health content, both in writing and through oral presentation |
| Analyze principles of equity, social justice, and human rights in maternal and child health programs. | 6. 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 |
| Design a policy or program that considers theories, models and contemporary issues related to alcohol and substance abuse treatment | 9. Design a population-based policy, program, project or intervention |

Other confusion we've seen

| Concentration competencies | Issue |
|--|---|
| <p>Students will complete an integrative learning experience that demonstrates synthesis of foundation and concentration competencies appropriate to the student's education and professional goals.</p> | <p><i>**Not a competency**</i> <i>Required component of the curriculum</i></p> |
| <p>Using NCHC areas of responsibility or sub-competencies under each area as concentration competencies</p> | <p>Concentration competencies should encompass the seven areas of responsibility. The sub-competencies within each area should be used to plan the learning objectives in individual courses; however, they are too granular to serve as the concentration competencies themselves.</p> |
| <p>Competency repeated across concentrations</p> | <p>Must have at least 5 distinct competencies for each concentration</p> |

Advanced rigor and depth

| Concentration competencies | CEPH foundational competencies |
|--|---|
| Develop an efficient design for an observational or experimental study | 2. Select quantitative and qualitative data collection methods appropriate for a given public health context 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate 4. Interpret results of data analysis for public health research, policy or practice |
| Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety | 9. Design a population-based policy, program or intervention 15. Evaluate policies for their impact on public health and health equity 18. Select communication strategies for different audiences and sectors |
| Apply quality and performance improvement concepts to address organization performance issues | 10. Explain basic principles and tools of budget and resource management |

Template D4-1

| Assessment of Concentration Competencies for MPH in <i>Biostatistics</i> | | |
|--|---|--|
| Competency | Course number(s) or other educational requirements | Specific assignment(s) that allows assessment |
| 1. Ability to select appropriate research designs to meet the needs of various studies and ability to explain the limitations of implemented designs | MPH 735: Statistical Methods for Public Health Research | Week 4: SAS exercise 3 |
| | PUBH 793: Clinical Trials I | Project: cohort designs Homework 6: randomized block designs |
| 2. Apply common probability distributions to public health outcomes | MPH 752: Biostatistics II | Homework 2: analysis of variance (ANOVA) |
| 3. Analyze moderately complex research data using statistical methods involving common linear statistical models | STAT 740: Advanced Regression Analysis | Homework 3: simple linear regression Quiz 2: multiple linear regression |
| | MPH 735: Statistical Methods for Public Health Research | Week 3: R exercise 1 |
| 4. Apply and interpret common univariate and multivariate statistical methods for inference | STAT 722: Applied Multivariate Methods | Week 3: SAS exercise 2 |
| 5. Communicate commonly used statistical ideas and methods to collaborators in non-technical terms, both orally and in writing | MPH 741: Biostatistical Case Studies & Collaboration | Paper: case control designs |
| | MPH 720: Applied Practice Experience | PowerPoint presentation on deliverables for host site(s) |

ASSESSMENT

Foundational Knowledge

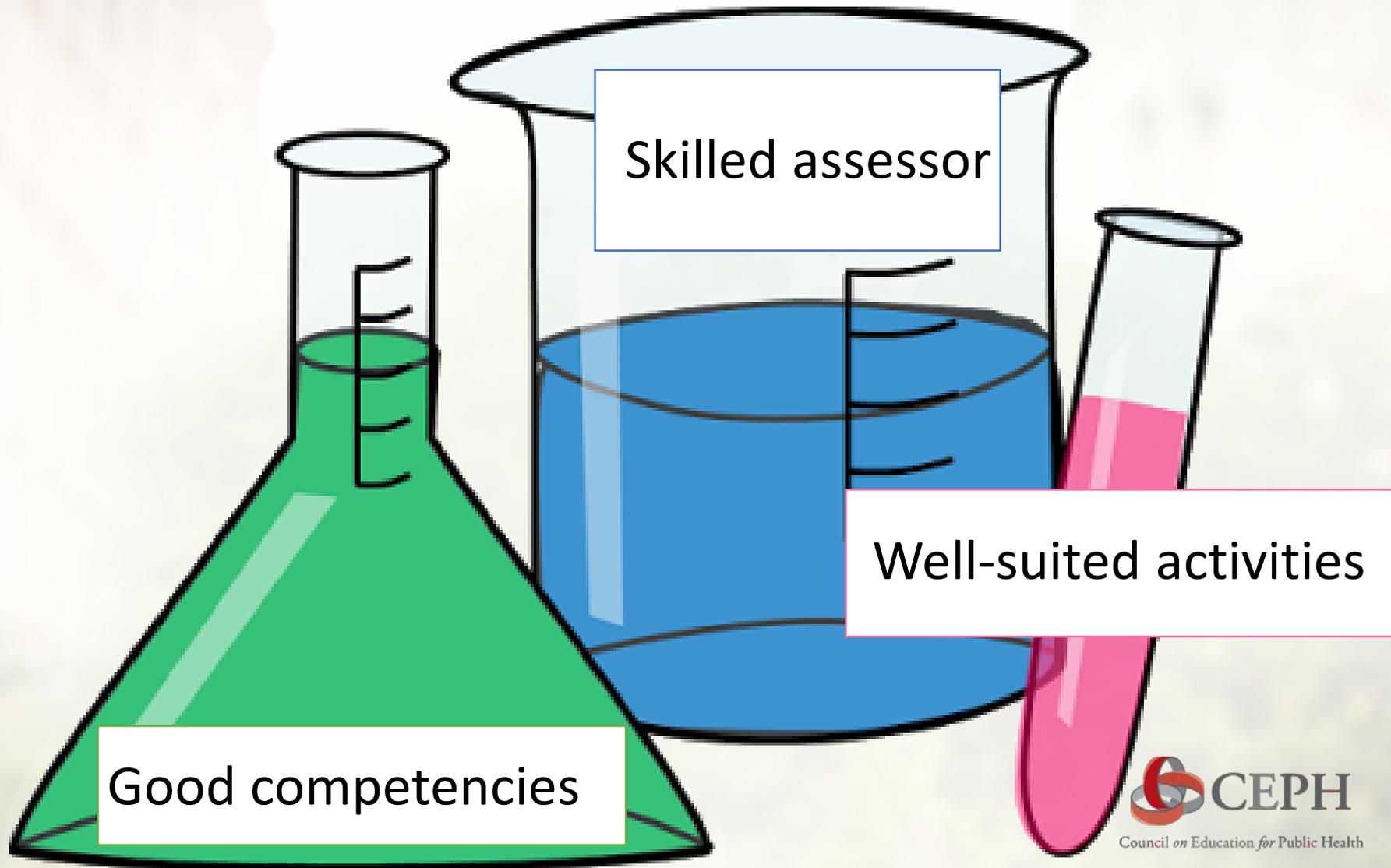
Foundational Competencies

Concentration Competencies

APE

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Assessment ingredients

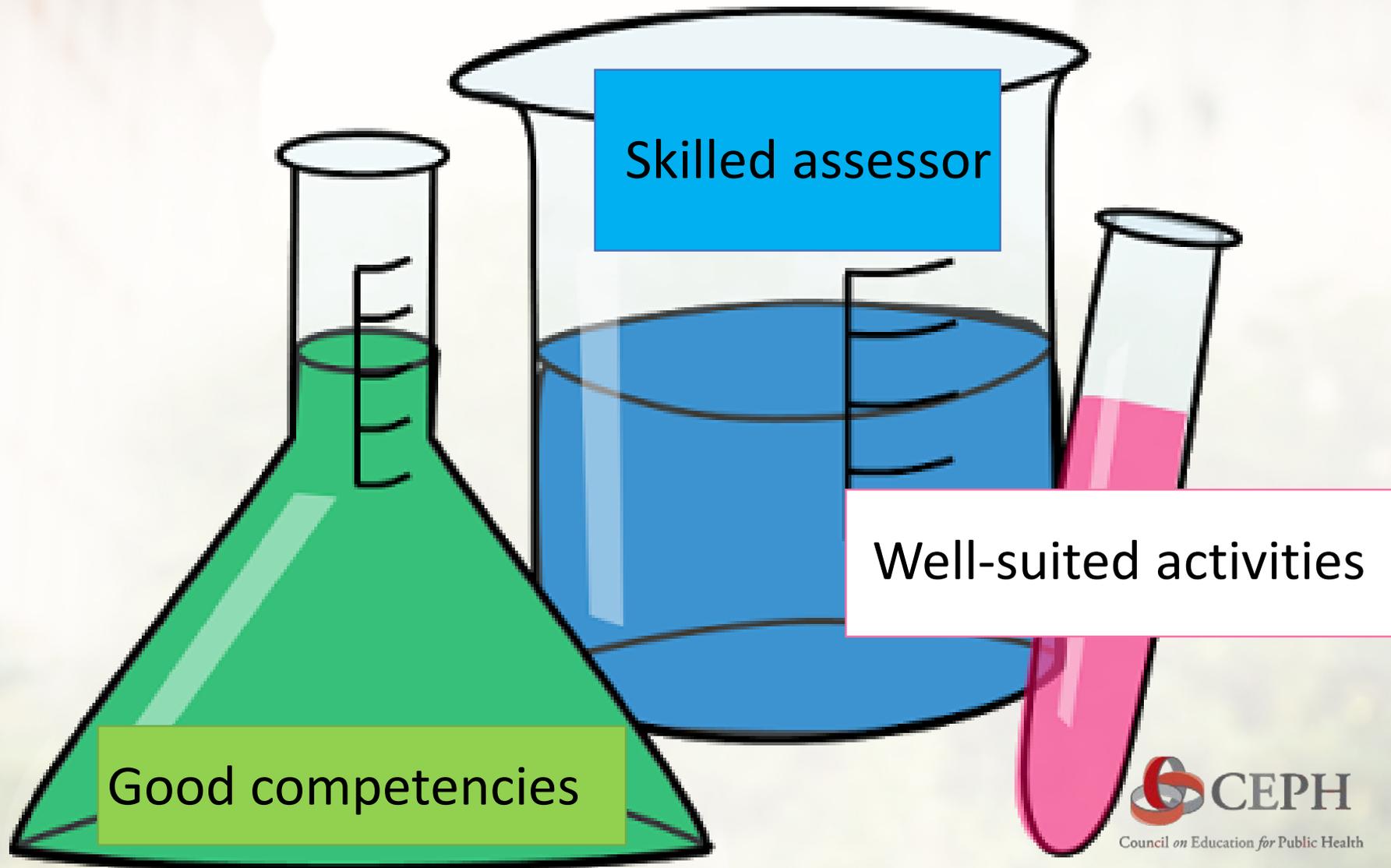


Skilled assessor

Knowledgeable about the didactic underpinnings



Assessment ingredients



CEPH requirements

The school or program documents *at least one specific, required assessment activity* (eg, component of existing course, paper, presentation, test) *for each competency* below, during which *faculty or other qualified individuals* (eg, preceptors) *validate the student's ability to perform the competency*.

Assessment opportunities may occur in:

- foundational courses that are common to all students
- courses required for a concentration
- other educational requirements outside of designated coursework

All MPH students must be assessed at least once on each competency.

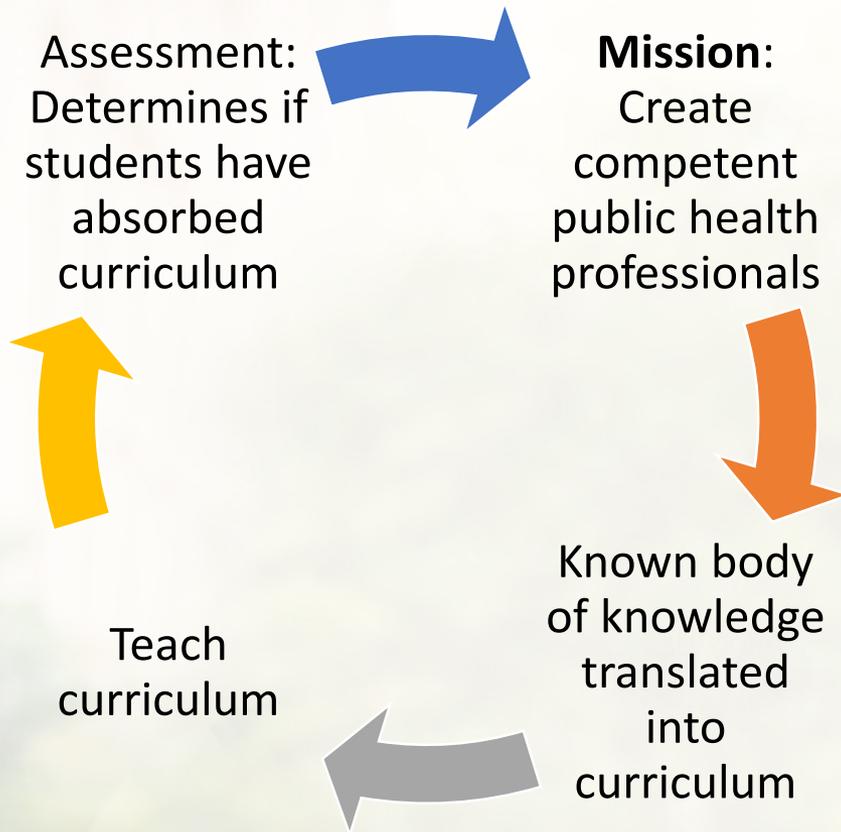
Assessment may occur in simulations, group projects, presentations, written products, etc.

Authentic assessment

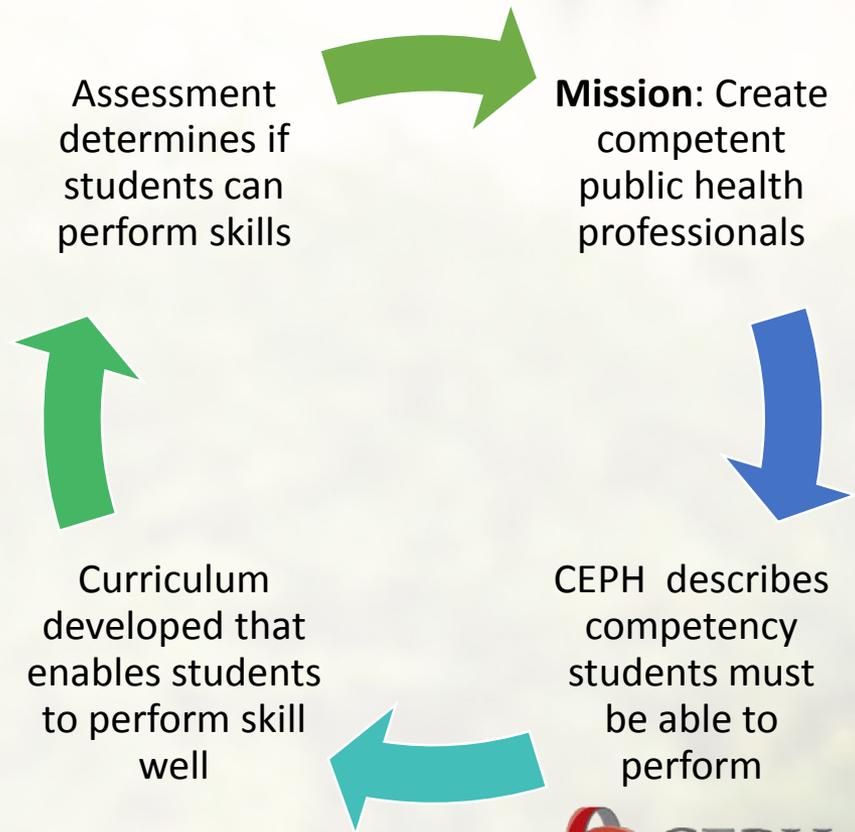
A form of assessment in which students are asked to **perform real-world tasks** that demonstrate meaningful application of essential knowledge and skills.

Is my assessment authentic?

Traditional Assessment



Authentic assessment



Traditional vs. authentic assessment

Traditional Assessment

Select a response

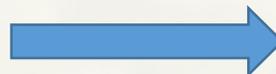
Contrived

Recall/Recognition

Teacher Structured

Indirect Evidence

Don't teach to the test



Authentic Assessment

Perform a task

Real-life

Construction/Application

Student Structured

Direct Evidence

Teach to the test

Working together

There are few skills that professionals can perform without base knowledge to go with it.

Example #1: Picking baseball players for your team



Example #2: Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.

- What is the knowledge needed by students before they would be able to demonstrate application?
- What might be good activities to use to assess whether or not students can apply these principles?

Example activities

- Analytic paper
- Multi-media presentation
- Debate
- Essay question on a test
- Create a newsletter/news story
- Create and deliver a poster presentation
- Write a policy briefing
- Needs assessment
- Write a letter to an elected official
- Analyze a real data set to answer a question
- Develop Congressional testimony
- Case Studies
- Role Plays
- Podcast
- Original research project

Others?

Where do rubrics fit in?

- **Step 1:** Identify what you want your students to know and be able to do – this is the competency.
- **Step 2:** Determine how students could demonstrate that they meet the competency and develop authentic tasks they could perform.
- **Step 3:** Identify the characteristics of good performance on the authentic task.
- **Step 4:** Construct a rubric to measure student performance on the task. To build the rubric, you will begin with the characteristics you identified in Step 3. Keep the number of criteria manageable.

Two types of rubrics

Analytic

- Performance judged separately for each characteristic that contributes to meeting of competency
- Points typically assigned to each characteristic

Holistic

- Considers all the criteria together, or holistically, instead of separately
- Each level of performance in a holistic rubric reflects behavior across all the criteria

Oral Presentation Rubric

| | 4—Excellent | 3—Good | 2—Fair | 1—Needs Improvement |
|---|---|--|--|--|
| Delivery | <ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points | <ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection | <ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection | <ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage |
| Content/ Organization | <ul style="list-style-type: none"> • Demonstrates full knowledge by answering all class questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence | <ul style="list-style-type: none"> • Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions | <ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence | <ul style="list-style-type: none"> • Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions |
| Enthusiasm/ Audience Awareness | <ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject | <ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points | <ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points | <ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic |
| Comments | | | | |

Work Effectively in Teams

| Unsatisfactory 1 | Developing 2 | Satisfactory 3 | Exemplary 4 |
|---|--|--|--|
| <ul style="list-style-type: none"> ➤ Does not collect any information that relates to the topic. ➤ Does not perform any duties of assigned team role. ➤ Always relies on others to do the work. ➤ Is always talking--never allows anyone else to speak. | <ul style="list-style-type: none"> ➤ Collects very little information--some relates to the topic. ➤ Performs very little of assigned duties. ➤ Rarely does the assigned work--often needs reminding. ➤ Usually doing most of the talking--rarely allows others to speak. | <ul style="list-style-type: none"> ➤ Collects some basic information--most relates to the topic. ➤ Performs nearly all assigned duties. ➤ Usually does the assigned work--rarely needs reminding. ➤ Listens, but sometimes talks too much. | <ul style="list-style-type: none"> ➤ Collects a great deal of information--all relates to the topic. ➤ Performs all duties of assigned team role. ➤ Always does the assigned work without having to be reminded. ➤ Listens and encourages others to participate. |

21. Perform effectively on interprofessional teams

For example, communicating, influencing others, leadership, teamwork, fostering relationships, conflict management

| Self/Peer Report | Situational Judgment Tests | Direct Observation |
|--|--|--|
| Use self and peer report <ul style="list-style-type: none">- Contribution to team's work- Interactions with teammates- Contribution to keeping team on track- Possession of relevant knowledges, skills and abilities to contribute to project | "SJTs" Multiple choice test asking students to react to hypothetical interprofessional situations | Direct observation by faculty of students in interprofessional situations, whether real or simulated Use rubric to assess |

What are the strengths and weaknesses of each method?

Can any of them stand on their own?

Which might work together well?

Now, to put it all together

- Clear links between template and syllabus
- Learning objectives support identified competencies
- Assessments are reasonable, align with competencies

How do I show the site visit team?

- Helpful to include identified competencies directly on syllabus
- Assessment activities must include sufficient detail
- May need to include assessment in ERF if syllabus lacks detail
- Assignment/project rubrics can be good evidence

Make assessment clear

Butterflies

Background
The Frogs Class has been learning about Spring. They are learning that Butterflies come out in the Spring when flowers start to bloom. They are painting butterflies.



DC Common Core Standards
Approach to Learning
1. Attends and engages with curiosity.
Physical Development
33. Demonstrates strength and coordination of small muscles.

Spring Flowers

Background
The Frogs 1 Class is learning about Spring. They are making spring flowers by painting paper plates.



DC Common Core Standards
Approach to Learning
1. Attends and engages with curiosity.
2. Shows persistence.
Physical Development
33. Demonstrates strength and coordination of small muscles.



PH 605: Data Analysis

| | |
|-------------------------------------|-----------------|
| Week 1: Epidemiology methods | |
| Week 2: Epidemiology methods cont. | |
| Week 3: Qualitative data collection | |
| | Week 4: Exam #1 |

| Foundational competency | Course number & name | Assessment opportunity |
|--|-----------------------|------------------------|
| Apply epi methods to the breadth and depth of settings in public health practice | PH 605: Data Analysis | Exam #1 |
| Select quant & qual data collection methods appropriate for a given ph context | PH 605: Data Analysis | Exam #1 |

PH 606: Health Disparities (1 of 2)

| | |
|--|-------------------------------|
| Week 1: Structural bias, social inequities | |
| Week 2: Chronic diseases | |
| Week 5: Mental health | Submit health equity paper #1 |
| Week 8: Violence | Submit health equity paper #2 |
| Week 15: Geographic disparities | Class presentation |

| Foundational competency | Course number & name | Assessment opportunity |
|--|----------------------------|--|
| Discuss means by which structural bias, social inequities, racism undermine health | PH 606: Health Disparities | Health equity paper #1 |
| Communicate audience-appropriate public health content, in writing and through oral presentation | PH 606: Health Disparities | Health equity paper #2 Class presentation |
| Advocate for policies/programs that will improve health in diverse populations | PH 606: Health Disparities | Health equity paper #2 Class presentation |

PH 606: Health Disparities (2 of 2)

- **Health equity paper #1**

- Select a topic of interest and 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

- **Health equity paper #2**

- Write an op-ed for the local newspaper that describes the health disparity of interest, presents statistical evidence and advocates for funding

- **Class presentation**

- Develop a 5- to 7-minute presentation targeted to the City Council to advocate for greater funding for your health disparity of interest

Contact us with your questions!

- **At the office**

- Call us: 202-789-1050
- Email CEPH Staff: <http://ceph.org/about/staff/>

- **On the road**

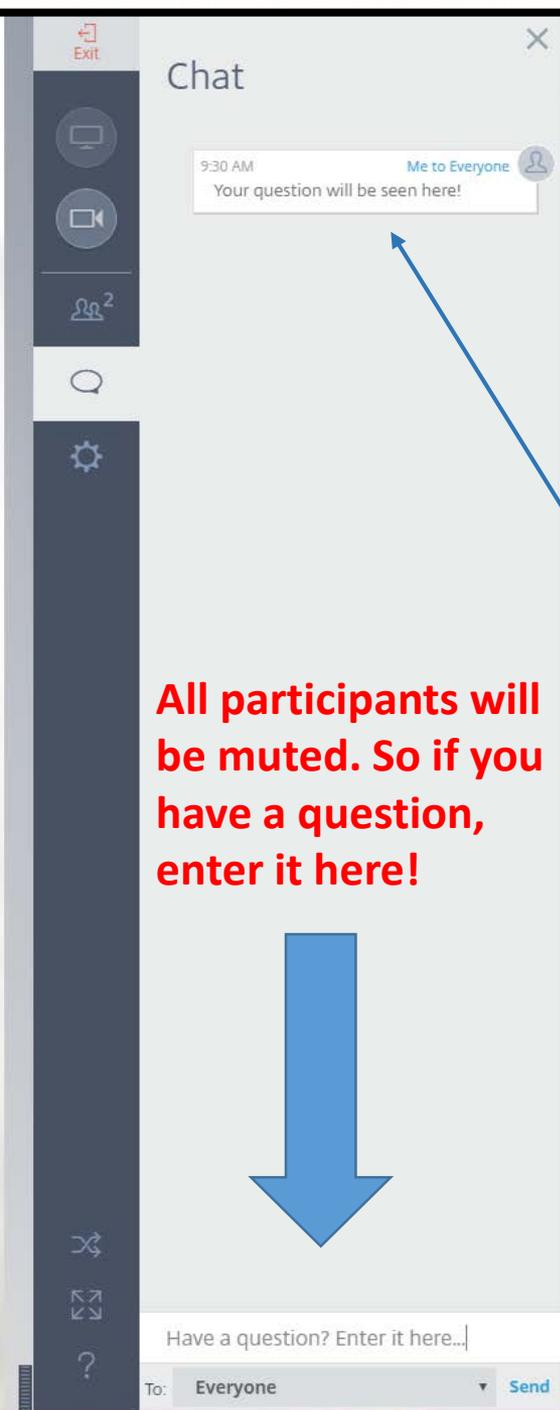
- ASPPH, SOPHE, APTR, AAPHP, APHA Annual Meetings
http://ceph.org/assets/Training_Timeline.pdf

- **On the web**

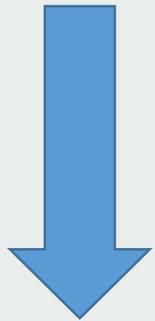
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