



UNC

GILLINGS SCHOOL OF  
GLOBAL PUBLIC HEALTH

**Creating the Gillings MPH  
Core  
(Residential)**

## FRAMING THE FUTURE

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

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### [A Master of Public Health Degree for the 21st Century](#)

January 9, 2014

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### [Recommended Critical Component Elements of an Undergraduate Major in Public Health](#)

August 3, 2012

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# A MASTER OF PUBLIC HEALTH DEGREE FOR THE 21<sup>ST</sup> CENTURY

KEY CONSIDERATIONS  
DESIGN FEATURES  
CRITICAL CONTENT OF THE CORE

**FINAL  
REPORT**  
1/9/14

# Changing expectations for MPH degrees

## General assumptions

- Increasing numbers of MPH students will have had undergraduate public health education.
- Differentiate MPH from BSPH.
- MPH should be rigorous, applied, skills-based.
- MPH should be designed as an advanced degree focused on specialist education.
- Global health is public health; global health perspectives and content should be covered in all MPH degrees.



# Changing expectations for MPH degrees

## More breadth

- Provide generalist education through core courses all MPH students take.
  - No longer require 5 separate core courses reflecting critical areas of public health training

## More depth

- Offer specialization through concentrations.
- In-depth concentrations may reflect strengths and focal areas of particular schools, e.g. refugee health, big data.
- Practica are essential to MPH training.
- Content should be aligned regularly with employers' needs & expectations.



COLUMBIA  
UNIVERSITY

MAILMAN SCHOOL  
of PUBLIC HEALTH

**“A breakthrough MPH program setting a rigorous new standard for public health education in the 21st century, Columbia’s MPH curriculum integrates interdisciplinary knowledge, leadership skills and real-world experience...”**



**HARVARD**  
SCHOOL OF PUBLIC HEALTH

**“MPH is a demanding, interdisciplinary program emphasizing active, student-directed learning, problem solving, and the acquisition of skills essential to the practice of public health...”**

# Boston University SPH





# Draft Principles for Creating the Gillings MPH Core (Residential)

1. Mollie Mulvanity, from CEPH said (telephone call 10/13/2014): "*The MPH is going to change. Schools will no longer have to offer the MPH in 5 discrete core areas. The future focus will be on competencies, interdisciplinary education and specialized concentrations.*"
2. **We must change.** We should begin the process with a commitment to creating the unique Gillings brand MPH core.
3. We will start with **the MPH core rather than entire MPH.**
4. **Begin with purpose of MPH degree and what we are training people to do** after they graduate.
5. **Provide ongoing opportunities** for faculty, staff, students, alumni and employers' input into design process. It will be an iterative process of development, with a highly involved planning committee.
6. **Report regularly** to Chairs' Committee, Dean's Council & larger community of faculty, staff & students.

# Draft Principles for Creating the Gillings MPH Core

7. **Learn from the experiences** of other schools within UNC-Chapel Hill as well *as from other SPHs, e.g., Harvard, BU, Alabama, USF & Columbia.*
8. **Allow flexibility in design**, required courses, content and similar issues.
9. **Do not create larger teaching burdens** for faculty members.
10. **Do not adopt a one-size-fits-all mentality.**
11. **Value student-centered learning**, interdisciplinary education, and real world application.
12. **Do not undermine potential for students to obtain dual degrees.**
13. **Recognize** that some **students may be here on a part-time basis.**
14. **Evaluate** the impact of redesigned core courses.

# Creating the Gillings MPH core (residential)

**Nov-Dec, 2014**  
Educate/solicit input re approaches to create the Gillings MPH core.

- Begin presentations and discussions re proposed process to Chairs' Committee, Dean's Council & Faculty/Staff meeting
- Use web & other communication strategies to provide updates on process, encourage participation & share lessons learned from others.
- Develop regular communications for engaging and informing our community and incorporating input.

**Prepare for CEPH self-study**

**Develop global, online MPH**

**Jan-Dec, 2015**  
Educate, outreach, communicate & obtain feedback

- Rimer and Siega-Riz attend department meetings to provide updates; solicit feedback & seek broad involvement.
- Monthly town halls for SPH community: provide updates and solicit feedback/input.
- Invite people to the SPH to talk about redesigns at other SPH.
- Solicit input using other means.

**Jan 2015 /2016**  
Intensive planning

- Launch working group of faculty, staff & students: agree on draft principles, approaches and other critical components of core courses.
- Iteratively: Take recommendations from working group to town halls, chairs' meetings & other venues.
- Solicit feedback from all relevant constituencies.
- Communicate.
- Conduct focus groups & use other strategies to solicit input from key groups, e.g. alumni, employers

**2016**  
Assimilate input; make decisions; move forward

- Report back to faculty, staff, students & leadership.
- Obtain approval for recommended approach.
- Select team of instructors for detailed curricular planning, begin creating content, competencies & other key elements.
- Continue to obtain feedback & report to Chairs' Committee, Dean's Council etc.
- Inform/seek necessary approvals from CEPH, UNC CH and others.

**2017**  
Evaluate; pilot test; refine; implement; monitor; feedback

- Develop strategy for evaluating new curriculum in meeting learning objectives and competencies.
- Conduct pilot test.
- Identify lessons learned from global, online MPH.
- Revise
- Update
- Implement
- Monitor
- Take on larger issues of MPH redesign, as appropriate.

# Timeline for Global, Online MPH



2014-2015

Conceptual  
planning by team  
& creation of core  
modules by  
instructors and  
coordinator for  
curriculum and  
pedagogy  
(C & P)



Summer 2015

Small cohort--  
integrated  
modules w/  
stand alone EPI  
and BIOS



Fall 2016

Larger cohort  
w/ fully  
integrated core  
offered Spring  
2017



# Save the Date

## February is Celebrate Teaching month

- **February 6<sup>th</sup>** *Engaged Learning Techniques.* Jennifer Elliott, Curriculum and Pedagogy Coordinator, SPH  
12:15pm-1:15pm BCBS auditorium (Lunch Provided)
- **February 11<sup>th</sup>** *Academic Integrity and Presentation of Teaching Awards.* Holly Tatum, Associate Professor of Psychology, Randolph College, & SPH faculty panel  
3:30pm-5:00pm Armfield Atrium, Michael Hooker Research Center
- **February 16<sup>th</sup>** *Panel on MPH and ASPPH's Framing the Future.* Rita DeBate, Associate Dean for Academic and Student Affairs, University of South Florida; Ian Lapp, Associate Dean for Strategic Educational Initiatives, Harvard School of Public Health; Bob Meenan, Dean Emeritus and Professor, Boston University  
3:30pm-4:30pm BCBS auditorium