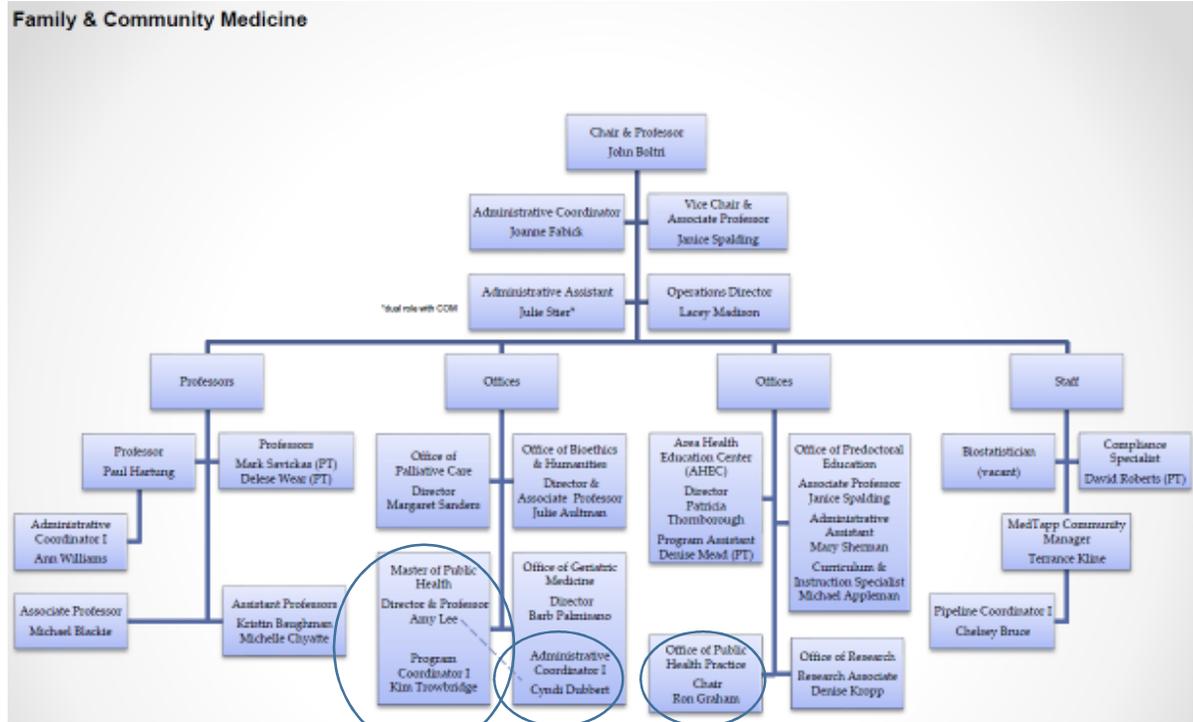


1.4 Organization and Administration. The program shall provide an organizational setting conducive to public health learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the program's public health mission. The organizational structure shall effectively support the work of the program's constituents.

- a. **One or more organizational charts delineating the administrative organization of the program, indicating relationships among its internal components.**

CEOMPH physically resides in the Department of Family and Community Medicine within the College of Medicine. The program itself is governed by the policies of the College of Graduate Studies.

NEOMED College of Graduate Studies



b. Description of the manner in which interdisciplinary coordination, cooperation and collaboration occur and support public health learning, research and service.

The CEOMPH was founded as and remains a collaborative, cross-disciplinary program. A key portion of the mission statement indicates that "...The mission is accomplished through collaboration among its partner universities and agencies." Interdisciplinary collaboration is supported and operationalized on several levels: the administrative, the curriculum, research, and service level.

Administrative level

The entire governance and management structure of the program assures not only cross-institutional collaboration and input, but also cross-disciplinary collaboration and direction. Each committee is comprised of representatives from each of the partner institutions; these representatives have been selected from a diverse faculty base, including those with expertise in sociology, nursing, health and human services, health education, biostatistics, health services, community medicine, urban studies, and nutrition.

These committee members are responsible for collaborating to establish program policy (including admission standards, curriculum standards, etc.) and to monitor the program's performance. Details are provided on how the program's committees operate and interface in Criterion 1.5.a.

Curriculum Level

Interdisciplinary collaboration is fostered through the delivery of core program courses. Faculty and students have an opportunity to interact with faculty and practitioners from a wide variety of disciplines, institutions and community settings. For example, in fall 2015, the Public Health Concepts course used faculty with backgrounds and expertise in diversity, ethics, global health, epidemiology, hospital-based infectious disease control (Summa Health System), and public health practice (Summit County Public Health, Canton City Health Department, Cuyahoga County Board of Health, and Mahoning County District Board of Health). Students were grouped into interprofessional teams to debate public health topics in this class. Also, the Environmental Health Sciences course provided students with lecturers from the participating universities as well as local health departments (Canton City Health Department, Salem City Health Department, and Mahoning County Board of Health).

Faculty who teach required courses come from different backgrounds. For example, the course director for Grant Writing in Public Health Practice, is an associate professor of nutrition at YSU. She is able to use her experience as examples in class. In addition, as chair of the Curriculum Committee, she has provide guidance for students who incorporated nutrition and diet into their capstone projects. The director of a bioethics certificate program at NEOMED teaches the ethics module in the Public Health Practice and Issues course and organizes a panel in the Public Health Concepts course on the interface of ethics, law, and medicine in current cases (such as Ebola).

The Program provides students with a wide range of approved elective courses from each of the participating universities; these courses cover an array of disciplines, including statistics, political

science, sociology, public administration and urban studies, technical education, health education, management, marketing, social work, nursing, philosophy, and public administration.

In addition, the requirement that students complete a substantive capstone project that fosters collaboration among the student, his/her chosen faculty preceptor, and a community based preceptor also develops collaborative skills.

Research Level

Faculty from at least two partner institutions are encouraged to apply for program funds to support research. The program's Intra-Partner Research Program was established to model and involve faculty and students in collaborative research efforts. In the most recent award, the course director teaching social and behavioral sciences (from CSU) collaborated with the university program coordinator (from OU) and a student (from CSU) on a project entitled "Examining Midwestern Rural and Urban Healthcare Provider Stigma Towards HIV Care."

Service Level

Faculty from the program perform service at national and regional organizations that are interdisciplinary. They serve on associations such as the LGBT Caucus of the American Public Health Association, review for journals such as the *Journal of the American Geriatrics Society*, *Journal of Health Care for the Poor and Underserved*, and *Journal of Computer and Electronics in Agriculture*. Faculty service on infant mortality task forces, workforce health and wellness coalitions, and environmental councils. Since the program is housed in a college of medicine, grants that link population health and medicine have been obtained.

In addition, our students come from interdisciplinary backgrounds, which add to the richness of the class experience. In the 2015 class, there are students who are physicians, researchers, and nurses. There is also a student who is an internal auditor at an insurance company and a student who is a professor in computer information systems.

c. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met. CEOMPH has the internal structure in place to support public health teaching, research, and service.

Strengths: Because CEOMPH is a consortium, faculty come from different departments. Students have access to faculty and practitioners of a variety of backgrounds and expertise. Since our students come from a variety of professional backgrounds as well, they add to the interdisciplinary learning environment.

Weaknesses: Since the program is small, it is difficult to coordinate and focus efforts on interdisciplinary collaboration in research and service. However, the diversity of faculty backgrounds and expertise may be an advantage for the students.

Plan: The program will continue to seek out opportunities for interdisciplinary research and service collaborations, especially with community agencies.