Creating the Gillings MPH Core
(Residential)
A comprehensive examination of PH education
Other reports on BSPH, DrPH, community colleges & population health
Changing expectations for MPH degrees (from ASPPH)

General assumptions

- Increasing numbers of MPH students will have had undergraduate public health education.
- Thus: need to differentiate MPH from BSPH & DrPH.
- MPH should be rigorous, applied, & skills-based.
- Designed as an advanced degree focused on specialist education.
- Global health is public health; global health perspectives and content should be woven throughout MPH.
Changing expectations for MPH degrees (from ASPPH)

More breadth

- Provide generalist education through core courses with common competencies that 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.
“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...”
“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...”
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. Great opportunity for us to create an intentional set of inter-related courses/modules and/or other structures for teaching and learning

4. Start with the MPH core rather than entire MPH.

5. Begin with purpose of MPH degree and what we are training people to do after they graduate.

6. 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.

7. Report regularly to Chairs’ Committee, Dean’s Council & larger community of faculty, staff & students.
8. Learn from the experiences of other schools within UNC-Chapel Hill as well as from other SPHs, e.g., Harvard, BU, Alabama, USF & Columbia.
9. Allow flexibility in design, required courses, content and similar issues.
10. Do not create larger teaching burdens for faculty members. Examine opportunities to reduce burden.
11. Do not adopt a one-size-fits-all mentality.
13. Do not undermine potential for students to obtain dual degrees.
14. Recognize that some students may be here on a part-time basis.
15. 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.
- Presentations and discussions re proposed process.
- Use web & other communication strategies to provide updates, encourage participation & share lessons learned from others.
- Develop regular communications for engaging and informing our community and incorporating input.

Jan 2015-2016
Educate, outreach, communicate & obtain feedback
- Attend department meetings to provide updates; solicit feedback & seek broad involvement.
- Monthly town halls Feb-June for SPH community: give updates and solicit feedback/input.
- Invite people to the SPH to talk about redesigns at other SPH; 2/16 Teaching Month event.
- Solicit input using other means.

Jan 2015 /2016
Intensive planning
- Launch Gillings MPH Core Planning Committee (faculty w/student members): develop draft principles, approaches and other foundational elements.
- Iteratively: Take recommendations from planning group to town halls, chairs’ meetings & other venues.
- Meet with student services mgrs.; get input.
- Solicit feedback from key constituencies.
- Communicate.
- Focus groups & other strategies to solicit input from key groups, e.g. alumni, employers.
- Departments discuss implications of changes.

2016
Assimilate input; make decisions; & move forward
- Report back to faculty, staff, students & leadership.
- Obtain approval for recommended approach.
- Curricula Implementation Committee: Select team of instructors for detailed curricular planning, create content, competencies & other key elements.
- Continue to obtain feedback & report to Chairs’ Committee, Dean’s Council etc.
- Inform/seek approvals from CEPH, UNC CH, others.
- Pilot new curriculum 2016-17

2017
Evaluate; refine; implement; monitor; get feedback; act.
- Develop strategy for evaluating new curriculum in meeting learning objectives and competencies.
- Identify lessons learned from global, online MPH.
- Revise
- Update
- Implement
- Monitor
- Take on larger issues of MPH redesign, as appropriate.

Prepare for CEPH self-study
Develop global, online MPH
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 6th**  *Engaged Learning Techniques.* Jennifer Elliott, PhD, Curriculum and Pedagogy Coordinator, SPH
  12:15pm-1:15pm, BCBS auditorium (Lunch Provided)

- **February 11th**  *Academic Integrity and Presentation of Teaching Awards.* Holly Tatum, PhD, Associate Professor of Psychology, Randolph College, & SPH faculty panel
  3:30pm-5:00pm, Armfield Atrium, Michael Hooker Research Center

- **February 16th**  *Panel on MPH and ASPPH’s Framing the Future.* Rita DeBate, PhD, Associate Dean for Academic and Student Affairs, University of South Florida; Ian Lapp, PhD, Associate Dean for Strategic Educational Initiatives, Harvard School of Public Health; Bob Meenan, MD, MPH, Dean Emeritus and Professor, Boston University
  9:00-10:30am, 2306 McGavran-Greenberg