ASPPH Presents Webinar Series

Liberal Education – Professional Education: is it time for an intentional, integrative approach?

Tuesday, August 22, 2017
1:00 pm-2:00 pm 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.

ASPPH Presents WEBINAR

ASSOCIATION OF SCHOOLS AND PROGRAMS OF PUBLIC HEALTH
Today’s Presenters

Sara Mackenzie, MD, MPH
University of Washington
School of Public Health

Marc Kiviniemi, PhD
University at Buffalo, SUNY

Robert Pack, PhD, MPH
East Tennessee State University
Learning Objectives

• Identify critical components of a liberal education approach to the public health major
• Identify critical components of a professional education approach to the public health major
• Explore integration of approaches to education
Figure 1. Number of undergraduate public health conferrals in the U.S., by ASPPH program area, 1992–2012

ASPPH = Association of Schools and Programs of Public Health
Reflection:

Liberal education ............ Professional education

Where do you see your program?
Themes to listen for:

- Impact on the PH education continuum
- Impact on how we define and prepare the public health workforce (and vice versa)?
- Impact on “educated citizen”, Public Health 3.0, HiAP goals?
- Impact on how we develop/strengthen our faculty/staff workforce?
- Impact on how we advise & teach students?
Purpose of Education
Must Have Skill Sets
Canonical Content
Purpose of Education
“Must Have” Skill Sets
LEARNING OUTCOMES
PUB 320: MODELS AND MECHANISMS FOR UNDERSTANDING PUBLIC HEALTH

- Apply basic principles of model building to analyze and explain public health problems (e.g., identification of causes and effects; specification of relations among causes; identifying chains of causation)

- Explain the importance of identifying and understanding the relation among causes in complex systems

- Explain the levels of the social ecological model and apply the model to explaining multiple public health problems
Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge
“Nobody knew that health care could be so complicated.”

- President Donald J. Trump, February 27, 2017
“Canonical” Content
Professional education

• Seeks to educate students in a specific area and prepare them directly into the professional world. It is informed by working professionals with education taking place at least partially alongside those professionals.
Professional education – Our perspective

• An orientation toward the BS degree that prepares the student for practice
• Asks the question: “What can you do on the day that you graduate.”
• Informed by data on satisfaction and competence
• Skills acquired in the program are informed by public health practice needs
• Market forces inform the size and scope of public health program designs
• Employer and alumni input is favored
Features of the program

• Frequent Public Speaking
• AHD Model Interactions
• Prevention Projects
• Service Agency Assignments
• Risk Assessment Assignments
• City, County, State Government Interactions

• Admissions Policy
• Cohorts
• Sequenced coursework
• Portfolios
• Limited redundancy
• Interactive
• Team-based

• Advocacy
• Community Dynamics
• Critical Thinking and Creativity
• Cultural Contexts
• Ethical Decision Making
• Personal Work Ethic
• Professionalism
• Research Methods
• Systems Thinking
• Teamwork
• Leadership

• Biostatistics
• Epidemiology
• Principles and Practices of PHE
• Emerging Tech
• Health Services Administration
• Health Systems
• Environmental Sanitation
• ESSENTIALS
• First Aid/Emergency Care
• Budget and Finance
• Top 5 Health Threats
• Skills and Encounters (I-IV)
• Field

• Cross-cutting Competencies

• Core Content

• Sample Experiential Features

• Other Features

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What does it look like?

- High volume of skills are taught and practiced in class and in practice settings
  - Leadership
  - Teamwork
  - Creative problem solving
  - Critical thinking
  - Spreadsheets, budgets, and allocating resources to strategic plans and priorities
  - Quality improvement skills
  - Community mobilizing, etc
- Skills are transferable between jobs in public health
Essential Skills, Strategies, and Expertise Necessary To Improve and Advance Low-resource Settings
Key question that guides our philosophy

- If undergraduate-trained engineers build bridges and buildings... why wouldn't undergraduate – trained public health professionals have a comparable level of expertise and skill?
- On day one, can you pitch in and help protect the public’s health?
Does place play a role?

- Duration of the BSPH degree program at our university is over 60 years
- Our university exists, at least partially, for the “stewardship of place”
- It is also “accessible”
  - Central Appalachia
  - 40% Pell Grant eligible
  - 85% of undergraduates come from 15 counties in TN and 9 border counties in NC and VA.
    - Grad students are from around the country and world
  - >50% of undergrads are 1st generation college students
Reflection:

Liberal education..............Professional education

Does anything you have heard change where you see your program?
Liberal education

- Transferable skills
- Cultural sensitivity and leadership
- Critical and practical thinking
- Quantitative literacy
- Teamwork and problem solving

Professional education

- Field site training
- Workforce and job placement orientation
- Technical training
- Hands-on & applied
- "What can you do when you leave?"

Perceptions

Overlap when situation calls for it, but generally the two orientations are distinct.

Cultural sensitivity and leadership

Critical and practical thinking

Quantitative literacy

Teamwork and problem solving

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Liberal education  Professional education

Transferable skills

Didactic or team learning  Field site training

Cultural sensitivity and leadership

Workforce and job placement orientation

Critical and practical thinking

Hands-on & applied

Quantitative literacy

“What can you do when you leave?”

Transferable skills  Teamwork and problem solving

Teamwork and problem solving

Technical training

Intentional overlap with the critical component elements

Liberal education  Professional education

“Intentional overlap with the critical component elements”

“What can you do when you leave?”
• Impact on the PH education continuum?
• Impact on how we define and prepare the “public health workforce” (and vice versa)?
• Impact on “educated citizen”, Public Health 3.0, HiAP goals?
• Impact on how we develop/strengthen our faculty/staff workforce?
• Impact on how we advise & teach students?
Reflection:

Liberal education .............. Professional education

Where do you aspire to be?
Questions or Comments?

Join the Conversation...

[Image of a webinar interface with a text box for entering questions and a button to send the question.]
Thank you to Today’s Presenters

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Thank You!

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

http://www.aspph.org/event/aspph-presents-liberal-education-professional-education-is-it-time-for-an-intentional-integrative-approach/

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Thursday, August 31, 2017

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Wednesday, September 13, 2017

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Monday, September 18, 2017

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