

CEOMPH Accreditation, October 3, 2013

Notes from Small Group Breakouts

Diversity small group report:

Survey impacts

Flipchart notes:

- Statements are anti-discrimination, not embracing public health diversity. [The current diversity statement is found in the student handbook. It is the same on the website. This statement is an “anti-discrimination statement.” The survey suggests that we aren’t being as modern and pro-active as we can be surrounding diversity.]
- Include rural focus in course work. [We can be very broad in the focus of our diversity (as an example, look at the relationship between rural and urban populations even.)]
- Faculty development vis `a vis diversity
- Identify reasons to attend diversity lunch presentations and how to include MPH/faculty [Can we be better at using what is present at other universities in the program on addressing diversity.]

Stakeholders:

- CSU, UA, YSU are urban universities. Students and their communities. [YSU, CSU, and UA are more urban with their students and their communities. The larger area around these schools should be considered as stakeholders as well. Communities from which the students commute should be discussed, addressed.]
- YSU-Mahoning Valley communities
- NEOMED- rural communities
- Communities from which students commute.
- Sexual identity, 1st generation students (think beyond gender and ethnicity).
- Align with offices of minority health.
- Organizations at universities that capture diversity and culture.

Future Direction:

- Train and inform students how to advocate
- Cultural competency as part of core curriculum
- Create/encourage capstones around diversity or other community experiences
- Infuse diversity and cultural competence into all courses.

Vision:

- What should be the CEOMPH’s vision?
- Inclusive
- Broader (est) dimensions
- Diversity as a value proposition
- Respect
- Health impact related to diversity.
- Unique
- Available to all

Student Advising Small Group Report

Implications:

- Technology and website. Problems with communication and coordination. Lack of hands on/real life/clinical experience.
- Lack of research
- Continuum of career.

Future Direction:

- Website suggestions (Vision)

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Prospective students:

Why is CEOMPH unique (Mission statement)

We produce more than degrees, we produce leaders.

Why is CEOMPH unique? -Job placement and graduations rates.

Faculty: Described as flexible and diverse.

Integral in NE Ohio

Take classes all over Ohio

Small program, small class size

Student and Faculty testimonials

Where are they now? GIS map showing where our students went.

Student Life subsection for prospective students

Consistency	Standards	Pride
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- Courses listed clearly on site in calendar.
- Career path opportunities by class

Ex. Health educator: Core classes	Grant writing classes
	Program development./education classes
	Research methods
	Epi/BioStats/article analysis

- Career--1 credit course that defines public health. Include orientation to long distance learning, capstone, who are faculty, areas of expertise/research, opportunities to explain careers/position.
- On website--Job placement: Where are they now (by career and location).
- MPH Navigator--Home base at NEOMED. Meet with coordinators at all other campuses once a semester at beginning and end. Grades, capstone, vital communications, courses currently offered or not offered this semester. Establish a base/infrastructure, strong relationships. Can set up office hours with students. Disseminate information to students. Current opportunities at local public health agencies/hospitals listed on website. Research opportunities and constantly updated opportunities for research with faculty.
- Electives list and certificate list. Updated every semester now. More readily updated by MPH Navigator
- Down the road, have a certificate list (pie in the sky wish). Examples of certificates: Epidemiology, health policy, environmental, social behavior and community health, legal (urban planning and public health law), emergency planning preparedness.

Vision:

Pride, strength, leadership, consistency.

Faculty Small Group Report:

Implications:

Is everyone counted? There is concern that we might be counting time that spent teaching material related to public health but not directly related to the MPH program.

As a university consortium we need to have more dedicated faculty in terms of time. The core faculty for the MPH program would need to have 0.5 FTE dedicated to the MPH program as opposed to other areas. For many of these faculty, the issue in getting involved is that most of this is volunteer time. There needs to be better incentives for faculty to get involved as preceptors. The question was raised if these incentives would necessarily have to come from the CEOMPH program, but was left unanswered. The incentives could be financial or non-financial. One example of a non-financial incentive was that faculty would get a service or teaching credit for the hours spent precepting (this might not appeal to those who are non-tenure track or have tenure already). Resources are needed to support the MPH faculty, though it is recognized that this is a politically controversial topic.

Stakeholders:

Faculty and students at all of the consortium universities.

Community preceptors from local departments of health, community based agencies and organizations.

University administrators/chairs (admissions, marketing, registrar, PR)

CEOMPH program administration

Researchers

Individuals involved in finance. Those involved in development, alumni giving to the program (perhaps to develop a scholarship program).

Future Direction:

- One of the biggest things we would like to see is the development of a stronger website that can be used to engage faculty preceptors more for research and precepting opportunities. The vision would be a potential "Online Capstone Clearinghouse". There would be an MPH faculty database online for preceptors that contribute to research (akin to CSU's current faculty database that shows research interests), as well as a way to let students know about capstone opportunities in this faculty research. Faculty preceptors can design and write up project ideas that already include the community component and post through this system. This would also help to better align faculty interests with students' interests. This would need to occur without losing sight of community involvement.
- How do we get a sense of faculty cohesion when the faculty and staff of the program are spread out across several campuses? Have a retreat or planning session prior to each semester/year. Have it in a central location for many of the faculty and community stakeholders. There could at least be a core faculty meeting at the start of each semester.
- There is frustration from some faculty as to the level of writing and analytical skills of some of the students. Better linking students with the resources available at each of their campuses can help alleviate this somewhat. There was mention of the forthcoming research methods class which should help in critical thinking, design and writing somewhat. Additionally, it was suggested that better linkages need to be forged to resources to assist faculty with writing and statistical analysis.
- Development of a program to link students with a faculty mentor/advisor as soon as they start the CEOMPH program.

Vision keywords:

Qualified students

University respect/attention

Students as scholars

Collaboration

Professionalism/Work quality

Competence

Improve population health

Competencies

Competencies

- Understanding the realities of agencies vs. ideal; for job market in Ohio e.g. money doesn't grow on trees.
- Preparing a budget. What to do in prepping a budget; scenarios
- Oral communication skills (e.g. to train others)
- Organizational structure; how does public health structure work?
- Emergency preparedness
- Leadership and management; leadership of teams
- Understanding of team work.
- Team-building; pulling people together to problem solve
- Interpret, understand and able to convey scientific results and with an understanding of cultural diversity
- Understand all PH discipline; roles of public health systems players
- Able to write scientifically.
- Oral communication to all audiences with understanding of the audience.
- Common sense—understand professionalism of the situation (e.g. no flip flops)
- Full understanding of the inter-relationship of PH providers
- Understanding future trends of PH
- Politics and policy; communication in context e.g. to legislators and public; need to adjust depending on person
- Bringing in PH professionals; program of guest speakers who are engaged and passion for the subject—bring someone that can explain how to do e.g. explaining how to talk to an illiterate audience; recycling; dealing with bargaining units; e.g. “practice-based “evidence
- Capstone list is excellent
- Facilitate a discussion; listen creatively
- Probabilistic thinking; just don't know statistics; how do they incorporate into practice probabilistic concepts into decisions; need to be able to communicate to different groups.

Vision keywords:

- CEOMPH is a national model for public health education
- Our graduates are ambassadors for the program
- Everybody will want our hire our graduates
- Health for all
- Qualified students
- University respect
- Work quality

Strategic Direction/Vision Discussion

Vision:

Evolve into an active and diverse learning community.

- Will employ techniques to make this work.
- Will be web enabled
- Will be diverse
- Will be networked

Current strength we want to protect:

- Consortium model
- Integration of faculty and public health professionals
- Diverse faculty with wide areas of interest
- Designed for the working person
- Students continue to be creative
- Collaboration of communities
- Diversity of students
- Diverse and collaborative faculty
- Collaboration between the universities
- Community based practice
- Open to changes and feedback, learning
- Still small, graduates stay in touch
- Something of a community
- Strong linkage between community and program
- Flexible program

Most pressing change required

- Better coordination between faculty
- Graduates who can hit the ground running
- Resources to address issues in evolving (time, staff, money)
- Continuation of community among students after graduation
- Speaking to the organization overall...all elements honed and brought into an efficient machine with buy in from all

Concerns about declining enrollment, marketing issues...how do we market this program in order to grow back our classes?

Scenario creation: Built environment factors

Scenario Planning (book)

Market research (focus groups) with our students as well as those who applied and did not come to the CEOMPH program.