MPH Report

December 7, 2016

CEPH Webinar

On November 17th, I attended a webinar, “ASPPH Presents: CEPH Criteria Rollout Redux,” which focused on the curricular changes and requirements from the new CEPH criteria. A fundamental shift towards outcomes, rather than process, was emphasized in most of the areas covered, as was using mixed-methods to collect data/inform the program.

Some clarification on Applied Practice Experience (APE) was provided:

* No time requirement
* No internship/field requirement
* Programs decide how to approach
* In-course APEs must involve real world in real time, and require students to regularly work/consult with outside agencies. Each of the two products must arise from significant contact with a practice setting, whether that is structured like a traditional internship or through a series of faculty-led contacts, such as those arising from service learning experiences. Thus, conducting research with a faculty member would not count as an APE.

Technical assistance papers are in development. I am checking the CEPH website routinely for updates.

Course Offerings

One of the issues we will be addressing during our workdays is when/how courses need to be offered. To help inform this discussion, I created two spreadsheets, which are hyperlinked in the agenda as a single excel file.

The first page lists the required MPH core classes, concentration classes, and electives (column A) then identifies the programs and certificate programs that either require them (R) or list them as electives (E). The search function in the graduate catalogue is not functioning, so this list may not be complete. If you see anything that is inaccurate or that needs to be added, please let me know ASAP.

The second page expands on a document shared earlier. It shows course census/format of course offerings for the past five academic years.

Please familiarize yourself with this information prior to our workdays.

Steering Committee

The Steering Committee for our curricular transition had its first meeting on December 2nd. The committee consists of one public health practitioner (Dennis Chaney), one community health practitioner (Lucy Juett), one alumni (Kathryn Steward), one grad student (Zona Ascensio), one undergrad student (Rosa Jacobs), and the MPH and BSPH coordinators. The packet of information provided to them is hyperlinked on the agenda.

The primary purpose of the meeting was to provide the group with an overview of the curricular changes imposed by the new criteria and to get their opinions/feedback on two primary issues: 1) moving to a general MPH, and 2) moving away from required internships. The group was also tasked with identifying minimal and desired skill sets for students, and, where possible, linking them to the foundational competencies (MPH) and foundational domains (BSPH).

*General MPH.* There was committee consensus to support changing a general MPH. Enthusiasm was expressed about the opportunity to earn a certificate concurrently with the MPH.

*Required Internships.* There was committee consensus to continue offering internships as an option/elective, but not to require them. Assuming this is passed by the faculty, the next steering committee meeting will focus on identifying opportunities and strategies for APEs.

Current Students/Recent Alumni Opinions on General MPH and Internships

The sentiments expressed within the steering committee on these two issues have been similar to those expressed by current students (10) and recent alumni (6) during one-on-one conversations or chats. With one exception, they did not choose our MPH program because of the concentrations offered. All were supportive of a general MPH, and several said they would prefer it. Similarly, all supported not requiring the internship as the sole APE. Several disparaging remarks were made about internship experiences and paperwork.

Respectfully Submitted,

Marilyn Gardner