Marshare Penny, DrPH, MPH

Graduate Program Director
Program Overview

• The MPH program enrolled its first cohort in Fall 2014
• A 48-unit MPH program with two concentrations:
  – Health Education and Promotion
  – Health Policy and Administration
MPH Program Details

• Degrees
  – MPH (in-person, evenings)
  – Health Education and Promotion/Health Policy and Administration concentrations
  – 6 PIF
MPH Program Details

• Student Enrollment
  – Health Education and Promotion = 34
  – Health Policy and Administration = 30
Concentration Competencies—
*Health Education and Promotion*

1. Apply theory in the development, implementation, and evaluation of health promotion interventions and programs
2. Define evaluation problems, frame evaluation questions, design evaluation procedures, and outline methods of analysis
3. Examine relationships among behavioral, environmental and genetic factors that enhance or compromise health
4. Develop a scope and sequence for the delivery of health education
5. Identify and discuss leadership characteristics in public health
Concentration Competencies- *Health Policy and Administration*

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
2. Conceptualize, analyze and resolve problems related to health services delivery and finance.
3. Identify and apply economic financial, legal, organizational, political and ethical theories and frameworks.
4. Establish and manage systems and processes to assess organizational performance for continuous improvement of quality, safety and effectiveness.
5. Integrate theory and practice to plan, market, implement, and evaluate strategies and policies in health services programs, systems and organizations.
Concentration Courses

Health Education and Promotion

• HSC 505: Principles of Community Nutrition
• HSC 525: Current Issues in Public Health
• HSC 555: Public Health Leadership
• HSC 575: Advanced Methodology in Health Education

Health Policy and Administration

• HSC 521: Poverty, Inequality and Policy
• HSC 539: Health Care Management Strategy
• HSC 552: Health Law and Ethics
• HSC 565: Financial Management in Public Health Organizations
## Sample Competency Maps

### Assessment of Competencies for MPH in Health Education and Promotion Concentration

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course number(s) or other educational requirements</th>
<th>Specific assignment(s) that allow assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply theory in the development, implementation, and evaluation of health promotion interventions and programs</td>
<td>HSC 575: Advanced Methodology in Health Education</td>
<td>Health Education Intervention/Program for Special Populations Paper</td>
</tr>
</tbody>
</table>

### Assessment of Competencies for MPH in Health Policy and Administration Concentration

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<tr>
<td>5. Integrate theory and practice to plan, market, implement, and evaluate strategies and policies in health services programs, systems and organizations</td>
<td>HSC 521: Poverty, Inequality and Policy</td>
<td>Literature Review and Presentation provide students opportunities to reviews and synthesizes the current understanding of a particular topic. Also, students investigate integration of theory and practice to plan, implement, and evaluate strategies in health services, systems and organizations applied society.</td>
</tr>
</tbody>
</table>
Areas of Concern

1. Could not validate assessment activity by examining syllabi and other documentation

2. Similarities between concentration competencies and foundational competencies
Areas of Concern Addressed

1. Revised assessment opportunities, clear indications in exam questions, assignment instructions, syllabi, and rubrics

2. Dropped duplicative concentration competencies
If we could do it all over...

• Challenges – the length of time it took
CBU Accreditation Timeline
2015-2018

Submit application (Sep 2015) → Application accepted (Oct 2015) → Attend Accreditation Orientation Workshop (Late July 2016) → Contact Kristen to schedule site visit (August 2016)


Incorporate comments (Jan 2018) → Submit final self-study (February 2018) → Have site visit (March 1-2, 2018) → Receive draft site visit report (June 2018)

Prepare response to draft report (Jul-Sep 2018) → CEPH staff sends updated/corrected report to Council (Sep 2018) → Council makes accreditation decision (Sep-Oct 2018)
If we could do it all over...

• Challenges – the length of time it took
• Successes – stronger assessments, stronger faculty
Better Assessments

### Multiple Choice: 20 items (2 points each)

*Please circle the **best** answer from the choices provided. Choose only **one** answer.*

1. A good discussion section should:
   A. Summarize the results based on the analysis of data
   B. State whether the results are similar to previous studies
   C. Speculate about the implications of the findings
   D. All of the above  
   
   **MPH4**

2. During survey development, the researcher should ensure that:
   A. The response categories are mutually exclusive
   B. Participants can understand what they are reading
   C. There are no “double-barreled” items
   D. All of the above  
   
   **MPH2**

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### Class Meetings/Topics Covered/Corresponding Readings/Assignments due:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>SLO</th>
<th>Covered Readings/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/16</td>
<td>Ethics, IRB procedures, and Developing the Research Proposal and Manuscript; Writing professionally</td>
<td>MPH2, MPH4</td>
<td>Crosby, DiClemente, &amp; Salazar Chapters 3 &amp; 14 APA manual pages 65-73, and pages 169-171 LaChausse (2012) HW #1 Due</td>
</tr>
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<td></td>
<td>MPH2, MPH4</td>
<td>Crosby, DiClemente, &amp; Salazar Chapters 4, 5, &amp; 6 Ethics Training Due by 5PM on BB HW #2 Due</td>
<td></td>
</tr>
</tbody>
</table>
If we could do it all over...

- **Challenges** – the length of time it took
- **Successes** – stronger assessments, stronger faculty
- **Recommendations** – get started early, meet regularly, be productive in meetings
Thank you for your time!

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