CEPH

Council *on* Education *for* Public Health

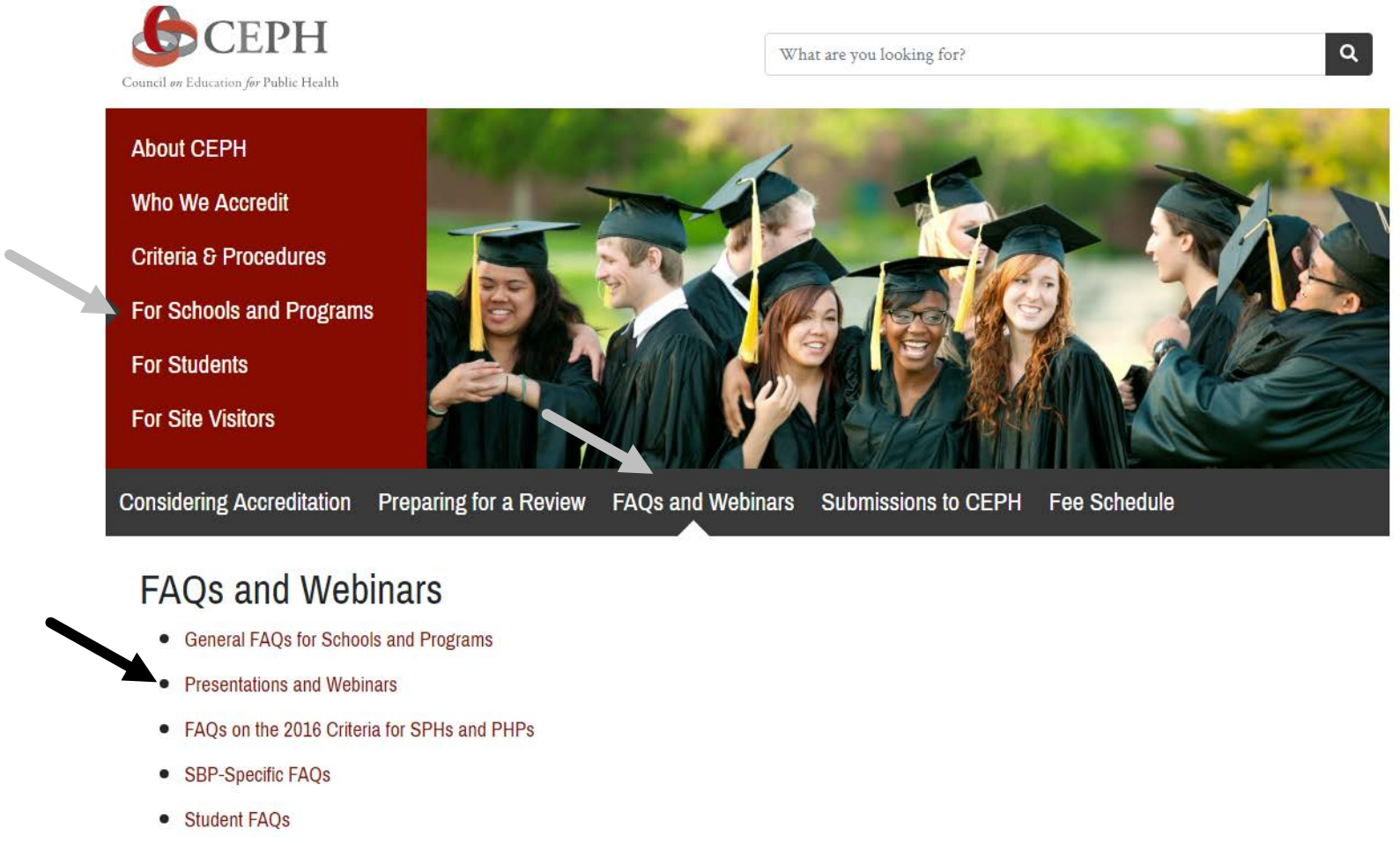
Bachelor's Degree Curricula

Technical assistance session

San Diego, CA

November 11, 2018

Slides will be available on Monday!



CEPH

Cumulative and Experiential Activities: variations, strengths & challenges

Students have opportunities to integrate, synthesize, and apply knowledge through cumulative and experiential activities.

CEPH

An Overview of UNCW Undergraduate Public Health Students' Capstone Course: Highlighting the Cumulative Experience Portfolio

UNCW UNIVERSITY of NORTH CAROLINA WILMINGTON

UNCW Institution Overview

- UNCW is one of 17 campuses in the University of North Carolina System
- UNCW is a primarily undergraduate institution
- Approximately 16,500 students

UNCW Public Health Program Overview

- Program was initiated in 2013
- Evolved from a previous Community Health Education program when the then new College of Health and Human Services was formed
- Accredited by CEPH as a Standalone Baccalaureate Program (SBP)
- Was one of the initial four SBPs in the U.S. to receive CEPH accreditation in 2016
- Next CEPH review is scheduled for 2021
- Approximately 300 students currently
  - Approximately 110 students in the old Community Health Education program

UNCW Public Health Program Faculty

There are 7 full-time faculty:

- Hannah Priest Catalano, Ph.D., CHES®, Interim Program Coordinator
- Elisabeth Baynard, M.S., Lecturer
- Lenis Chen-Edinboro, Ph.D., Assistant Professor
- Sabrina Cherry, Ph.D., Assistant Professor
- Jorge Figueroa, Ph.D., Lecturer
- Melannie Pate, Ph.D., Lecturer
- Kerry Whipple, Ph.D., CHES®, Associate Professor

Plus several part-time faculty

UNCW Public Health Program

All students must complete one of four concentrations:

- Community Health Education
- Global Health
- Pre-Clinical Health
- Gerontology

UNCW Public Health Program

All students must complete the public health core classes

1. PBH 290 - Introduction to Public Health (3)
2. PBH 295 - Public Health Practice (3)
3. PBH 299 - Biostatistics (3)
4. PBH 310 - Social and Behavioral Determinants of Health (3)
5. PBH 320 - Foundations of Global Health (3)
6. PBH 359 - Research Methods in Public Health (3)
7. PBH 400 - Health Ethics, Policy, and Law (3)
8. PBH 401 - Foundations of Environmental Health (3)
9. PBH 452 - Epidemiology (3)
10. EXS 216 - Human Anatomy and Physiology I (4) or BIO 240 Anatomy and Physiology I (4)
11. EXS 217 - Human Anatomy and Physiology II (3) or BIO 241 Anatomy and Physiology II (4)

All of the Public Health Domains required for accreditation are included within the core courses.

Qualifies students for:

- **PBH 496 - Capstone in Public Health (3)*****
- PBH 497 - Internship in Public Health (3 or 12)

Overview of Capstone Course

- Required 3 credit Capstone course for all UNCW Public Health students
  - Capstone students must:
    - Complete a culminating experience project
    - Prepare a resume and cover letter OR graduate school application
    - Submit an acceptable cumulative experience electronic portfolio*

- Purpose of Portfolio:
  - To show student work in an organized electronic format that documents requisite knowledge and skills obtained via the program

Overview of Capstone Culminating Experience Project

- Students may complete one or more of the following:
  (i) **comprehensive review of the literature** on a public health topic of students' choosing
  (ii) **implementation of a public health program** in a community, company, or organization, or
  (iii) **evaluation of a public health program** in a community, company, or organization.

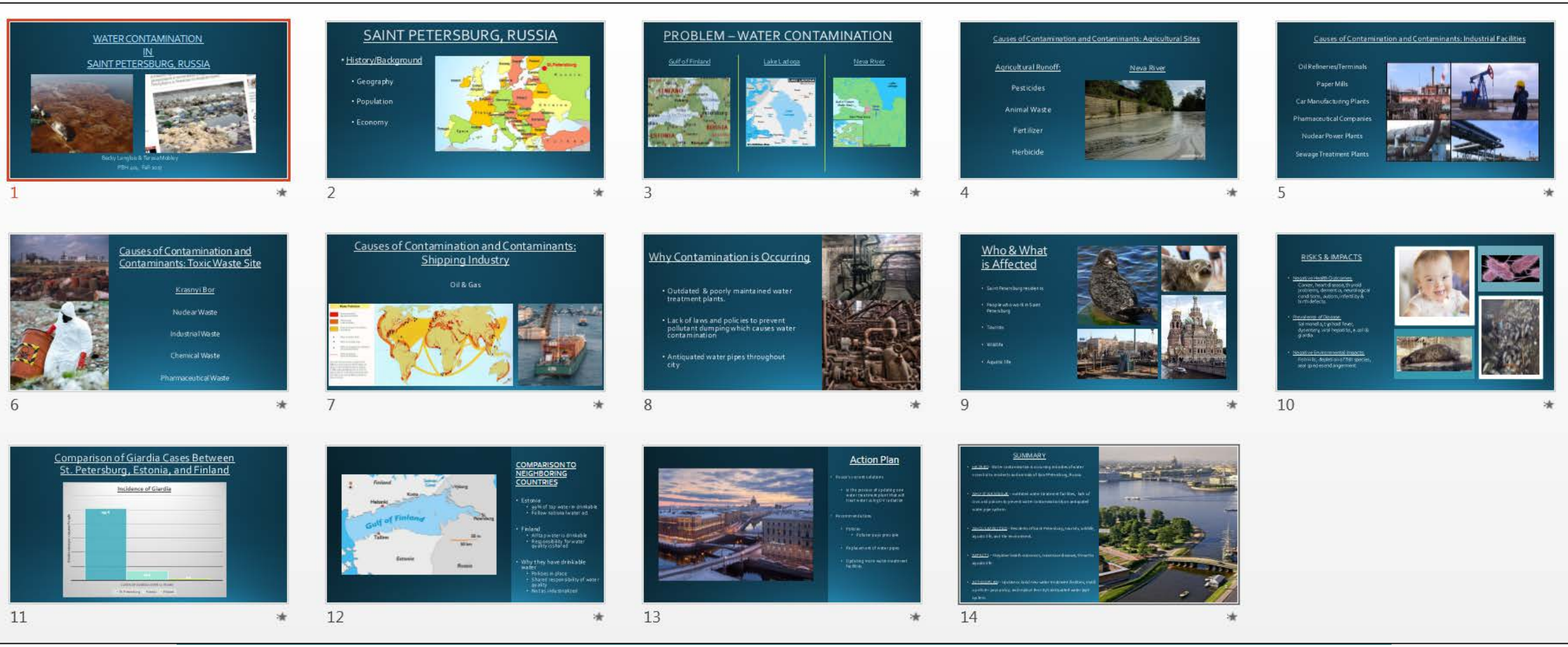
- Typically 25-30 students enrolled in Capstone in any given semester
  - Will offer two sections for the first time in Spring 2019 (capped at 25)

Overview of Cumulative Experience Portfolio

- Each core course has required “artifacts” that cover specific PHDs and/or NCHEC Competencies
- These artifacts, when returned to students, are to be revised if necessary and submitted to an electronic portfolio via Taskstream
  - Students are encouraged to purchase account during their first semester in the program
- Portfolio is evaluated as part of the Capstone course

Sample Artifact

Correcting an Environmental Hazard PowerPoint Presentation



1 2 3 4 5

6 7 8 9 10

11 12 13 14

Strengths of Cumulative Experience Portfolio

- Helpful for faculty/program and students
  - Provides faculty with important insight into programmatic strengths and opportunities for improvement
  - Portfolios can be showcased by students with prospective employers

Greatest Challenges

- Difficult to get students to keep portfolio up-to-date throughout program as intended
  - Students often have to do much work to update portfolio during Capstone before submission

- Portfolios are very time consuming to review and difficult to grade
  - Capstone instructors end up spot checking the artifacts

- “Butterfly effect” - Every time an artifact changes there is a period of time when students submit different artifacts for the same class/public health domain

Thank You!

Questions or Comments?
Feel free to follow up with me.

Hannah P. Catalano
catalanoh@uncw.edu

KENT STATE
UNIVERSITY

College of Public Health

Jennifer L. Miller M.Ed., MBA
Assistant Dean
Jeffrey S. Hallam, PhD
Professor and Associate Dean

CEPH Capstone Presentation

KENT STATE UNIVERSITY

Brief Overview

Category
- School of Public Health

Undergraduates/Concentrations (N=682)
- Health Services Administration (n=159)
- Health Promotion and Education (n=132)
- Allied Health (n=193)
- Pre-Medicine (n=75)
- Clinical Trials Research (n=67)
- Environmental Health Sciences (n=12)
- Global Health (n=24)
- Community Outreach & Development (n=20)

Minors and Certificate
- Certificate (n=9)
- Minors (n=63)

Online Programs
- Health Services Admin
- Health Promotion & Edu
- Allied Health

~ 17% of students are in fully online programs

Brief Overview

Faculty (full time, teach UG courses)

- 8 Tenure Track Faculty
- 9 Non-Tenure Track Faculty

Adjunct Faculty and Graduate Teaching Instructors

- Adjunct Faculty (variable)
- Graduate Teaching Instructors

Last/Next CEPH Review

- Last review – 2015 (inaugural accreditation)
- Next review – 2020

Overview of Capstone Experience

- Process
  - Team Based Learning (Capstone Course)
  - Field Exposure, Field Experience, Internship
  - Faculty Involvement
- Examples
  - Walls Community Garden
  - AxessPoint Community Health Center
  - Cleveland Clinic Clinical Trials

Overview of Capstone Experience

Accreditation Considerations

- The Capstone experience is specifically developed to meet the competencies and foundational knowledge

Strengths/Challenges/Lessons Learned

- Students have real world experiences in the comfort of an academic experience
- Faculty participation is a challenge

Thank you!

www.kent.edu/publichealth

KENT STATE UNIVERSITY

UCI Program in Public Health

UCI

Undergraduate Practicum
and Culminating Experience

APHA

November 11, 2018

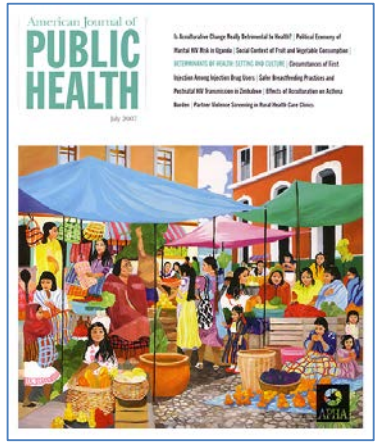
Overview

- Accredited as a Program since 2012
  - Last CEPH review in 2017, re-accredited until 2025
  - We are currently reviewing the 2016 CEPH requirements for compliance to ensure that the undergraduate culminating experience requirement contains the required learning experiences
- **Two undergraduate majors**
  - **B.S. Public Health Sciences**
  - **B.A. Public Health Policy**
- 1,300 undergraduate students, as of spring 2018
  - 57% first generation college students
- M.P.H. (4 concentrations)
- Ph.D. (2 concentrations)
- 23 core faculty, 4 lecturers, and 40 affiliated faculty

BACHELOR'S
MASTER'S
DOCTORAL
CEPH
ACCREDITED

The Culminating Experience

- Cumulative Experience → Public Health Practicum and Culminating Experience Course
  - 8 unit upper-division writing + internship course
  - Writing for public health audiences + 100 hour internship
    - Op-Ed
    - Article Review
    - Grant
    - Policy Analysis
    - Reflective Portfolio



Writing in the Culminating Experience

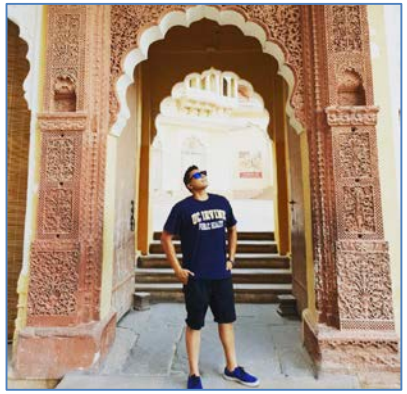
- Process of developing/rationale
  - Campus upper-division writing requirement
  - Professionalization, in class and at internships
- Faculty/staff involvement
  - Instructor
  - Director of Undergraduate Education
  - Director of Student Affairs
  - Practicum Coordinator
  - Teaching Assistants
- Approximately 100-200 students in the class each quarter

Writing in the Culminating Experience

- Examples
  - Two students received a campus writing award for their grant application assignments
  - Some have published Op-Eds in student newspapers and local newspapers
  - Jobs at internship sites
  - Jobs because they have grant-writing experience
  - First generation students entering the workforce
  - First generation student entering M.P.H. and allied health programs
  - Policy Analyses yield excellent ideas for enacting change at their internship sites

UCEAP UNIVERSITY OF CALIFORNIA EDUCATION ABROAD PROGRAM

UCI Public Health in Ghana, India, Botswana



Writing in the Culminating Experience

- Strengths
  - Skills learned are practical, professional, and critical
  - Scaffolding of assignments →writing improves throughout the quarter
  - They learn more about career paths through class discussions and panels
  - They learn more about job skills through their internships

Commencement 2018

Writing in the Culminating Experience

- Challenges
  - Rigorous writing + internship = major time commitment
  - Most of our students have to work
    - Many of them >30 hours a week
    - Flexibility by teaching staff is important
  - Difficult to teach writing in large class sections, but quality of work is still rather good
    - TAs / Readers
    - Small discussion sections
    - Campus writing resources

Writing in the Culminating Experience

- Lessons Learned
  - Problem of connecting internship with writing
  - Op-Ed wasn't working because students didn't know what their sites were about and couldn't write a high-level Op-Ed
  - Currently piloting Policy Analysis, which is a type of writing that just about everyone will be doing in their career
    - Promotes self-reflection of their internship and what they were doing there

UCI Program in Public Health

Thank you for your attention.

What are your questions?

http://publichealth.uci.edu/ph/_home/

UNDERGRADUATE PROGRAM IN PUBLIC HEALTH

Barbara Dailey, *Manager of Academic Affairs, Data & Compliance*

BROWN
School of Public Health

BROWN UNIVERSITY SCHOOL OF PUBLIC HEALTH

UNDERGRADUATE PROGRAM

CAPSTONE EXPERIENCE

ACCREDITATION

BROWN
School of Public Health

Brown University School of Public Health

History

1917	Brown Corporation recommends Public Health Program
1971	Department of Community Health created
1978	Concentration in Community Health launched
2013	School of Public Health launched
2015	Public Health Concentration revised and renamed
2016	**CEPH Accreditation of School of Public Health and Concentration**
2021	Next CEPH review (five-year term)

BACHELOR'S
MASTER'S
DOCTORAL
CEPH
ACCREDITED

2:1 *Student-to-Faculty Ratio*

$55 Million *Annual Research Funding*

Top 10 *NIH Funding*

13 *Research Centers*

7 *Brown-affiliated hospitals*

265 Faculty, 4 Academic Departments, 13 Research Centers

Key research areas include: HIV/AIDS, addiction, aging, health disparities, and environmental and global health

BROWN
School of Public Health

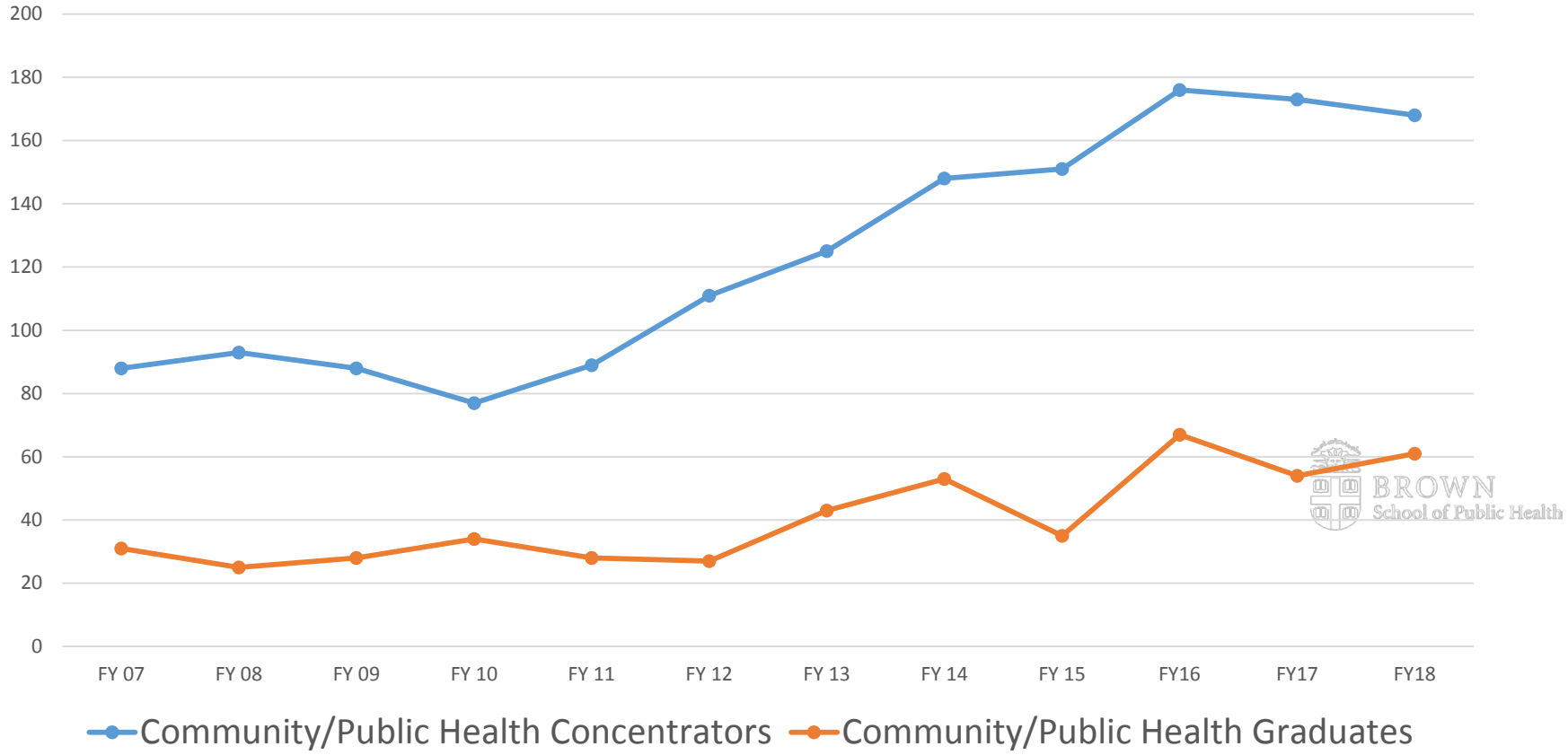
Bachelor of Arts in Public Health

BROWN
School of Public Health

Growth of Undergraduate Public Health at Brown

2017-18

AB, Public Health: 168 concentrators, 61 graduates



Bachelor of Arts in Public Health

Curricular areas

- Population health and disease
- Health policy
- Cross-cultural and international aspects of health
- Organizational and social structures through which health services are delivered/received
- The public health system

Advisors & Community

- One (1) Director of Undergraduate Studies
- Six (6) Faculty Concentration Advisors
- 2 Administrators
- Active Public Health Departmental Undergraduate Group (DUG)

All faculty instructors teach across undergraduate & graduate levels.

BROWN
School of Public Health

Overview of Capstone Experiences

Capstone Courses provide an overarching capstone experience for all public health seniors.

PHP1910
Public Health Senior Seminar (non-honors)

- *Fall semester of senior year*

PHP1980
Honors Thesis Preparation (honors, 2 semesters)

- *Fall and Spring semesters of senior year*

Generally, approx. 2 to 1 enrollment, with about 1/3 of seniors choosing honors and 2/3 not, but change in the last 2 years:

- For 2018, 44% graduating students did honors;
- **This year, 45%** (31 senior seminar, 27 honors) are pursuing honors.

PH Senior Seminar (PHP1910)

Meets 2.5 hours once/week

Consists of **three elements**:

- Produce **a final written project**
- Explore **short- and long-term career options and plans**
- Learn and develop **effective workplace skills**, such as how to:
  - run effective meetings
  - be an effective time manager
  - consider personality differences and varying approaches to problem solving
  - understand leadership

Instructor and TAs lead discussions and hold office hours so as to be available to meet with students on a range of issues.

PH Senior Seminar

Written requirements and skill building
designed to keep students on track with writing:

- **Outline** due early in the semester
- **Draft** due midway through the semester
- Both receive **substantive feedback**
- Culminates in a **final 10-page research paper**

Many students build upon an area of research with which they are already familiar, from personal interest, another class, or an academic/ professional opportunity.

The public health librarian presents on databases (PubMed and MeSH terms, as well as CINAHL and PsycInfo) and serves as a resource throughout the semester.

- Bibliographic software introduced: Zotero and EndNote

PH Senior Seminar

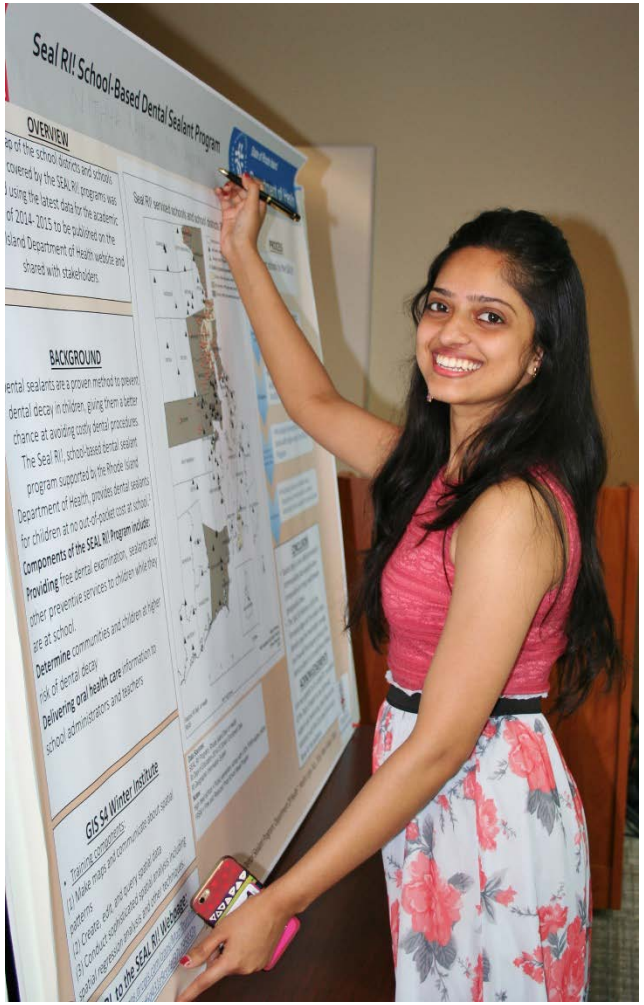
Oratory skills practiced through:

- **Individual presentations** on implications of a lay article on a public health-related topic.
- **Team presentations** on a public health topic.
  - Students assigned to teams of 4 to prepare a 20 minute team presentation mid-semester.
  - Preparation requires small group meetings outside of class.

Some **professional and career focused activities**:

- Panel presentation - four public health professionals for careers in public health
- Readings and discussion on time management and preparing PowerPoint slides put into practice in the required deliverables.
- Career planning/workplace skills are the focus of various class periods.

Senior Seminar Capstone Examples



Sample Past Systematic Reviews:

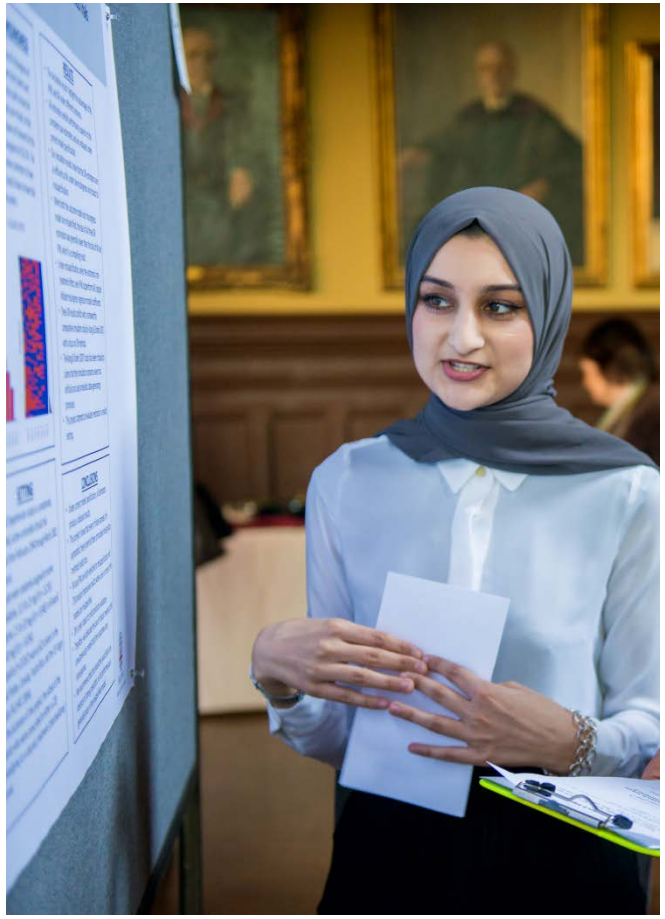
- *Persistence of Post-Concussive Symptoms in Adults Discharged from the ED After Diagnosis of mTBI*
- *Hwa-byung: A Korean Culturally-Bound Disorder*
- *The Effect of Patient Navigators on Health Outcomes and Access to Care: A Systematic Review*

This year:

- Some literature reviews
- Some specific topic/question research
- Some writing up data analysis from previous research experience as a manuscript

Topics include: naloxone distribution, HPV vaccination rates, safe injection sites, wildfire's effects on respiratory health, Zika virus control strategies in South America, and dietary deficiencies in elderly populations.

PH Honors Thesis Prep (PHP1980)



Honors Track

- Submit **prospectus** end of 6th semester
  - objective, background, methods
  - primary & secondary advisors
- Be in good academic standing
- Demonstrate academic excellence
- Enroll in PHP1980 in both semesters of senior year to conduct **research** and **write** the thesis.
- **Present** thesis work (poster or oral presentation)

Possible Approaches

- Primary data collection (quantitative or qualitative)
- Secondary data analysis
- Policy analysis
- Program-based (development, implementation, evaluation)

PH Honors Thesis Prep

Primary Advisor most directly mentors student through the development and completion of the thesis, assisting in:

- Defining the project
- Setting deadlines for task completion
- Monitoring progress throughout the project
- Grading

Secondary advisor's role ranges from full participation as a mentor to simply reviewing and commenting on the thesis.

Work Plan - Students and advisors document the terms of the project with:

- Specified "deliverables" and target completion dates
- Multiple writing and revision opportunities, allowing benefit of substantive writing feedback
- Regular meeting schedule

Accreditation Considerations

Ensuring criteria compliance

- No changes were made to the seminar for compliance.
- The concentration was changed to add a Humanities/Fine Arts/Humanistic Social Sciences Public Health elective, necessitated by Brown's "New Curriculum" which has no distribution requirements.

Accreditation Considerations

Strengths/Challenges/Lessons Learned

- **Increased interest in undergraduate public health**
- Moved seminar to **Fall semester**
- Added **two TAs**
- Made seminar **required only of non-honors students**
    - **Removed redundancy**
    - Allowed **honors students** to take an **additional elective**
    - Significantly **lowered the class size**
        - **Reduced instructor's teaching burden**
        - Promoted a **more favorable faculty/student ratio** per increasing enrollment

Bachelor of Arts in Public Health @ B

Curriculum

Core Courses (4)

- PHP0320, Introduction to Public Health
- PHP0310, Health Care in the United States
- PHP0850, Fundamentals of Epidemiology
- PHP1501, Essentials of Data Analysis

Content Area Electives (4)

- One *Environmental Health and Policy* elective
- One *Health, Health Care Systems and Policy* elective
- One *Social & Behavioral Science for Prevention* elective
- One *Humanities/Fine Arts/Humanistic Social Sciences Public Health* elective

General Electives (3)

Capstone Course (Students take one or the other)

- PHP1910, Public Health Senior Seminar (For non-honors)
- PHP1980, Honors Thesis Preparation (For honors, 2 semesters)

Director of Undergraduate Studies: Mark Lurie (mark_lurie@brown.edu)
Associate Dean for Academic Affairs: Don Operario (don_operario@brown.edu)
Manager of Academic Affairs, Data and Compliance: Barbara Dailey (barbara_dailey@brown.edu)

https://www.brown.edu/academics/public-health/academics

BROWN
School of Public Health

CEPH – Undergraduate Curriculum Panel

Sara Wilensky, JD, PhD

Interim Asst. Dean for Undergraduate Education
Program Director, Undergraduate Public Health Program

Presentation Overview

- Overview of GW
- Service Learning elective
  - Experiential learning
- Senior Seminar requirement
  - Cumulative experience
- Questions?

Milken Institute School of Public Health at The George Washington University

- School of Public Health
- Offer BSPH, BS/MPH, PH Minor
  - May expand offerings
- 130+ majors, 75 minors plus waitlist, 54 BS/MPH students
  - Significant expansion anticipated
- 26 faculty, mostly FT, also teach graduate students
- Last CEPH accreditation 2016
  - Revise syllabi based on new competencies

Service Learning in Public Health

- Elective
  - Open to all GW students
  - Capped at 20 per semester
- Requirements
  - 4 hours of service per week
  - Weekly written reflection
  - In-class discussion – vulnerable population framework
  - 3 short papers
    - Identify vulnerable population
    - Health needs of vulnerable population
    - Policy options
  - Teach a class or make a game

Service Learning in Public Health

- Service site examples
  - Food Prints (teaching nutrition classes)
  - Homeless shelter
  - Bright Beginnings (head start program)
  - Peer Health Exchange (GW org, sexual education classes)
  - NAMI hotline
- Students responsible for finding sites with faculty assistance
  - One faculty member responsible
  - All requirements usually fulfilled in one semester

Strengths and Challenges

- Strengths
  - Experiential learning +
  - Reflection
  - Another introduction to public health
- Challenges
  - Finding placement sites (faculty assisted)
  - Getting students to act early
  - Settling on academic framework and assignments
    - Approved by curriculum committee
- CEPH
  - Did not adjust, but course filled requirements

Senior Seminar

- Course Development:
  - Prior iterations: Case study, longer grant/research proposal
  - Current: NIH R03 small grant proposal
    - Concise
    - Covers all grant proposal aspects
    - Skills: logic models, SMART goals/objectives, budget development, research method review, oral presentations
    - WID class
  - Future:
    - Sections with focus areas for deep dive
    - Non-WID community needs assessment option

Senior Seminar

- Examples
  - Syringe exchange to address opioid epidemic
  - Linking inmates to Medicaid pre-release to mitigate re-entry due to lack of health care
  - Intimate actor experience
    - Theater based intervention targeting PTSD among female survivors of domestic violence
      - Senior Seminar prize winner

Senior Seminar

- Faculty:
  - WID version: 3 sections, 1 professor each, limited to 20 students per section
  - Needs assessment version
    - Larger class with breakouts/TAs
- Strengths
  - Creativity
  - Think critically
  - Develop a proposal even with a lack of available data
  - Provide new skills for students

Senior Seminar

- Challenges
  - Need for increased focus on budget and measurement
  - Program need for better research methods background
  - Student desire for more in-depth study on a subject
  - Finding right length/depth of assignment
  - Additional focus on implementation
- CEPH
  - Did not need to change to meet CEPH
  - Focus on WID requirements

Contact Information

- Presenter: Sara Wilensky
  - wilensky@gwu.edu; (202)994-4126
- Senior Seminar Faculty:
  - Tamara Henry: thenry@gwu.edu
  - Leah Masselink: lmasselink@gwu.edu
  - Karen McDonnell: kmcdonne@email.gwu.edu
  - Zoe Beckerman (needs assessment version only): jzbecker@gwu.edu

THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

BSPH CURRICULUM

Cumulative & Experiential Activities

Maureen Thompson, Ph.D.
Director UG Programs in Public Health
Syracuse University

2018 APHA Annual Conference
CEPH Technical Assistance Session
San Diego, CA.

SYRACUSE UNIVERSITY BSPH (SBP)

- Accreditation: Fall 2016
- Enrollment: 220
- Faculty & Staff
  - 15 Instructional Faculty
  - 2 Administrative Faculty, limited teaching responsibility
  - 2 Internship Coordinators
  - 2 office staff
- Concentrations
  - Currently, generalist
  - Fall 2019 (anticipated): Addiction Prevention, Community Health Education, Health & Society, Healthcare Management,

SYRACUSE UNIVERSITY BSPH: EXPERIENTIAL ACTIVITIES CURRICULUM DESIGN

Students progress through a hierarchy of practice based competencies, beginning in freshman year and concluding senior year

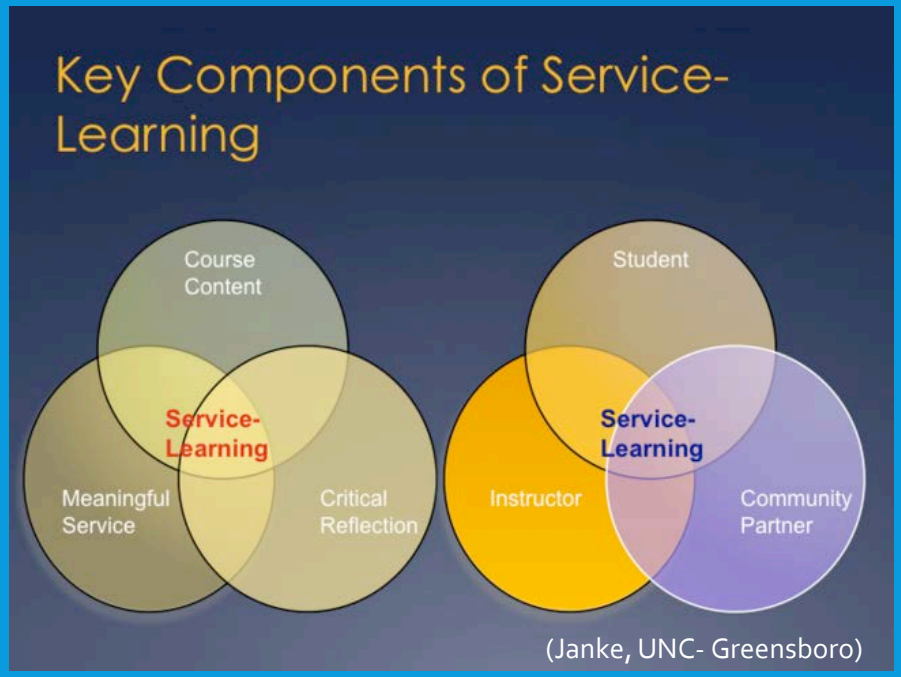
Academic Service Learning Hierarchy				
	Course	Competency	Description	Hours
Year 1	HTW 221	Exposure/ Appreciation	Working with community partners to deliver health promotion, students gain an appreciation of diversity within the campus population	15
Year 2	HTW 307	Appreciation	Engaging with clinical populations and clinical healthcare services, students gain an appreciation of cultural preferences for healthcare	25
Year 3	HTW 304	Appreciation/Application	Students engage in audience appropriate community outreach and health education	25
Year 3	HTW 311	Application	Students deliver health literacy education to target populations	25
Year 4	HTW 422	Integration	Senior year capstone internship; students apply public health knowledge and skills in a practice setting	400

Anderson & Krathwohl (2001); Steinaker & Bell (1979)

VEHICLE:
ACADEMIC SERVICE LEARNING CURRICULUM

- Service learning differs from other experiential education by its aim to equally benefit the provider (student) and the recipient of the service (community agency/organization)
- Equal focus on the service provided and the student learning that occurs (Furco, 1996)

- Course-Based
- Learning outcomes are achieved in part through service work
- Assessment: Reflective writing and discussion



Service activities are jointly designed through a partnership between the course faculty and community partner, with input from students

INSTITUTIONAL SUPPORT

- 'Encouraging global study, experiential learning, ...'
  (Syracuse University, Mission statement)
- For service courses:
  Mary Ann Shaw Center for Public & Community Service
  - Links faculty to community partners
  - Delivers course-based orientation
  - Provides transportation
- For capstone internship requirement:
  - Academic program specific Internship Coordinators
  - Remitted tuition benefit for community partners
- GA support

HTW 221:
COMMUNITY HEALTH PROMOTION

Course enrollment: 60, students work in groups of 5-6

Campus based, with community partners

Partners & Activities

- Syracuse University Office of Health Promotions/Peer Education
- American Red Cross/Blood Drive
- Syracuse Health Center/Influenza Vaccination Clinic
- Vera House/Prevention Education (Healthy Relationships)
- Syracuse University Office of Off-Campus Housing/Risk Reduction
- YWCA/Community Awareness (Diversity/Inclusion/Equity)

HTW 307:
CULTURALLY COMPETENT HEALTH CARE

Enrollment: 30

Community Based

Partners

- Upstate Medical Center, Office of Diversity and Inclusion
- We Rise Above the Streets, Recovery Outreach
- VA Health Center
- ARC Health
- St. Joseph's Hospital
- La Casita
- Helio Health Recovery Center

HTW 304:
COMMUNITY HEALTH EDUCATION

Enrollment: 30, students work in groups of 2-5

Community-Based

Partners

- American Diabetes Association/Community Outreach
- UMU Poison Control Center/Community Outreach
- Syracuse Lead Study/Risk Reduction
- National Black Leadership Commission on AIDS
- Syracuse City School District/Parent Academy
- Big Brothers/Big Sisters Program
- Hopeprint/Refugee support program

HTW 311: HEALTH LITERACY

Enrollment: 30

Community Based

Partners

- Refugee Resource Center/ENL, Health Literacy
- West-Side Learning Center/ENL, Health Literacy
- Syracuse Justice Center/Life Skills, Health Literacy
- Rescue Mission/Health Literacy

HTW 422
SENIOR CAPSTONE INTERNSHIP

Enrollment

- 24/section
- Summer (1), Fall (1), Spring (2)

Community or Campus-Based

- Partners: 120
- Agency/site development: Internship coordinator

Credit/Hours: 9 credits/400 hours

- Semester registration: 12 credits

Planning: Spring, Junior year

- Academic advisor
- Student application
- Meeting w/internship coordinator
- Interview with agency

Assessments/Monitoring

- Site visits 2X/year
- Electronic time sheet submissions
- Weekly journal, including activity log

Culmination: Capstone paper and poster presentation

INTERNATIONAL OPPORTUNITIES

- Student organization: Syracuse University Medical Brigades, Honduras
- Summer Syracuse University courses
  - HTW 300 Comparative Health Policy
  - HTW 400 Health Education, South Africa
- Semester-long public health focused study abroad programs
  - SIT - India
  - SIT - South Africa
  - Organization for Tropical Studies - Costa Rica
  - American University – Kenya
  - DIS Copenhagen, DIS Stockholm

SU Public Health Abroad

World Health Assembly, 2018

REWARDS AND CHALLENGES

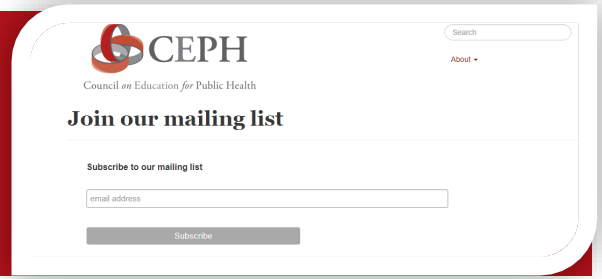
Rewards

- Feedback from employers and graduate programs: *SU BSPH graduates are comfortable engaging with diverse populations*
- PH Senior Student Survey: One of the highest rated academic related experiences
- Community benefits: AY 2017-2018, the PH program contributed 36,040 hours of service to the campus and Syracuse city community

Challenges

- Increasing enrollments
- Competition from neighboring health programs
- Agency staff and leadership turnover
- Added faculty responsibilities with service learning experience development and supervision

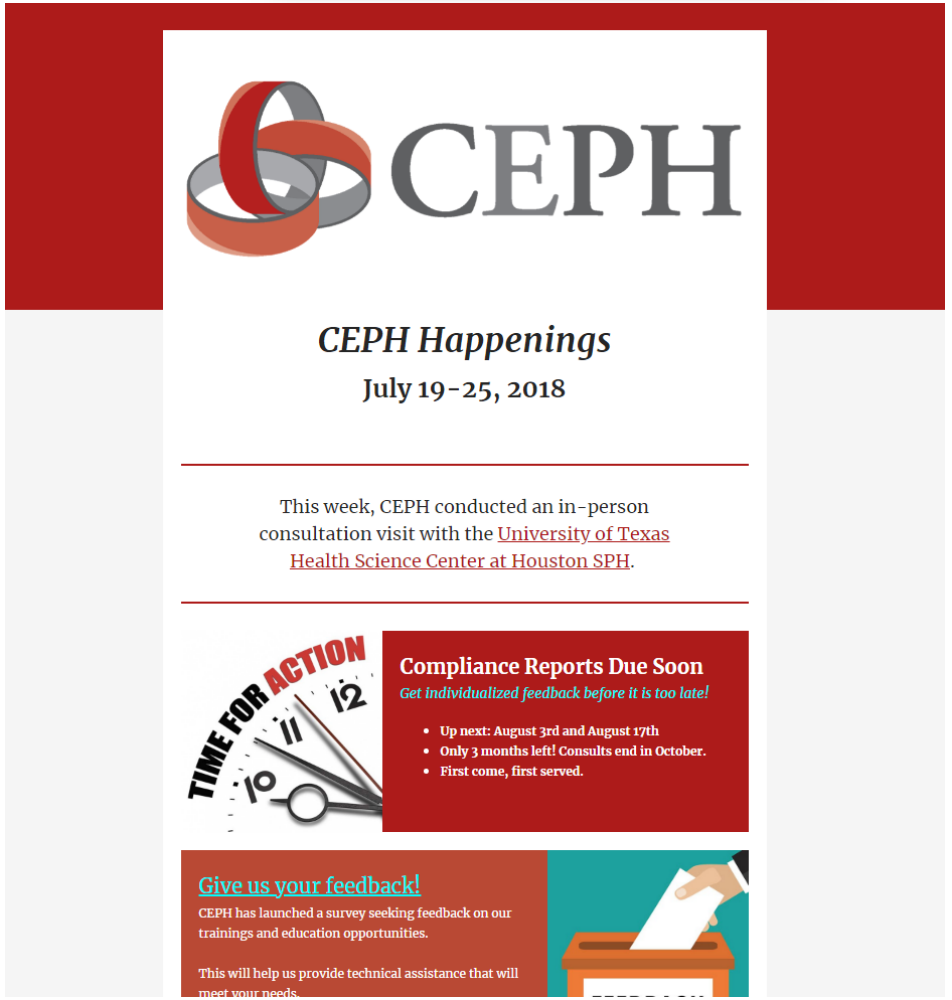
What you need to know, when you need it!



CEPH Happenings

- CEPH events and webinars
- Relevant resources and articles
- Updated criteria documents and data templates
- New FAQs!
- Sign up here: https://ceph.org/join-mailing-list/

Dates to Remember

- Regularly updated: https://ceph.org/about/dates-to-remember/

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