Creating the Gillings MPH Core (Residential)
A MASTER OF PUBLIC HEALTH DEGREE FOR THE 21st CENTURY

KEY CONSIDERATIONS DESIGN FEATURES CRITICAL CONTENT OF THE CORE

FINAL REPORT 1/9/14

ASPPH ASSOCIATION OF SCHOOLS & PROGRAMS OF PUBLIC HEALTH
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

ажд 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.
“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. 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.
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.
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.

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.

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, Curriculum and Pedagogy Coordinator, SPH
  12:15pm-1:15pm BCBS auditorium (Lunch Provided)

- **February 11th** 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 16th** 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