AHD Webinar Series:
How Academic Health Department Partnerships Can Support PHAB and CEPH Accreditation

February 28, 2018

The Council on Linkages Between Academia and Public Health Practice

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Council on Linkages Between Academia and Public Health Practice

To improve the performance of individuals and organizations within public health by:

› Fostering, coordinating, and monitoring collaboration among the academic, public health practice, and healthcare communities

› Promoting public health education and training for health professionals throughout their careers

› Developing and advancing innovative strategies to build and strengthen public health infrastructure

Funded by
Centers for Disease Control and Prevention

Staffed by
Public Health Foundation

23 National Public Health Organizations:

› American Association of Colleges of Nursing
› American College of Preventive Medicine
› American Public Health Association
› Association for Community Health Improvement
› Association for Prevention Teaching and Research
› Association of Accredited Public Health Programs
› Association of Public Health Laboratories
› Association of Schools and Programs of Public Health
› Association of State and Territorial Health Officials
› Association of University Programs in Health Administration
› Centers for Disease Control and Prevention
› Community-Campus Partnerships for Health
› Council on Education for Public Health
› Health Resources and Services Administration
› National Association of County and City Health Officials
› National Association of Local Boards of Health
› National Environmental Health Association
› National Library of Medicine
› National Network of Public Health Institutes
› National Public Health Leadership Development Network
› Quad Council of Public Health Nursing Organizations
› Society for Public Health Education
› Veterans Health Administration

The Council on Linkages
Between Academia and
Public Health Practice

What is an Academic Health Department?

› Affiliation of a health department and an academic health professions institution

› Public health's version of the teaching hospital/medical school partnership

› Collaborative relationship to enhance public health education and training, research, and service

› May include a written partnership agreement, shared personnel, and shared resources

› Strengthens linkages between academia and public health practice

The Council on Linkages
Between Academia and
Public Health Practice

Academic Health Department Learning Community

› A national community designed to support the development, maintenance, and expansion of AHD partnerships

› Facilitates shared exploration of the AHD concept and collaborative learning about AHDs

› Brings together public health and healthcare professionals to share AHD-related knowledge and experiences and work collaboratively to create AHD resources and tools

› Members can participate in webinars, engage in discussion, access resources and tools, and receive guidance to support AHD efforts

› Learn more: www.phf.org/AHDLC

AHD Learning Community: Fast Facts

> Established in 2011

> ~800 members

> Webinars ~quarterly

> Listserv for communications

> Mentorship program for guidance

> Distance technical assistance to answer questions

> Resources for developing partnerships

Today's Presenters

Jessica Kronstadt, MPP
Director of Research and Evaluation
Public Health Accreditation Board

Laura Rasar King, MPH, MCHES
Executive Director
Council on Education for Public Health

How Academic Health Department Partnerships Can Support PHAB Accreditation

Jessica Kronstadt | February 28, 2018

phaboard.org

Accreditation Overview

- The goal of the voluntary national accreditation system is to improve and protect the health of the public by advancing and ultimately transforming the quality and performance of state, local, tribal and territorial public health departments.

- Administered by nonprofit Public Health Accreditation Board

- Launched in 2011

PHAB

Accreditation Activity as of January 9, 2018

Applicant Names Are Kept Confidential
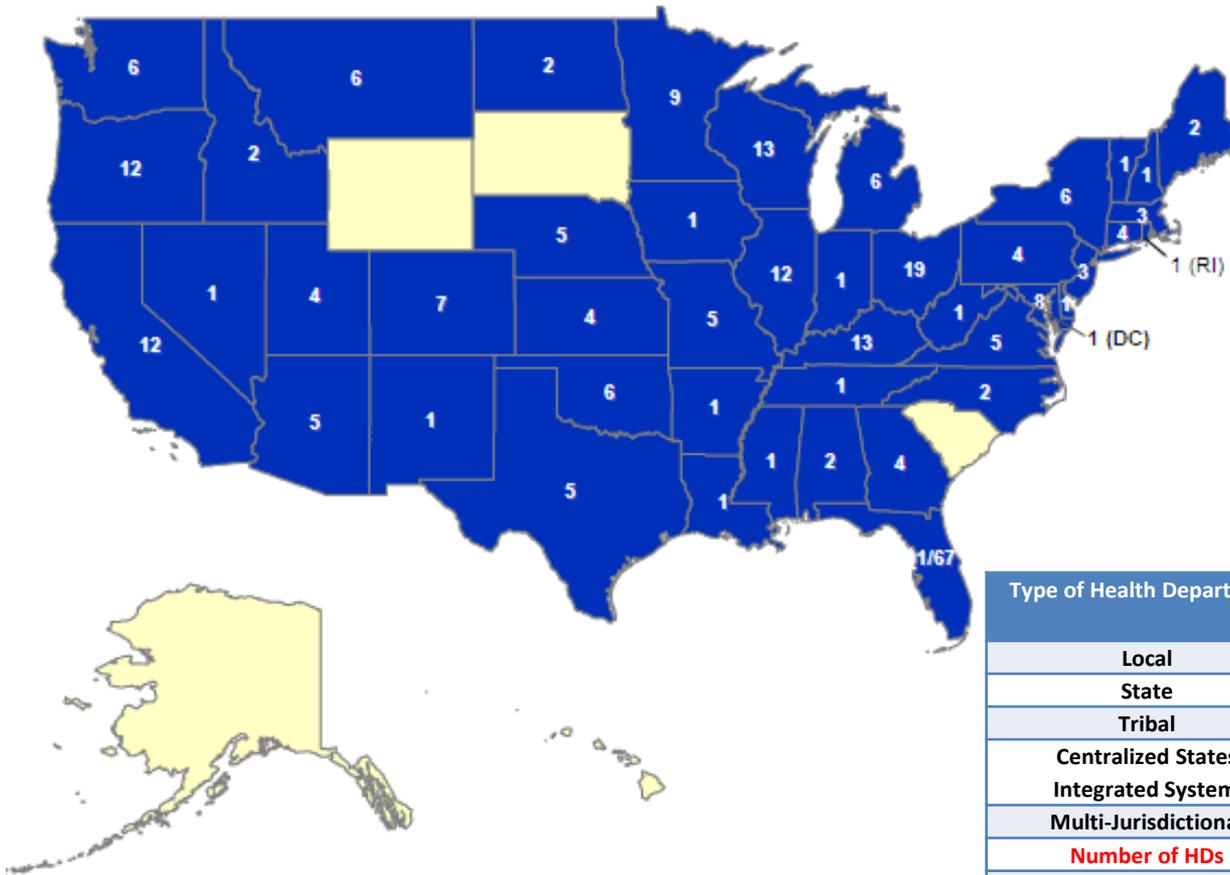
Type of Health Department	Accredited	In Process	Total in e-PHAB
Local	179	143	322
State	31	8	39
Tribal	1	5	6
Centralized States Integrated System[i]	1/67	.	1/67
Multi-Jurisdictional	.	8	8
Number of HDs	211+1 system	164	376
Population (Unduplicated)	213,097,813	54,518,341	267,616,154

[i]Single accreditation for multiple health departments

Standards and Measures
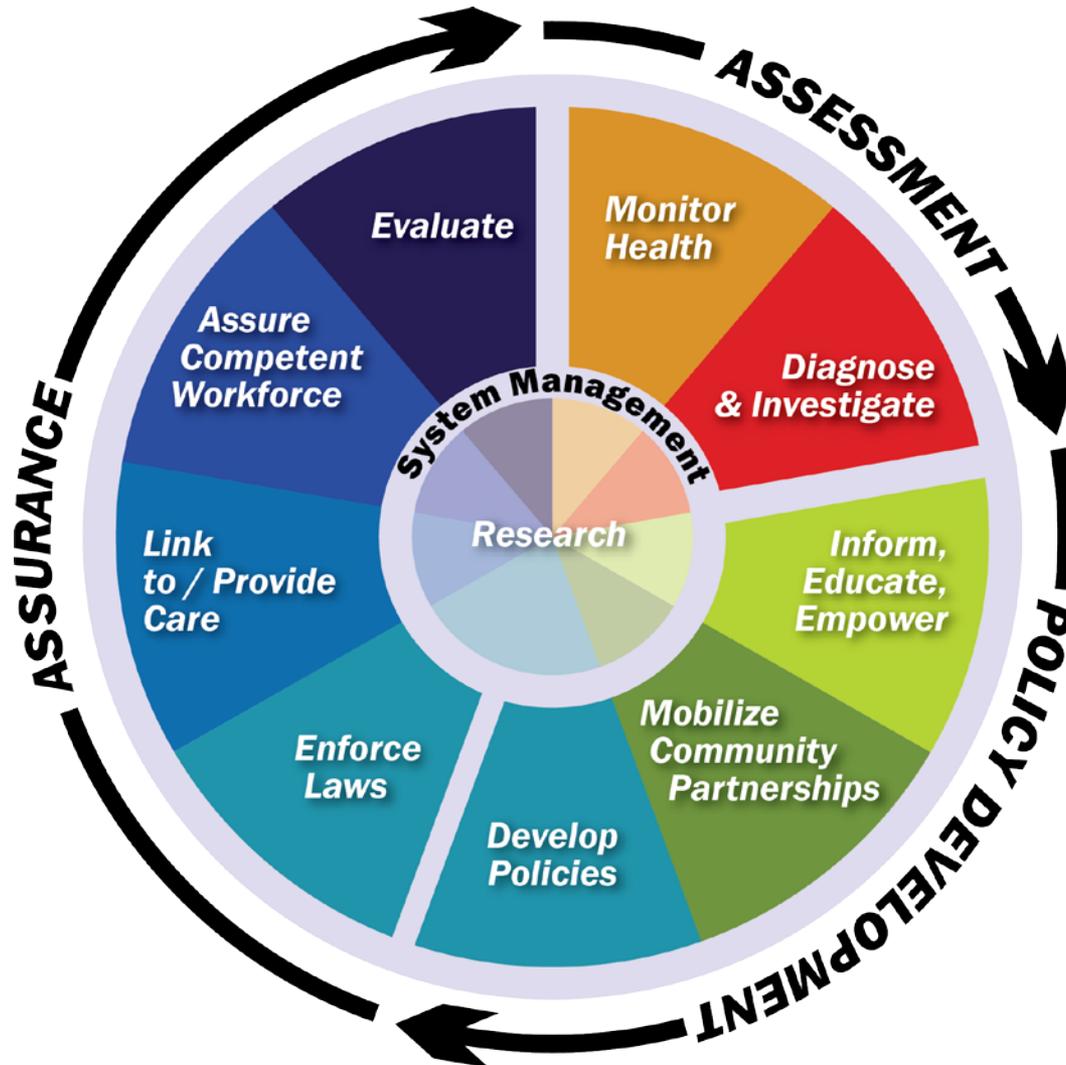
The Core Public Health Functions Steering Committee. 1994.

Workforce

- Standard 8.1: Encourage the development of a sufficient number of qualified public health workers
  - Measure 8.1.1: Relationship and collaboration with educational programs that promote the development of future public health workers
- Standard 8.2: Ensure a competent workforce through the assessment of staff competencies, the provision of individual training and professional development, and the provision of a supportive work environment
  - Workforce development plan/strategies
  - Recruitment of individuals who reflect the population served
  - Professional and career development for all staff

PHAB

Research Standards

- Standard 10.1: Identify and use the best available evidence for making informed public health practice decisions
  - Measure 10.1.1: Applicable evidence-based and/or promising practices identified and used when implementing new or revised processes, programs, and/or interventions
  - Measure 10.1.2 T/S: Fostered innovation in practice and research
- Standard 10.2: Promote understanding and use of the current body of research results, evaluations, and evidence-based practices with appropriate audiences
  - Measure 10.2.2 A: Access to expertise to analyze current research and its public health implications
  - Measure 10.2.4 S/T: Consultation or technical assistance provided to Tribal and local health departments and other public health system partners in applying relevant research results, evidence-based and/or promising practices

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CHA/CHIP

- Standard 1.1: Participate in or lead a collaborative process resulting in a comprehensive community health assessment
- Standard 5.2: Conduct a comprehensive planning process resulting in a Tribal/state/community health improvement plan
- NACCHO demonstration project*
  - Students helped with data collection, analysis, presentation, under supervision of faculty members
  - Academic partner as subject matter expert
  - Lessons learned:
    - Most effective when part of a course on CHA/CHIP
    - Formal agreements between schools and HDs beneficial

*Chudgar R et al. Local health department and academic institution linkages for community health assessment and improvement processes: a national overview and local case study. *J Public Health Manag and Pract*. 2014;20(3):349–355.

Other Opportunities

- ## Other standards
  - Berman ML. Combining accreditation and education: An interdisciplinary public health law course. *J Law Med Ethics*. 2016;44(suppl 1):18-23.

- ## Helping health departments conduct self-assessment of accreditation readiness
  - Carman AL. Collective impact through public health and academic partnerships: A Kentucky public health accreditation readiness example. *Front Public Health*. 2015;3:44. https://www.frontiersin.org/articles/10.3389/fpubh.2015.00044/full.

- ## It doesn't end with accreditation

PHAB

Further Reading

- http://www.phaboard.org/research-and-evaluation/
    - Research agenda
    - *Journal of Public Health Management and Practice*
    - Logic model
    - Evaluation reports

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Jessica Kronstadt

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PHAB

How Academic Health Department Partnerships Can Support CEPH Accreditation

Laura Rasar King, MPH, MCHES

CEPH Executive Director

February 28, 2018

CEPH guiding statements

Mission: CEPH assures quality in public health education and training to achieve excellence in practice, research and service, through collaboration with organizational and community partners.

Vision: Assuring excellence in public health education for a healthier world.

Objectives:

- To promote quality in public health education through a continuing process of self-evaluation by the schools and programs that seek accreditation;

- To assure the public that institutions offering graduate instruction in public health have been evaluated and judged to meet standards essential for the conduct of such educational programs; and

- To encourage - through periodic review, consultation, research, publications and other means - improvements in the quality of education for public health.

CEPH

Academic Health Departments

- Exists to strengthen the linkage between public health practice and its broad academic base and is designed to enhance public health education and training, research, and service.

- Can serve as public health training sites for students of public health and the clinical health sciences, as well as sites for research and practice involving both academic and practice communities.

CEPH

Accredited units

- Accredit 191 total units
  - Accredit 64 schools of public health
  - Accredit 117 public health programs
  - Accredit 10 standalone baccalaureate programs
- 51 schools and programs are currently applicants
- Accredit in 46 states plus DC & PR
- Accredit in 5 countries outside US
  - Canada, Mexico, Lebanon, Grenada, Taiwan

CEPH

2016 Criteria – A new approach

- Adopted in October 2016 – compliance expected by December 31, 2018

- Shift in emphasis from inputs to outcomes

- Shift to emphasis on curriculum and student learning and program effectiveness

- Pulled many disparate aspects into separate criterion (F1)

CEPH

Table of Contents

CEPH

D5. MPH Applied Practice Experiences (APE)

Competencies Addressed	Applied Activities	Mode of Completion	Assessment Method
At least 5 competencies (3 must be foundational)	• Internships • Community-based course activities • Co-curricular activities	• Individual or group based • Discrete experience or completed across course of study • Non-academic setting • Credit or non-credit bearing	Student portfolio with at least 2 products

CEPH

Competency Examples

- Evaluate policies for their impact on public health and health equity

- Assess population needs, assets and capacities that affect communities' health

- Design a population-based policy, program, project or intervention

- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate

- Interpret results of data analysis for public health research, policy or practice

- Communicate audience-appropriate public health content, both in writing and through oral presentation

Interprofessional Education

- Perform effectively on interprofessional teams.

E2. Integration of Faculty with Practice Experience

- Professional experience outside of academia

- Practitioners regularly involved in curriculum

CEPH

E4. Faculty Scholarship

- Institutional support for involvement in scholarly activities

- As many faculty as possible involved in research and scholarly activity, funded or unfunded

- Work is peer reviewed

- Aligns with mission & degrees offered

- Integrated with instructional activities

- Opportunities for student engagement

CEPH

E5. Faculty Extramural Service

Defined expectations regarding faculty extramural service activity

As many faculty as possible actively engaged

CEPH

F1. Community Involvement

Constituent involvement on student outcomes, curriculum and overall planning processes

Qualitative and/or quantitative methods provide useful information

Regularly examines methods for obtaining input as well as substantive outcomes

Development of vision, mission, values, goal and objectives, self-study

Assessment of changing practice, research needs, graduate performance of competencies

F3. Assessment of Professional Development Needs

- Assessment of needs of individuals serving in public health functions in the community

- Formal and/or informal

- Define professional community or communities of interest and rationale for choice

CEPH

F4. Delivery of Professional Development

- For-credit or not-for-credit

- Relates to needs identified in F3

- 2-3 examples from last 3 years

Degree granting programs are not considered professional development for the current workforce

CEPH

Guiding statements
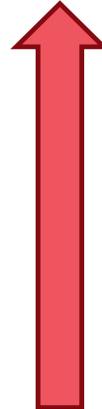•**Vision** • **Mission** • **Goals** • **Values**

Evaluation measures

Community involvement
- advisory board feedback
- alumni feedback
- employer feedback
- practice supervisor feedback

Program delivery
- course evaluations
- exit surveys
- graduation rates
- post-grad outcomes
- scholarship
- community engagement

Data collection & analysis

Data collection & analysis

Comprehensive evaluation for continuous improvement

Contact Us

- Staff are happy to answer questions at any time
    - https://ceph.org/about/staff/
    - 202-789-1050
- Technical Assistance
    - https://ceph.org/faqs/
    - https://ceph.org/constituents/schools/techassist/pres/

CEPH

Questions?

Jessica Kronstadt

Laura Rasar King

Bill Keck

AHD Partnership Resources

> Academic Health Department Learning Community: www.phf.org/AHDLC
- Peer community supporting public health practice/academic collaboration

> AHD Webinars
- Regular webinars focused on AHD partnerships

> AHD Mentorship Program
- Connects individuals seeking guidance in an area of AHD development or operation with those having experience in that area

> Ask the AHD Expert Column
- Quarterly column on the PHF Pulse blog offering guidance on AHD development, maintenance, and expansion

> AHD Resources and Tools
- Library of resources and tools to support development, maintenance, and expansion of AHD partnerships

> Council on Linkages Update: www.phf.org/councilupdate
- Monthly newsletter featuring the latest AHD partnership resources

Questions?
Contact Kathleen Amos at kamos@phf.org.

The Council on Linkages
Between Academia and
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