

CEPH

Council *on* Education *for* Public Health

# 2016 Criteria: compliance reporting

Initial results and highlights of best practices

March 2018

# Continuing education

- Up to 1.0 CPH recertification credit may be earned at this event

# Today's topics...

- Overview of compliance reporting
- First round results
- Examples of strong documentation
- Additional resources
- Questions?



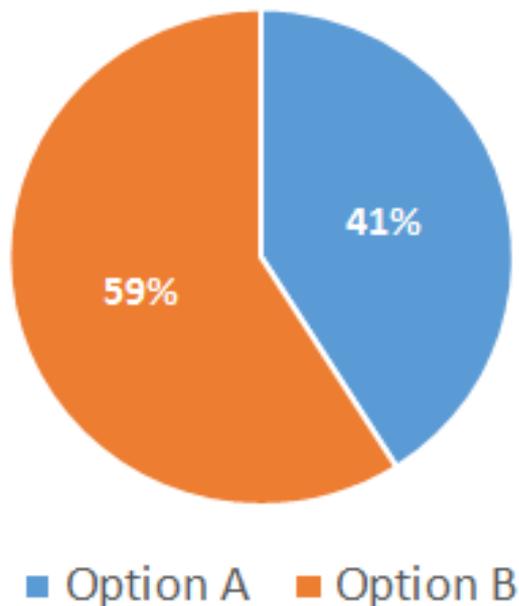
# Compliance reporting: who and why?

- All accredited SPH and PHP not undertaking a full review using 2016 criteria by fall 2020
- To ensure that SPH and PHP have implemented curricula that align with the accreditation standards adopted in October 2016

# Compliance reporting: what is it?

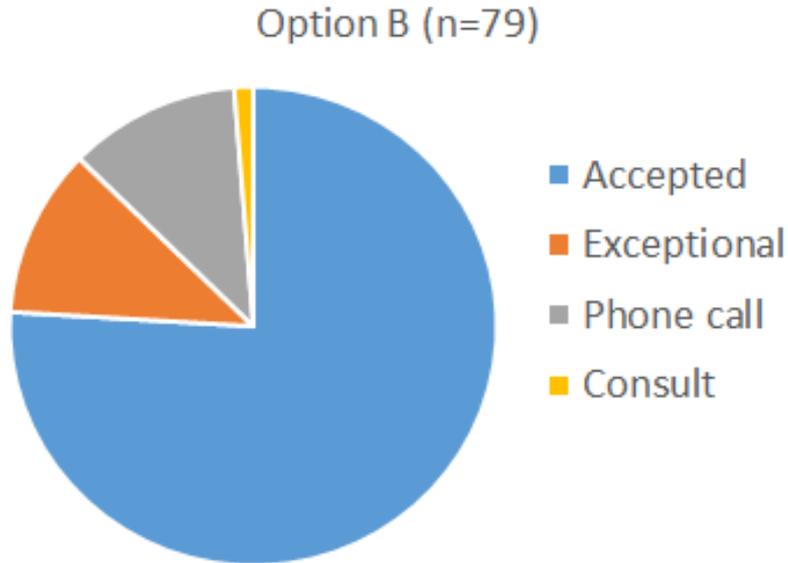
- Option A: Completion of all applicable data templates (from Criterion D) with corresponding syllabi and documentation of assessments
- Option B: A detailed plan for diagnosing and updating curricula to ensure compliance with all aspects of Criterion D

# Breakdown by submission type



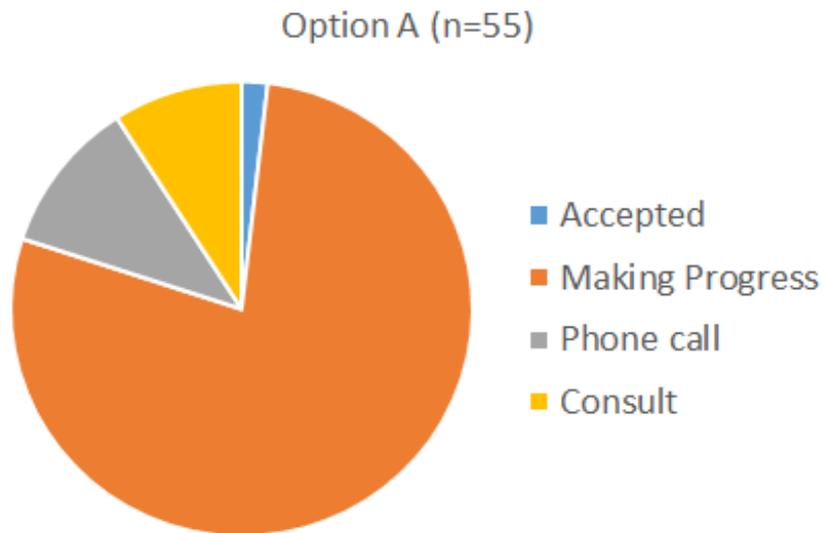
- 134 SPH and PHP required to submit a compliance report
- Thank you to everyone who submitted on time or early!

# Option B results



- n=69 (87%) had acceptable or exceptional level of detail
- n=10 (13%) lacked detail or provided a timeline extending beyond January 2019

# Option A results

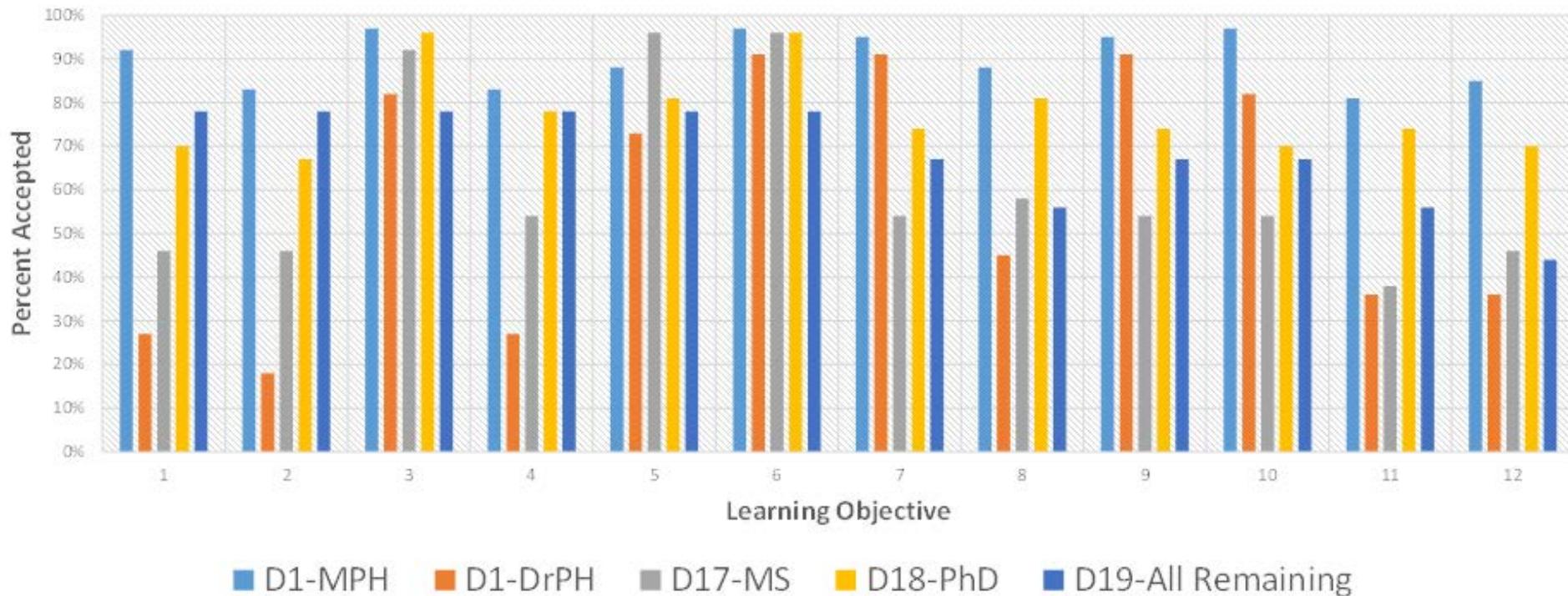


- n=1 report had no CNV findings
- n=43 (78%) some CNV findings, but making good progress

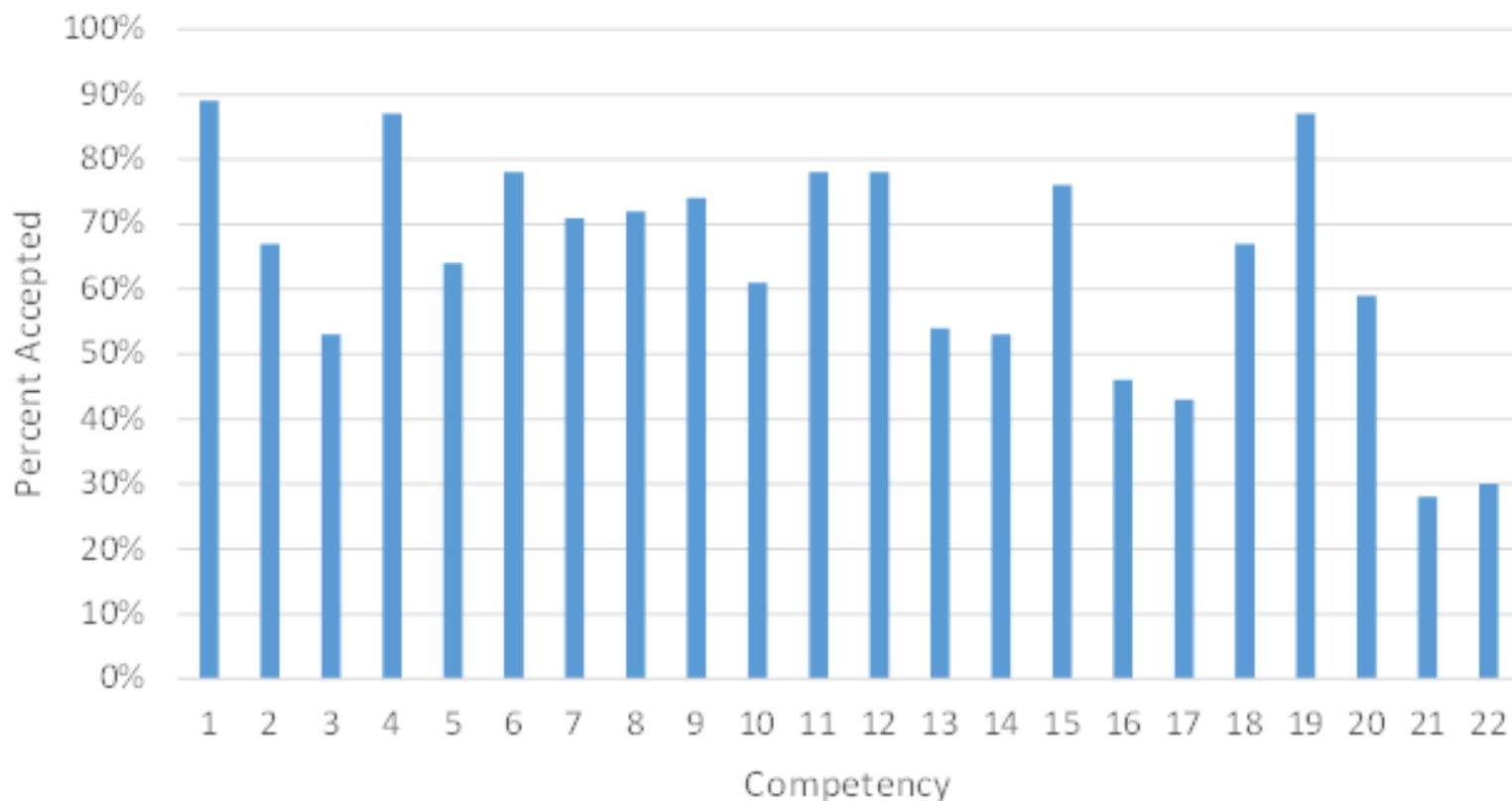
# Corrective action required

- Option B
  - 10 reports
  - To ensure that the expectations of Option A report are understood
- Option A
  - 11 reports
  - To determine insufficient documentation vs. more substantive issues

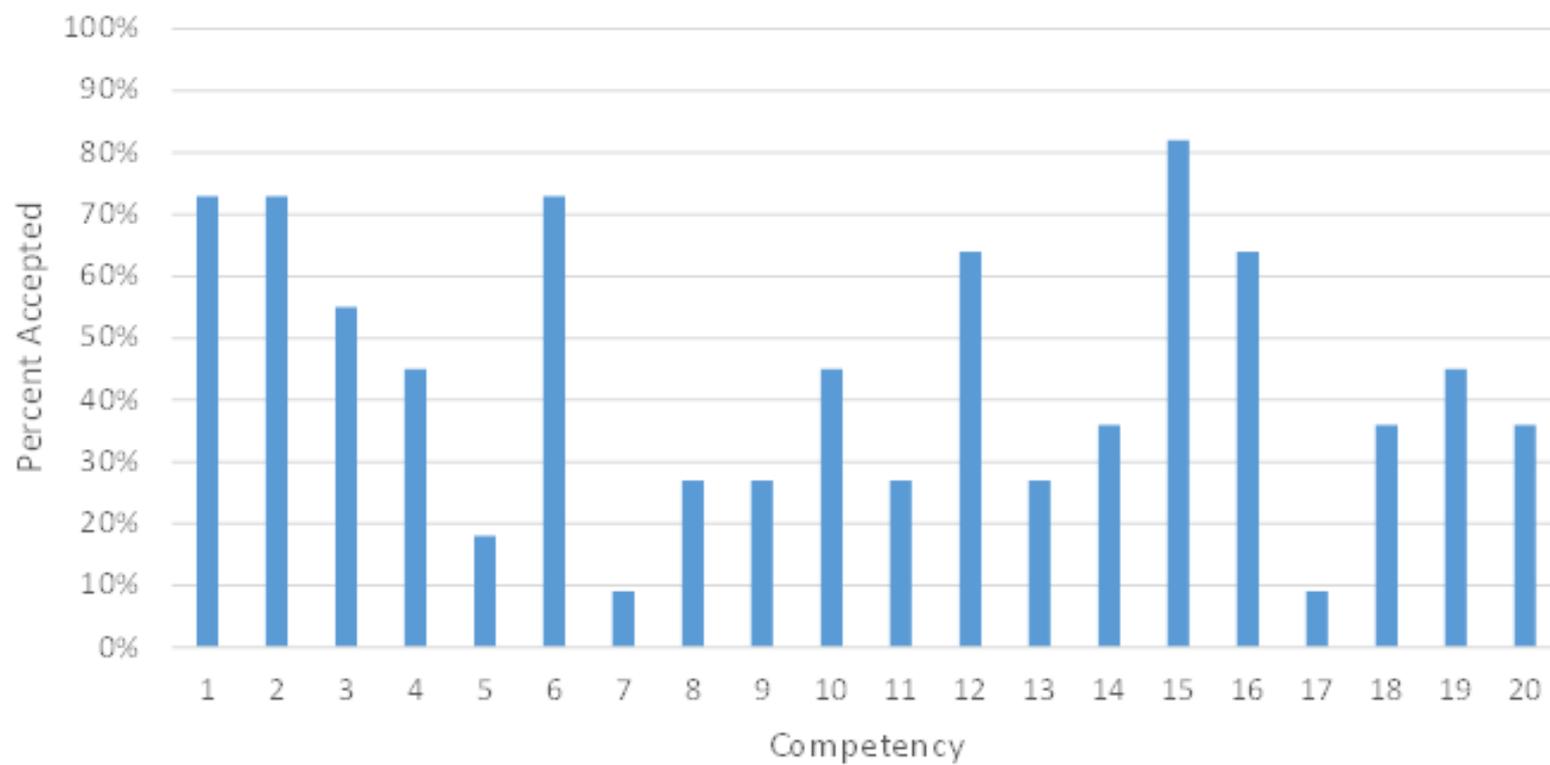
# Foundational knowledge



# MPH foundational competencies



# DrPH foundational competencies



# Bachelor's foundational domains

- 14 of 21 submissions addressed domains adequately
- Gaps most commonly related to
  - 6: the fundamental concepts and features of project implementation, including planning, assessment and evaluation
  - 7: the fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries
  - 8: basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government
  - 9: basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

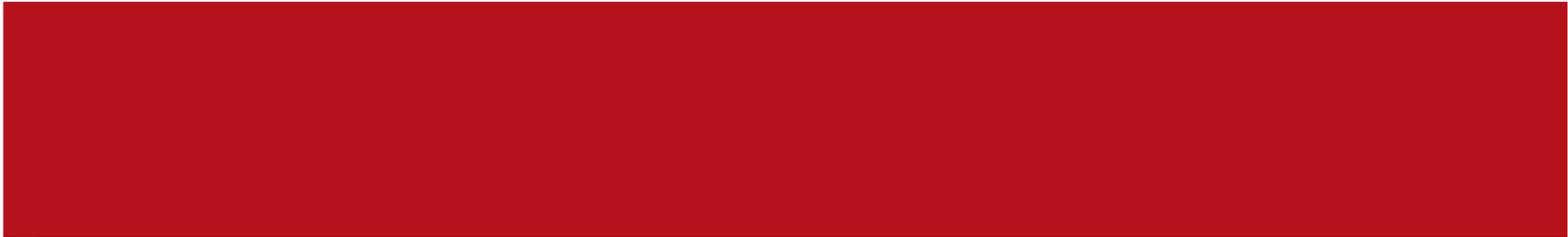
# Bachelor's foundational competencies

- 15 of 21 submissions addressed all elements of both competencies adequately
- Gaps most commonly related to
  - I: Public health communication
    - Communicate through a variety of media
    - Communicate with diverse audiences



# Moving from CNV to Yes

Strong examples of assessments and documentation



# Foundational competency 3 (1 of 4)

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	MPHM 8280 Quantitative Methods in Health Administration	Properly select and apply the most appropriate research and analytic method based on the data generating process and underlying assumptions of the study
--	---	--

**Needs improvement, more detail**

# Foundational competency 3 (2 of 4)

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	PHC 6050 Public Health Biostatistics I	<b>Weeks 2-15 Biostatistics Projects 1-8:</b> These analysis projects are assigned throughout the semester; each require data analysis using various statistical techniques.
--	--	--

**Needs improvement, more detail**

# Foundational competency 3 (3 of 4)

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	BIOS 7010: Introductory Biostatistics I	Homework 1: Descriptive Statistics; Homework 2: Calculations of Probabilities and Conditional Probabilities; Homework 4: Screening Tests and Bayes Theorem; Homework 9,10,11: Hypothesis Tests; Homework 12: Compare Proportions; Homework 13: Simple Linear Regression; Midterm Exam 1: Questions on Probability Theory; Midterm Exam 2: Questions on Statistical Inference and Hypothesis Inference; Final Exam: Overall Assessment.
	EPID 7010: Introduction to Epidemiology I	In-class exercises: Group develops outline (week 10), refines topic (week 11) and selects final framework for actionable public health effort (week 12). Feedback for each stage from faculty and TA. Week 13 / 14: Community-based participatory research -Problems, Methods, and results. Select one category of mental illness and write an issue brief to educate a public health professional about the problem and its solution.

**Needs improvement, more detail**

# Foundational competency 3 (4 of 4)

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	PH212. Biostatistics	PH212. Analyze data using Stata, interpret the results of analysis, and write up the results in a weekly summative assignment.
	PH214. Qualitative & Survey Research Methods	PH214. (PH214 Coding Data Exercise) Conduct and code interviews, and write a data results section for a qualitative paper.
	PH216. Applied Epidemiology	PH216. Interpret the findings from a primary data analysis, to effectively present those findings in tables (including the proper presentation of data within a table and the proper flow or ordering of data across tables), and to correctly summarize the findings of the entire analysis.

Dartmouth – Geisel School of Medicine

# Foundational competency 8

8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	<b>PUBH 6006-</b> Mgt and Policy Approaches to PH; <b>PUBH 6007-</b> Social and Behavioral Approaches for PH	<b>6006:</b> Final group management presentation <b>6007:</b> Group paper
---	---	--

8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	HSC 585	Final report of internship experience
	HSC 624	Final proposal

**Needs improvement, more detail**

8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.	MPH 513 Program Planning and Evaluation	<b>Assignment 3, Criterion 1:</b> students describe how their target audience's cultural values and practices are incorporated in the theme, delivery channels, scope & sequence, and program material and methods of their proposed PH program.
	MPH 522 Social and Behavioral Theories in PH	<b>Final Exam-Case Scenario 1:</b> students are required to describe and propose a theory-based PH program that is culturally tailored to improve access to a community health clinic among an immigrant population, and discuss why culturally tailoring the program is critical to reach and have an impact on the target population.
	MPH 527 Race, Cultural Competency, and PH	<b>Final Project:</b> Students are required to critically evaluate a current cultural competency program by applying their gained racial analysis and awareness around what produces health inequalities.

# Foundational competency 13

<p>13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes</p>	<p>PBHE601 Health Care Administration</p> <p>PBHE540 Emergency Management Health and Medical Issues</p>	<p><b>PBHE601: Assignment Week #7: Strategic Alliances:</b> Students will write a 3-page minimum paper, discussing strategic alliances and which alliance motivations they think are the most compatible with each other. What do they consider to be the likely stages of strategic alliance development. Whether or not every alliance has to go through each stage.</p> <p><b>PBHE540: Forum Week #5: Successful Partners and Emergency Preparedness:</b> In terms of selecting strategic partners and interagency collaborators, the most important question is, “What are the response linkages that will allow the emergency preparedness network to respond to a disaster or emergency?” Student will formulate a brief sustainability plan for maintaining the appropriate community linkages for a high level of public health preparedness. They will list the community partners that they identified as key and/or strategic in their plan. They will discuss the advantages and disadvantages of each of them and their role in the overall strategic sustainability plan for emergency disasters.</p>
---	---	---

American Public University System

# Foundational competency 14

14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	<b>PH 602</b> U.S. Health Care Services and Policy	<b>Round Table 3 Health Care Action:</b> Pick a publication or policy-maker and write a letter addressing a critical factor in health care today. Letters will be read and discussed at final round table. Following any edits, letters should be mailed to the editor or policy-maker being addressed.
--	--	---

University of Hawaii

14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	CHS 755: Health Policy and Administration	Policy proposal presentation and brief report: Students will create an advocacy plan for their proposed policy change addressing an assigned public health problem, including a list of stakeholders and the types of information needed to sway these stakeholders.
--	---	--

University of Nevada, Reno

# Foundational competency 16

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

*HLTH 612: Program Planning and Evaluation*

*Leadership and Learning Assignments 1-10; Team Charter; mid-term and final team evaluations*

## Excerpt from syllabus:

Brigham Young University

### **Leadership and Learning Assignments (Individual)**

There will be 13 individual mini-assignments throughout the course. Learning and Leadership Assignments (LLAs) 1-10 are designed to give students the opportunity to discuss and practice leadership principles, inform the instructor on how their teams are functioning, and practice knowledge and skills that they learn in their readings and in class discussions. Each assignment is usually a short answer response of approximately 1 page. They should be submitted through BYU Learning Suite before class on the day they are due. Each assignment is worth between 6-12 points. The other three mini-assignments are detailed below.

- **Team Charter (5 points):** Develop a team charter that includes team goals for the course project, individual team member objectives, information about team members that may affect the project, team rules, and a statement on how the team will resolve failure to comply with team rules and other challenges that may arise.
- **Mid-term evaluation of co-leader and team members (2 points):** Includes feedback from you (as the team leader) to the co-team leader (where applicable) and undergraduate team members on individual team member performance and contribution to the team and course project for the first half of the semester. The feedback is considered formative and is designed to help individual team members improve performance where needed. Comments should be constructive and reflect leadership skills.
- **Final evaluation of co-leader team members (3 points):** Includes feedback from you (as the team leader) to the co-team leader (where applicable) and undergraduate team members on individual team member performance and contribution to the team and course project for the full semester. Comments will not be shared with team members, but course instructors will take the comments into consideration when calculating final grades. MPH students will be evaluated based on their leadership skills.



# Foundational competency 17

17. Apply negotiation and mediation skills to address organizational or community challenges	FPH 7100 Healthcare Organization & Administration	FPH 7100: Negotiation & Mediation Analysis (Paper #3 Guidelines & Rubric, Syllabus p.4, 13)
--	---	---

Wayne State University

## Excerpt from syllabus:

- Paper #3: Negotiation & Mediation Analysis:** You will be assigned a part in a team role-playing exercise to apply negotiation and mediation skills to address an organizational or community challenge. After the exercise is complete, you will write a 4-5 page paper evaluating your team's and the opposing team's performance of key negotiation and mediation skills. Compare your performance to the principles discussed in class and in Fisher and Ury's book, *Getting to Yes: Negotiating Agreement Without Giving In* (e.g., Separating People and Issues, Focus on Interests, Generating Options, and Using Objective Criteria). (key metric, FC#17)

# Foundational competency 2 | (1 of 2)

21. Perform effectively on interprofessional teams	PHS 62XX: Public Health Professional Development  Workplace Violence Project (2017-2018)	Didactic: Interprofessional education and practice will be covered in PHS 62XX: Public Health Professional Development.  Community-based Project: Will change each year dependent on requests from community partners.  For 2017-2018: After participating in an active shooter training with local nonprofit organizations, taught by local law enforcement, MPH students, in small groups, will meet with a community police sergeant and nonprofit organization contacts to conduct walk-thru assessments of nonprofit organizations to prevent, prepare for, and respond to violent incidents in the workplace. Students will identify and create reports with strengths, weaknesses, and specific recommendations and present their findings to the organizations.
--	--	---

University of Texas Medical Branch at Galveston

# Foundational competency 2 | (2 of 2)

21. Perform effectively on interprofessional teams	IPEC 501, Foundations of Interprofessional Collaboration	Course capstone project. Note that IPEC 501 enrolls students from Public Health, Health Administration, Nursing, Pharmacy, Dentistry, and Occupational and Physical Therapy and creates interprofessional student teams for projects representing multiple disciplines. Course Capstone Project, which requires students to collaborate as a team using decision-making principles to complete a group project; describe a challenge to inter-professional collaborative care and its impact on practitioners and patients; propose an intervention to address the challenge at the micro-, meso-, or macroi- level of analysis; and orally and visually present the team's approach to the case to the class. See end of syllabus file for description, instructions, and rubric for the IPEC 501 Capstone Project.
--	--	--

Virginia Commonwealth University

# Foundational competency 22 (1 of 3)

22. Apply systems thinking tools to a public health issue	EPID 5112 Epidemiology I	Weeks 14 and 15: Students practice several approaches for thinking about multi-causal relationships, including directed acyclic graphs, and causal pies, and methods for assessment of confounding and effect modification (in class exercise and homework); Poster and presentation
---	--------------------------	--

University of Arkansas for Medical Sciences

22. Apply systems thinking tools to a public health issue	MPH 556: System Dynamics 1	System Dynamics Term Project: Develop a system dynamics model with policy recommendations
---	----------------------------	---

University of North Dakota

# Foundational competency 22 (2 of 3)

e. **Competency D2.22:** Apply systems thinking tools to a public health issue

**Learning Objectives:**

- i. Identify characteristics of a system
- ii. Identify unintended consequences produced by changes made to a public health system
- iii. Identify feedback loops in a complex system that cause policy resistance
- iv. Create causal loop diagrams that capture feedback relationships in a complex system
- v. Create stock-and-flow diagrams that describe a complex system
- vi. Create and modify simulation models in system dynamics software
- vii. Run and interpret findings of simulations in system dynamics models
- viii. Assess strengths and weaknesses of applying the systems approach to public health problems.

# Foundational competency 22 (3 of 3)

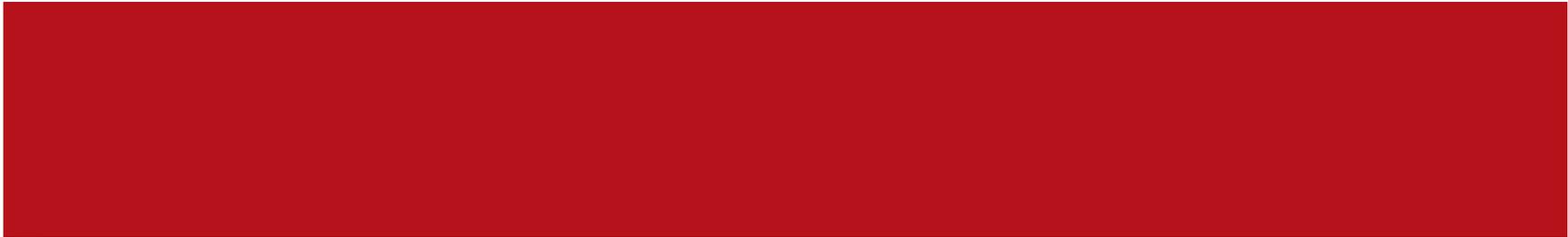
<p><b>Week 3:</b> 9/7</p>	<p><b>Learning about Complex Systems</b></p> <ul style="list-style-type: none"> <li>• Policy resistance</li> <li>• Feedback loops</li> <li>• Types of complexity</li> <li>• Advantages of simulation</li> </ul> <p><b>In-Class Modeling Activity:</b></p> <ul style="list-style-type: none"> <li>• Build a simple stock-and-flow model of body weight</li> <li>• Simulate body weight example</li> </ul> <p><b>In-Class Discussion</b> of Week 1 Student-Led Discussion pieces</p>	<p>Business Dynamics, Ch. 1</p> <p>See Blackboard</p>	<p><b>Quiz 03</b></p> <p><b>Week 03 Case Study, Student-led discussion</b> (due EoD 9/13)</p>
<p><b>Week 4:</b> 9/14</p>	<p><b>Causal Loop Diagrams</b></p> <ul style="list-style-type: none"> <li>• Feedback relationships</li> <li>• Positive/reinforcing loops</li> <li>• Negative/balancing loops</li> <li>• Guidelines for labeling</li> </ul> <p><b>In-Class Modeling Activity:</b></p> <ul style="list-style-type: none"> <li>• Causal loop diagrams</li> <li>• Labeling loop &amp; link polarity</li> <li>• Inserting comments</li> </ul> <p><b>In-Class Discussion</b> of Week 2 Student-Led Discussion pieces</p>	<p>Business Dynamics, Ch. 5</p> <p>See Blackboard</p>	<p><b>Quiz 04</b></p> <p><b>Week 04 Case Study, Student-led discussion</b> (due EoD 9/20)</p>
<p><b>Week 5:</b> 9/21</p>	<p><b>Stocks and Flows</b></p> <ul style="list-style-type: none"> <li>• Classifying as stocks or flows</li> <li>• Accumulations and depletions</li> <li>• Aggregation vs. disaggregation</li> </ul>	<p>Business Dynamics, Ch. 6</p>	<p><b>Quiz 05</b></p>

# What reviewers look for in a syllabus

- Description of expectations for each assignment
- Schedule & outline of class assignments
- Grading: what gets assessed & goes into the grade?
- Textbooks & readings



Still want more guidance or feedback?



# Available resources

- Small-group online consultation sessions
- Accreditation Orientation Workshop in July
- Distance-based and in-person consultation visits
- Regularly updated FAQs on CEPH website
- Periodic webinars



Thank you for your hard work!



# Lots of ways to find us!

- At the office
  - Call us! 202-789-1050
  - Email questions to CEPH staff: [submissions@ceph.org](mailto:submissions@ceph.org)
- On the web
  - Upcoming TA: [http://ceph.org/assets/Training\\_Timeline.pdf](http://ceph.org/assets/Training_Timeline.pdf)
  - Follow us on Twitter: [@CEPHtweets](https://twitter.com/CEPHtweets)
  - Find answers to FAQs
    - <http://ceph.org/faqs/2016criteriafaq/>
    - <http://ceph.org/faqs/general/>

