

Changes in the Curriculum

The Graduate Programs in Public Health (GPPH) administration and faculty have evaluated the MPH curriculum and implemented changes that we feel will not only meet the new Council on Education for Public Health (CEPH) standards, but also provide students with an improved educational experience.

These changes have been made based on careful consideration of student and faculty feedback to ensure all students receive a strong foundation in the 22 foundational public health competencies identified by CEPH.

Some of the new curricular requirements will not affect students who enrolled in GPPH prior to Summer 2018, but we want to make everyone aware of the changes and reasoning behind them so you can make informed decisions about incorporating the new requirements into your plan if you choose.

Other changes have taken place program wide or within electives and are of benefit to all students no matter when you began your studies with GPPH.

Change in Required Courses and Course Progression

GPPH is by design a generalist program where students should gain a strong understanding of all aspects of public health while developing professional public health skills. This goal can be achieved, in part, by attaining mastery of foundational public health competencies. CEPH has identified 22 competencies and 12 foundational knowledge objectives in addition to the 5 program competencies identified by GPPH. The lists of these competencies are attached. The syllabus for each GPPH course identifies the competencies incorporated into the learning objectives of the course, and all of these are covered in the required course.

In order for all students to attain these competencies, the list of required classes was revised to include the following:

1. GPH 714 Principles of Public Health
2. GPH 712 Epidemiology
3. GPH 716 Biostatistics
4. GPH 719 Research Methods
5. GPH 726 Social and Behavioral Health
6. GPH 738 Program Planning and Evaluation*
7. GPH 702 Public Health Policy
8. GPH 706 Public Health Administration*
9. GPH 722 Environmental Health

GPH 738 Program Planning and Evaluation and GPH 706 Public Health Administration were added to the required courses in the 2018/2019 academic year. For those who enrolled before Summer 2018, these two courses remain electives, but GPPH recommends that everyone take these courses as they contain foundational skills important to all public health professionals.

In addition, we have implemented a planned progression of classes to help ensure that students can build on and deepen previous learning without the need to introduce topics in multiple courses. By allowing students to enter courses with the same foundational knowledge, faculty can focus on presenting new information while students reinforce previously learned skills

through application. For students taking one course at a time, we recommend following the order listed above. Student Support Specialists can provide individualize guidance for those who are taking multiple courses each term or who may not take classes each term.

Applied Practice Experience/Integrative Learning Experience

Another exciting change to the curriculum is the addition of the Applied Practice Experience (APE, GPH 743) and Integrative Learning Experience (ILE, GPH 744). These courses are required for those who began in Summer 2018 or later but are available for those who began earlier (in place of GPH 747).

The APE should be completed after the required classes and before the electives. Completing the required field experience at this time will allow students to apply what they have learned in their foundational public health courses while establishing connections with practitioners in the public health field. It will also help students identify elective courses to enhance and strengthen their MPH preparation within their focus areas. Preceptors can act as an additional mentor in identifying the skills that will best help students meet their professional goals.

The ILE will be completed at the end of students' coursework, and is an opportunity for students to integrate their MPH learning and experiences into a final, high quality, written product with real world impact. Students will complete either a research paper presenting data analysis, a policy analysis with recommendations, or an evaluation of a program. These products can be submitted for publication, or shared with the appropriate governing body or program.

Revision of Courses to Focus on Applied Skills & Prerequisites

The final curricular change relates to the focus of the assignments within courses to emphasize authentic application of skills. We have revised courses to focus on competency attainment and the marketable skills with which GPPH students graduate. In the case of courses with an epidemiological focus, for example, data analysis using Stata has been incorporated. Before taking these courses, students should have completed GPH 716 Biostatistics and GPH 712 Epidemiology. While the Registrar will not block students from registering without these prerequisites, students will find it unnecessarily challenging to attempt these courses without an understanding of how to use Stata and the epidemiological concepts taught in prior courses.

All courses, both required and electives, are now offered each semester. Students should not begin electives until the required courses are completed. In addition, faculty have identified courses that provide foundational knowledge for the skills that will be applied in their courses; a list of prerequisites is on the following page. Faculty recommend students not register for a class without first completing the courses listed.

Final Notes

Grading rubrics have been revised to allow faculty to provide more detailed feedback on the quality of students' work for each of the grading criterion. Faculty will provide comments in the rubric and/or on the text of student assignments. Students should use that feedback to inform work on future assignments. Rubrics are accessible within Blackboard but are also listed within the course syllabus. Careful review of assignment/discussion instructions and grading rubrics will allow students to better understand what is required.

Finally, GPPH would like to encourage everyone to complete course evaluations. Student feedback informs faculty and curricular decisions. GPPH looks for what students find enhances learning as well as comments on student expectations and the degree to which these are met. GPPH reviews student evaluations in conjunction with faculty feedback received after each class to guide course and curricular revisions. Student feedback is highly valued.

Graduate Programs in Public Health

Course Prerequisites

Course	Prerequisites
Required	
GPH 714 Principles of Public Health	
GPH 712 Epidemiology	
GPH 716 Biostatistics	GPH 712
GPH 719 Research Methods	GPH 716; GPH 712
GPH 726 Social & Behavioral Health	
GPH 738 Program Planning and Evaluation*	GPH 726
GPH 702 Public Health Policy	
GPH 706 Public Health Administration*	
GPH 722 Environmental Health	
Electives	
GPH 704 Public Health Law & Ethics	GPH 702
GPH 705 Community Based Participatory Research	GPH 719; GPH 726
GPH 709 Public Health Emergency Preparedness	
GPH 713 Infectious Disease Epidemiology	GPH 712; GPH 716
GPH 717 Applied Epidemiology	GPH 712; GPH 716
GPH 718 Biostatistics II	GPH 716
GPH 721 Maternal & Child Health	GPH 738
GPH 724 Occupational Health	
GPH 725 Public Health Financial Management	GPH 706
GPH 728 Health Literacy and Plain Language	
GPH 732 Community Assessment	GPH 738
GPH 733 Health Informatics	GPH 716
GPH 734 Obesity Epidemic	GPH 712; GPH 716
GPH 740 Global Health	

*Required for students beginning in Summer 2018 or later

Public Health Foundational Knowledge

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

UNE Public Health Program Competencies

1. Synthesize and incorporate scientific evidence into professional writing
2. Search databases and critically analyze peer reviewed literature
3. Develop strategies for qualitative and quantitative data management
4. Evaluate the use of financial resources and management techniques by public health programs to achieve goals and sustainability
5. Describe the use of technological applications in health interventions

Public Health Foundational Competencies

Evidence-based Approaches to Public Health
1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice
Public Health & Health Care Systems
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
Planning & Management to Promote Health
7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs
Policy in Public Health
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity
Leadership
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges
Communication
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content
Interprofessional Practice
21. Perform effectively on interprofessional teams
Systems Thinking
22. Apply systems thinking tools to a public health issue