Latest News from Academic and Student Affairs

• **Lots of Recruitment Activities!!**
  • Open House and special undergraduate recruitment activities

• **Updates from the Council on Education in Public Health (CEPH)**
  • Accreditation outcomes
  • Compliance with new (2016) CEPH guidelines
    • MPH and other master’s degrees**
    • BSPH and other bachelors degrees
    • DrPH and PhD degrees

• **Progress on Gillings One MPH – Core and Concentrations**
Record Attendance at Gillings Open House, Practicum Day & Undergraduate Information Sessions!!!

Big thanks to Associate Dean Charletta Sims Evans and her Office of Student Affairs team, including (Johnston, Natiaya, Trinnette, Camille and all the Departmental Student Service Managers who have worked so diligently to make these important recruitment events a big success… they get bigger and better every year…. Thank-you!

Big thanks to Associate Dean for Practice Anna Schenck, Meg Landfried from HB, the students who presented their work and all the Field Placement coordinators and faculty who helped mentor students in these efforts.

It was BRILLIANT to have the Practicum Day coordinated with Open House – it really brought public health to life for visiting students and undergraduates who visited us that day…
Accredited by CEPH for next 7 years!!!
Visioning a One Gillings Academic Plan

COMPASS: Core Online Modules to Promote and Accelerate Student Success

ONLINE
- MPH Steering Committee

RESIDENTIAL
- MASTER’S
- BACHELOR’S
- DOCTORAL
- DUAL

OTHER
- MASTER’S

CORE – MPH/MSPH*
- CORE – BSPH*
- CORE – DrPH*

CONCENTRATIONS

*PROFESSIONAL PUBLIC HEALTH DEGREES ONLY

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TODD NICOLET, PHD
Vice Dean

LAURA LINNAN, SCMD
Sr. Associate Dean

OFFICE OF STUDENT AFFAIRS
Academic Planning & Innovation Committee

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Student Member

Photo to come
Evolution of the Gillings One MPH

Planning Committee (2015-2016)

Implementation Committee (2016-2017)

Development Committee (Summer, 2017)

Instructor Teams (2017-2018)

RESIDENTIAL & ONLINE MPH Core Rollout (Fall, 2018)

Evaluation Task Force

Gillings One MPH with Concentrations (Fall, 2019)
Guiding Principles for Curriculum Changes

- Student-centered, diverse & inclusive
- Best practices in teaching & learning
- High-quality, integrated, forward thinking
- Effective
- Enriched learning environment
- Efficient for faculty, students and staff
- Practice and field engagement
- Global and local integration
- Leverage Gillings School’s strengths
- Marketability to employers
Overview: New, Integrated Gillings MPH Core

Summer Prior to 1st Academic Year

Gillings COMPASS: Carolina Online Modules to Promote & Accelerate Student Success

Modules
1. Welcome
2. Resources
3. Ethics & Justice
4. Honor Code & Plagiarism
5. Writing Skills
6. Quantitative Skills
7. Leadership & Teamwork

Fall Semester:
Describe & Prioritize Public Health Issues

Courses
1. Understanding Public Health (2 credits)
2. Methods and Measures (2)
3. Analysis (2)

Fall Team Project Deliverable
White Paper Describe a Public Health Problem

Cross-cutting activities: Local/Global, Evidence Based Approaches, Team Work, Writing & Communication Skills, PH Ethics, Leadership

Spring Semester:
Develop, Implement, and Communicate Public Health Solutions

Courses
1. Conceptualize PH Solutions (2)
2. Develop, Implement, & Evaluate PH Solutions (4)

Spring Team Project Deliverable
Team Proposal for a solution to a specific public health problem
COMPASS Core Online Modules to Promote and Accelerate Student Success

**Welcome**
Generate enthusiasm for the opportunities that come with completing the Gillings MPH through a video (also has technology orientation)

**Resources**
List of resources available to help students meet needs

**Ethics & Justice**
Increase awareness of ethical issues & potential injustices in public health policy & practice

**Honor Code & Plagiarism**
Review the UNC Honor Code and identify types of plagiarism

**Writing Skills**
Introduction to using library resources and writing with a rubric

**Quantitative Skills**
Assess, strengthen, and build confidence in quantitative skills

**Leadership & Teamwork**
Deepen self-awareness and apply insights to more effective teamwork

* Gillings values related to diversity, inclusion, local, and global are embedded in the modules.
What are key public health issues and why?

What factors determine population health patterns and health inequities?

How can we estimate the impact of health determinants?

How do we effectively engage with others to better understand public health issues?

What is public health?

Community Engagement
Communication & Advocacy
Writing,

Evolution of PH, PH ethics, 10 essential services, PH systems, shared PH vocabulary, health equity

Framing issue as public health priority; Sources of public health knowledge

Systems Thinking (incl. social ecological framework)

Globalization

Environmental

Social, political economic

Behavioral, psychological

Biological, genetic

Burden of disease assessment

Fall Semester: Identify, Describe, and Prioritize Public Health Issues

Define context and relevance of PH Issue

Describe PH issue scope patterns/disparities

Identify determinants/contributors to PH issue

Describe strengths and limitations of literature & data on PH issue, and implications

Present final papers

Cross-cutting activities: Local/Global Evidence Based Approaches, Team Work, Writing & Communication Skills, PH Ethics, Leadership

Measures of Occurrence: risks, rates, population sampling

Measures of comparison

Systems Thinking, Causal Inference, Part 1

Study designs, Cohort, case control cross-sectional ecologic, RCTs

Internal Validity

Systematic Error

Confounding, Information Bias (Misclassification), Selection Bias

Causal Inference Part 2

Interpreting and applying the evidence-base, Critiquing reports

Systematic reviews

Communicating Results

Data types, graphical displays, and summary measures

Probability (elementary & conditional), sensitivity and specificity

Common distribution: Binomial and normal, Distribution of the mean

Hypothesis testing, confidence intervals, Type I and II errors

Analysis of two samples, continuous outcome: t-test

Analysis of proportions /ORs/ RRs

Power & sample size

Analysis of categorical data: Row & column data, chi-square test

Analysis of more than two groups, non-normal data (ANOVA, nonparametric analyses)

Analysis of continuous predictors & outcomes: Correlation, simple linear regression

Systems Thinking (incl. social ecological framework)
Example Integration Lab: Air Pollution and the Global Burden of Disease

- Explore Demographic Health Surveys (or other sources) to determine what information is available for comparison across countries
- Review summary graphs/visuals produced by the GBD to critique/interpret
- Compare GBD findings for leading causes of death vs. DALYs
- Discuss advantages and disadvantages of focusing on mortality vs. DALYs as key outcome
- Discuss health topics of importance to them not highlighted in GBD using either outcome and why they may be key to the public health agenda

What are the key data, where do we get it, and why do we use it?

- Burden of disease leading causes morbidity mortality, local to global

Measures of occurrence: risks, rates, prevalence, odds

Data types, graphical displays, and summary measures
<table>
<thead>
<tr>
<th>Spring Semester: Develop, Implement, Evaluate, and Communicate Public Health Solutions</th>
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</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
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<tr>
<td>What is the process for prioritizing goals and who is involved?</td>
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<table>
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<tr>
<th>Goals</th>
<th>Systems</th>
<th>Living &amp; Working Conditions</th>
<th>Interpersonal &amp; Individual Strategies</th>
<th>Evaluation &amp; Sustainability</th>
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<tbody>
<tr>
<td>Conceptualize PH solutions</td>
<td>Social Ecological Model</td>
<td>At what levels can we intervene?</td>
<td>Health systems</td>
<td>Policy, legislation &amp; regulation</td>
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**Cross-cutting activities:** Local/Global Evidence-Based Approaches, Team Work, Writing & Communication Skills, PH Ethics, Leadership

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<table>
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<tr>
<th>Develop, Implement &amp; Evaluate PH Solutions</th>
<th>Clarity Problem &amp; Engage Stakeholders</th>
<th>Analyze and Prioritize Policies &amp; Program Options</th>
<th>Strategize and Develop Policies &amp; Programs</th>
<th>Adopt and Implement Policies &amp; Programs</th>
<th>Evaluate and Communicate Policies &amp; Programs</th>
</tr>
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<tr>
<td>4 credits</td>
<td>Identify and engage stakeholders</td>
<td>Qualitative data collection and analysis</td>
<td>Research, identify, analyze &amp; compare options</td>
<td>Logic models</td>
<td>Inputs &amp; activities</td>
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**Integrated Team Project: proposal for a solution to a specific public health problem**

- Draw your understanding of problem
- Identify, Analyze & Compare Solutions
- Create solution logic model
- Design engagement plan/instruments
- Draft project activities and timelines
- Draft budget for programmatic aspect
- Draft eval plan

8/11/2017
MPH Concentration Proposals Timeline & Process

October 13
- 16 MPH concentration proposals submitted
- Proposals sent to MPH Steering Committee and Chairs’ Committee to review

October 27
- Steering Committee members review concentration proposals

October 31
- Steering Committee makes concentrations recommendations to Chairs Committee

November 1
- Chairs Committee discusses recommendations

December 6
- Chairs make decisions on residential* concentrations

*NOTE: Chairs made the decision to approve 2 initial concentrations for MPH@UNC – MPH-RD and Leadership

ALL Steering Committee members review ALL proposals and score them
- Each proposal has primary, secondary and tertiary reviewers
- Score on individual characteristics and overall score
Questions?