ASPPH Presents Webinar Series

Reaching Beyond our Students: Recruit, Educate, Engage

Thursday, June 1, 2017
1-2:00 p.m. Eastern
Method for Submitting Questions

Join the Conversation...

- You can ask questions in writing anytime during the webinar.
- Simply type them in the “Questions” field on the right side of your screen.
Today’s Presenters

Beth Canfield-Simbro, PhD, MPH, CHES
University of Mount Union

Keri J. Griffin, PhD, MPH, MPA, MCHES
MCPHS University

Susan EC Simmons, PhD
Indiana University
School of Public Health - Bloomington

Sarah Cady
Indiana University
School of Public Health - Bloomington
Public health stealth: Including public health concepts in a general capstone class

Dr. Beth Canfield-Simbro
1. Describe ways to incorporate public health ideas into the general education curriculum.

2. Identify possible tie-ins with general education curriculum at your institution.

3. Examine how public health content is incorporated into a general education capstone course.
While the Institute of Medicine recommends that every undergraduate have access to education in public health, it is not always possible to have a major, minor, or required introductory course in public health at every undergraduate institution. Curriculum infusion is a method where public health concepts can be integrated into general education courses, thus furthering the reach of public health without additional courses; in an era where undergraduate institutions are trying to do more with less, this idea is very attractive to administrators. The author will share her experience infusing public health concepts like poverty, food insecurity, environmental sustainability, and health care into a capstone course focused on systems thinking. First year seminar ideas that involve public health concepts will also be shared, and participants will be encouraged to examine curriculum infusion possibilities at their institution. Even in a small, private liberal arts college this can have a large impact; hundreds of students have learned about public health topics in general education classes during the past four years of a new general education curriculum which has encouraged interest in graduate study in public health among undergraduates from different majors.
Oh, no!

What’s a PhD in public health to do?
UMU’s general education curriculum

The Integrative Core comprises eight courses totaling 32 credit hours of coursework. These courses include:

One First Year Seminar taken in the first semester

Four Foundations courses (one from each of the four Foundations areas – humanities, natural sciences, social sciences and arts) that should be completed by the end of the sophomore year

Two Themes courses taken during the junior year

One Capstone course taken during the senior year
First year seminar titles

Freshman 15: Reality or Myth

From ‘Breaking Bad’ to Ebola: Science is Sexy!

ULTRA: Ordinary People Doing Extraordinary things

Demons and Diagnoses

Go Jump Off a Cliff! Latest Health Fad or Educated Choice
Foundations

class titles

Introduction to sociology

Be the change: Introduction to public service

Introduction to gender studies

World politics

The psychological sciences

Introduction to environmental science
Themes

(Students take 2 related courses)

Health Communication
Health Economics
Hearing Heaven: Death, Dying, and the Music of Mahler
Principles of Health Behavior and Health Education
Health Psychology
Cultural competencies in healthcare
Death and Dying
Medical Sociology
Capstones

Students are so ready to graduate!

Arts advocacy in action
Sex, love, and media
Biotechnology and the future
Negotiating diversity
Politics of obesity
Global health
Systems thinking
Systems thinking...
SYSTEMS THINKING

Working Together to Create a Sustainable World?

Peter Senge

“SYSTEM” think of a family

Sometimes, consistent outcomes that nobody wants... What’s happening?

Attention

What are we paying attention to?

WE ARE ALL PART OF A LARGER SYSTEM

Coca-Cola (goal: reduce water use)

WWF (how we use water)

Healthy

NEED IN TREATMENT

LEVERAGE in the System?

Why is our attention focused here?

WHERE IS THE SYSTEM?

Healthy

IN TREATMENT

Complex environmental, social, psychological causes of illness

OXFAM: the biggest threat to poor people

Water

Disease
Seeing Systems: Peace, Justice and Sustainability

How does one mold such complex principles as peace, justice and sustainability into a coherent story? The difficulty reflects the media’s broader struggle to convey how these themes are mutually linked. Seeing Systems: Peace, Justice and Sustainability connects the dots between three of society’s most pressing challenges and helps participants find pathways for powerful change in our everyday lives.

Length of Course: Six sessions
Course Book: Paperback and e-book

https://nwei.org/discussion-course-books/seeing-systems-peace-justice/
Poverty
Food insecurity
Sustainability
Health care
Questions?
Thank you!

Contact information:

canfieba@mountunion.edu

330-823-4667
Questions or Comments?

Join the Conversation...

[Enter a question for staff]
Creation, Implementation, and Evaluation of an Undergraduate Public Health Summer Program for High School Students

2017 Undergraduate Public Health and Global Health Summit Webinar

Keri Griffin, PhD, MPH, MPA, MCHES
June 1st, 2017
Outline

- Brief history of MCPHS University as it relates to the addition of the new BSPH program
- Benefits of early exposure to the discipline of public health
- Rationale and procedures undertaken to create and deliver a three-day summer immersion to high school students in summer 2016
- Strengths and weaknesses of undertaking this type of summer immersion program
- Plans for Immersion 2017
MCPHS University

MCPHS University is the oldest educational institution in the city of Boston.

For nearly 200 years the institution had been exclusively devoted to preparing professionals for careers in clinical practice including pharmacy, nursing, optometry, physical therapy, and physician assistant studies.

Five years ago the University recruited traditionally trained public health researchers and approved the creation of an undergraduate public health program. This program took its place in the School of Arts and Sciences.
MCPHS University
School of Arts and Sciences

- Chemistry/ Pharmaceutical Chemistry
- Health Psychology
- Health Sciences
- Medical and Molecular Biology
- Premedical and Health Studies
- Public Health
BSPH Program Requirements

- 124 Semester hours
- Include biology, chemistry, mathematics, ethics, writing, psychology, and history courses
- The five core disciplines and beyond
  - Health in All Policies Approach
  - Capitalizing on the interdisciplinary nature of the Arts and Sciences faculty
- Field placement/Experiential Learning
- Intensive research-based Capstone
Data from the de Beaumont Foundation and ASPPH

- Baccalaureate public health has been growing at an exponential rate
- Experienced 750% growth between 1992-2012
- In 2016, 34% of all public health graduates were from baccalaureate programs
- Formation of the Undergraduate Network for Public Health and Global Health Education

Immersion Areas of Emphasis

- Reaching students prior to undergraduate matriculation
- Communicating the breadth of the public health discipline
- Discussing the impact of SES on health and healthcare outcomes
- Teamwork and team-based learning strategies
- Need for future public health practitioners with fresh approaches to current and emerging public health challenges
- Ability for students to immediately have meaningful impact
Immersion Day One

Broad overview of the discipline

Discussed ways in which the students had encountered public health but were previously unaware

Invited speaker from the CDC shared information and details about her career path

Laboratory session culturing bacteria and discussing disease transmission

Current student and alumni panel

Strengths inventory and fun teamwork exercise
Immersion Day Two

Poverty Simulation

Simulated activity designed to provoke thoughtful consideration of the challenges faced by individuals living in poverty

Documentary lunch screening of “Unnatural Causes: In Sickness and in Wealth” followed by small- and large-group debriefing sessions

Environmental assessment and neighborhood walkabout to identify public health enabling and protective factors

http://www.mcphs.edu
Immersion Day Three

Three breakout sessions—two-four options per session
- “Blow some my way: Historical Change, the Cigarette, and Public Health”
- “Everything (Public Health Informatics) is Awesome! Modeling Public Health Information Exchange using LEGO™ Bricks”
- “Epidemiological Contact Tracing: How in the World did You Catch the YUCK?!?”
- “Food Deserts: Consequences of Inequalities and Guerrilla Gardening Solutions”

Minute Mentoring

Closing plenary with next steps including application to the BSPH
Process Details

- 130 applications received
- 94 total junior and senior participants
- 60 unique high schools represented
- 10 academic and professional units from MCPHS University
- 24 unique sessions
- 91% Pre-immersion assessment completion
- 89% Post-immersion assessment completion
- >60 applications to attend MCPHS University from summer immersion participants
Program Strengths I

Early exposure to the discipline
- Students learned how they are continuously impacted by the field of public health
- Increased awareness of the breadth of the field and types of opportunities that exist for students with a wide range of interests

Interdisciplinary approach to the program
- Closely mirrored the diversity represented by the public health discipline
- Opportunity to break down academic “silos” between colleagues

Wide diversity of breakout session offerings

Data collection opportunity
Program Strengths II

- Program was offered free of charge to program participants
- Involvement of current BSPH majors, minors, and program alumni
- Built in time for debrief of emotionally difficult subject matter
- Enlisted the support and resources of our University Counseling Department
- Served as a conduit for general university enrollment
Program Weaknesses I

- **Determining method and process of acceptance**
  - Had originally planned for 30 students in attendance
  - Received over 130 applications, eventually accepted 100

- **Summer program timing**
  - Many faculty are on 9-month contracts and might not be interested in participating when they primarily focus on research and writing

- **Space**
  - Constrained to one building on our Boston campus
  - Having access to greater outside greenspace would have enabled a wider range of activities
Program Weaknesses II

- Weather for neighborhood walkabout
  - An alternate activity was planned for rain, but humid conditions made the activity uncomfortable for many

- Served as a conduit for general university enrollment rather than for specific study in the BSPH
  - Though over 60 applications for matriculation have been received for the University, the majority are for other program majors
  - More work needs to be done educating parents about the discipline, including salary expectations
Program Considerations I

- Importance of involving non-faculty professional units
  - Marketing, Admissions, Center for Professional Career Development

- Introducing public health at the high school level has many challenges, including some unintended consequences
  - Inherent issues with teaching younger students
    - Maturity issues, especially in preparation for the weight of the subject matter
    - Introducing complex concepts to individuals with less “life experience”
  - Challenging younger students to confront the realities of the inequities of our healthcare system
    - Many of them are realizing for the first time in their lives that higher SES directly correlates with improved access to care, healthcare outcomes, quality of life, life expectancy, etc.
Students expressed a lack of self-efficacy and frustration with their perceived inability to be effective in their pursuits, due to their student status and their environment.

- Place matters: Boston’s Longwood Medical Area is home to some of the world’s most well-known and highly ranked public health, medical and research institutions.

- Programs should focus on ways to encourage students to increase their self-efficacy in their current abilities to provide meaningful and positive contributions to their communities.
Next Steps I

Planning for Summer Immersion 2017 is currently underway

Additional handouts to be included in packet information

- Data from the US Bureau of Labor Statistics
  - Career / Occupation list
  - Public health job projections—
    - 2014-2024 projections for all careers combined: 7%
    - 2014-2024 projections for baccalaureate prepared health educators: 13%
    - Helping students (read: their parents) understand that there are many wonderful career options in the field, at a livable wage

- Information about our dual degree programs
  - 3+2 BSPH/MPH
  - 3+2 BSPH/Master of Occupational Therapy
Next Steps II

- Continuing to emphasize the breadth and relevance of public health
  - Underscore the importance the discipline is receiving from all areas

- Continuing to create meaningful learning experiences for undergraduates
  - Opportunities for them to demonstrate mastery
  - To increase their self-efficacy in having an immediate impact
Thank you!
Questions?

Keri Griffin, PhD, MPH, MPA, MCHES
Director, Bachelor of Science in Public Health Program
Assistant Professor of Public Health
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Questions or Comments?

Join the Conversation...

[Enter a question for staff]

Webinar Now
Webinar ID: 761-205-082

GoToWebinar
A Focused Approach to On-Campus Recruitment through Career Communities

Susan E.C. Simmons, Ph.D. & Sarah Cady, B.A.
INDIANA UNIVERSITY SCHOOL OF PUBLIC HEALTH-BLOOMINGTON
Background
## Schools of Public Health with Large Undergraduate Student Populations

<table>
<thead>
<tr>
<th>Institution</th>
<th>Bachelors</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Total</th>
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<tr>
<td>IU Bloomington</td>
<td>2,293</td>
<td>273</td>
<td>145</td>
<td>2,711</td>
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<td>Maryland</td>
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<td>188</td>
<td>122</td>
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<td>Oregon State</td>
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<td>South Carolina</td>
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<td>452</td>
<td>301</td>
<td>2,775</td>
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<tr>
<td>UMass</td>
<td>1,934</td>
<td>478</td>
<td>121</td>
<td>2,533</td>
</tr>
</tbody>
</table>

IU School of Public Health-Bloomington

- 3rd largest school
- 2,700 students
- 5 departments
- 20 Undergraduate
- 25 Masters
- 5 Doctoral degrees

One Career Center

Student Population

- Bachelors: 2,293
- Masters: 273
- Doctoral: 145
Purpose
Goals

• Customized recruitment opportunities
• Simplified hiring process
• Involvement of our alumni
Two Key Steps to Achieving Goals

• Creating Career Communities
• Redesigning Career Fair Structure
What are Career Communities?

- Based on industry areas and employment trends
- Can be tailored to the needs of any institution
- Help employers identify the right candidates
- Sets the stage for more focused events
- Alumni mentors as community leaders
Process of Designing Career Communities

Student Career Outcomes
- First Destination Employment Data

Employers’ Needs
- Hiring Trends
- Top Skills

Faculty Perspective
- Curricular Goals
- Internship Trends

Community & Alumni
- Advisory Board Feedback
IU School of Public Health Career Communities

- Public Health & Safety
- Youth & Social Services
- Fitness & Wellness
- Sport & Business
- Hospitality, Tourism, & Recreation
Impact on Career Fair Structure
A More Focused Approach to Career Fairs

• Targeted recruitment strategy
• Customized and personalized
• Strong alumni networking component
• Panel sessions to enrich the learning experience
• Less intimidating environment
• Students stay longer and relationships grow stronger!
• Maximizes recruiters’ time on campus
Year 1 - Pilot Program

• Five Focus Fairs (Oct, Nov, Jan, March, April)

• 2 components:
  • Career fair tabling specific to career community focus
  • 1-1 Networking opportunities with alumni mentors
Year 1 Outcomes - Students

Total Student Attendance: 583 (includes undergrad & grad)

- Hospitality, Tourism & Recreation: 315
- Sport & Business: 147
- Youth & Social Services: 47
- Fitness & Wellness: 42
- Public Health & Safety: 32

Total student attendance (includes undergrad & grad): 583
Year 1 Outcomes - Students

Student Satisfaction

• 97% satisfied with the focus fair format (N=223)

• 96% would attend another focus fair (N=220)
Year 1 Outcomes - Students

“I loved this! Please continue with the focus fairs!”

“This was a great experience and good practice for the professional world. I think I made some good connections and landed a possible internship.”
Year 1 Outcomes - Employers

- Hospitality, Tourism & Recreation: 60
- Fitness & Wellness: 15
- Public Health & Safety: 11
- Sport & Business: 12
- Youth & Social Services: 9

Total Employer Attendance: 107
Year 1 Outcomes - Employers

Employer Satisfaction

- 82% satisfied with the focus fair format (N=43)
- 98% would attend another focus fair (N=51)
Year 1 Outcomes - Employers

“I love that this has become a focus event, less quantity of students coming in but higher quality.”

“These students will have such a head start in the job market and you've obviously done a wonderful job of helping them prepare. Well done!”
Year 2 Changes

• 4 fairs instead of 5

• Formalized alumni engagement through career panels
Year 2 Outcomes

- Student attendance remained stable
- Alumni Engagement increased by 25%
- Increase in Employer New Business Development (93%) and Relationship Management (13%)
Program Evaluation
Program Evaluation

Successes and Challenges
Career Communities

- **Successes**
  - More personalized
  - Industry-specific

- **Challenges**
  - Marketing & communications

- **Opportunities**
  - Create stronger sense of belonging
Focus Fair Structure

• Successes
  • Stronger connections
  • Less intimidating
  • Increased alumni engagement

• Challenges
  • Managing expectations

• Opportunities
  • Further enhance employer relations
Summary & Application
Summary

- Works well with large undergraduate public health programs.
- Creates stronger connections
- Quality over quantity
- Customizable and repeatable
- Tailored to the needs of your institution
Application

• Review school structure and consult with stakeholders

• Review staffing and scale approach accordingly

• Keep communication lines open and be willing to adapt

• Coordinate logistics and plan in advance

• Enlist volunteers
Thank You

Questions?

Contact Us:

Susan Simmons, Director of Career Services
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Sarah Cady, Associate Director of Employer Relations
scady@indiana.edu
Questions or Comments?

Join the Conversation...

[Enter a question for staff]
Thank you to Today’s Presenters

Now taking questions.

Beth Canfield-Simbro, PhD, MPH, CHES
University of Mount Union

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Thank You!

See the webinar event page on the ASPPH website for a link to the archived webinar:

http://www.aspphp.org/event/aspph-presents-reaching-beyond-our-students-recruit-educate-engage/

Contact: webinars@aspphp.org
ASPPH Presents: Collaborating across Departments - Admissions, Student Services, Career Services, and Alumni Relations
Tuesday, June 6, 2 – 3:00 p.m. Eastern

ASPPH Presents: The Triple Aim of Health Equity
Wednesday, June 7, 11:00 a.m. – 12:00 p.m. Eastern

ASPPH Presents Strategies for Effective Teaching of a Target Skill to Undergraduate Public Health Students
Thursday, June 15, 1 – 2:00 p.m. Eastern

For more information about and to register for upcoming webinars, visit the ASPPH Events page:
http://www.aspph.org/events/category/webinar/
Registration now open for:

Undergraduate Faculty Development Workshop
Monday, June 5, 11:00 AM - 5:30 PM Eastern

- **Registration fee:** $200 (includes working lunch)
- **Location:** ASPPH Headquarters, 1900 M Street, Suite 710, Washington, DC
- **Lodging rate:** Please see the [Event page](http://www.aspph.org/event/undergraduate-faculty-development-workshop/) for a listing of recommended hotels within walking distance of ASPPH.


Register today!
Thank you!