Framing the Future: The Second 100 Years of Education for Public Health

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ASPH President and CEO

April 11, 2012
Teaching Prevention 2012 Meeting
Washington, DC
National Task Force

Chaired by:

Donna Petersen, University of South Florida College of Public Health; Chair, ASPH Education Committee

Populated by:

41 representatives from academic, government, private, non-profit, and health professional associations
Thanks to Our Sponsor

CDC
Centers for Disease Control and Prevention
Welch-Rose Report of 1915 outlined the purpose and content of schools of public health and spawned the first formal schools of public health in the US.
Background, Continued

- Undergraduate education is booming
- Professional doctoral degrees multiplying
- IOM call for educated citizenry in public health
- Interprofessional education
- Increase population health in health professions education
- Commitment to traditional public health workforce
- Global health
- Transformation of education
Task Force Charge

To reconsider the role of public health education 100 years after the *Welch-Rose Report*

and

to set a new vision for public health education in the future
Aim

Recommendations for 21st century models of public health education, including:

- Undergraduate public health
- Graduate-level public health
- Articulation among the degrees in public health
- Global and interprofessional issues
- Workforce preparation and practice
- Competencies and credentialing
How to Implement the Charge

The task force’s vision will be developed through engaged discussion and extensive dialogue with the full range of public health constituencies:

1. Task Force members are fanning out to various groups to communicate the initiative
2. The website and blog provide important means of communication and listening
3. Carefully-selected subcommittees and/or expert panels may be assigned to work on particular areas
The Health System

- Community
- Clinical Care Delivery System
- Governmental Agencies (other than Public Health)
- Education Sector
- Employers and Business
- The Media

Governmental Public Health Infrastructure

SOURCE: For the Public’s Health: The Role of Measurement in Action and Accountability (IOM, 2011)
1st Provocative Question on the Blog

“What do you believe should be the essential elements of a newly designed public health education system in the 21st century United States?”
Then and Now

Welch-Rose 1915

- Health officers
- Five core disciplines specified
- Universities
- Research

NOW

- Multiple entry pathways
- Multiple career trajectories
- Interprofessional and multi-disciplinary
- Systems-based
- Expanded research
100 Years of Evolution
SPH Students Have Changed in Disciplines and Demography

1919
Dr. WH Frost, Epidemiologist
Sister Hilary Ross, Nurse

1960

2011
Source: University of Florida Public Health Student Association (PHSA)

ASSOCIATION OF SCHOOLS OF PUBLIC HEALTH
Undergraduate Programs Are Growing Rapidly

For a Global Generation, Public Health Is a Hot Field

By David Brown
Washington Post Staff Writer
Friday, September 19, 2008

Courses in epidemiology, public health and global health, a generation ago -- are hot classes now. They are drawing faculty and important offerings in response to growing interest.
Growth in the Number of Schools of Public Health

![Bar chart showing the growth in the number of schools of public health from 1915 to 2012. The chart includes years 1915, 1946, 1980, 2000, and 2012, with the number of schools increasing significantly from 1915 to 2012.]

The chart illustrates the significant growth in the number of schools of public health from 1915 to 2012.
84 Accredited Public Health Programs
# Types of Degrees in Public Health

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<th>1915</th>
<th>2012</th>
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<tr>
<td>MPH</td>
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<th>2012</th>
<th>MPH/MSW</th>
<th>Other Joint/Dual Doctorate</th>
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Public Health Education is Becoming More Competency-Based
Interprofessional Education

ASPH and Partners Release Competencies and Action Strategies for Interprofessional Education
Health Professions Moving to the Doctorate

- Nursing
- Pharmacy
- Physical Therapy
- Public Health??
Thoughts on the Next 50 Years of Education for Public Health (Thanks to Bob Meenan)

• Population health
• Increased focus on bachelor’s degrees and doctoral degrees (and less on the MPH)
• Broad career trajectories beyond governmental public health
• Systems approaches, aided by:
  • Increasingly powerful computer and data analysis capacities
  • Interprofessional training and practice
Job of the Framing Task Force
For More Information

http://www.asph.org/FramingtheFuture
Read and Comment on the Blog

http://framingpublichealtheducation.typepad.com/

FRAMING THE FUTURE
The Second 100 Years of Education for Public Health
Convened by ASPH

Framing the Future: Provocative Questions
Welcome to the blog for "Framing the Future: The Second Hundred Years of Education for Public Health." We are setting a bold course to reassess, reconsider and redefine public health education for the current century. We need everyone's input to make sure we are as thoughtful, comprehensive and innovative as we can be. We will be posting a series of "provocative questions" designed to elicit input from a wide audience. As we are taking an "empty room" approach to this task, we begin with the first such question and encourage you to do some thinking and forward forward in your response. Any and all comments are welcome! Stay tuned for new questions every couple of weeks. And thank you in advance for actively engaging in this exciting process.

Q1: What do you believe should be the essential elements of a newly designed public health education system in the 21st century United States?

Framing the Future: Provocative Question #3
We're getting some great comments in response to our questions and posting! The more input we get, the better it will be for all of us (and you can and should feel free to respond to any of the pasted questions or to comment on the responses). Last week's question was on Interprofessional Education so this week we thought we would continue on that theme, with a different twist.

Q2: Thinking about other professions and how professionals are educated (be it in engineering, business, law, etc., or other health professions) what do you believe is the appropriate entry degree for the public health profession? How about the appropriate nominal degree?