

## New educational models for Population Health Education

# EXECUTIVE SUMMARY

Healthy People 2020 is an ambitious, science-based, 10-year agenda for improving the health of all Americans. A key component to this goal is ensuring that health professions education, as well as all education, is advancing the objectives of Healthy People 2020.

### Successful Practices Project Goal

The Successful Practices Project encourages the creation and dissemination of institutional case studies that support the Healthy People 2020 educational objectives as defined in the *Education for Health Framework*.<sup>1</sup> The case studies describe the development of successful prevention, population health, and public health programs in graduate health professions education programs, as well as in 2-year and 4-year undergraduate institutions.

### Education for Health and Healthy People 2020

The APTR Healthy People Curriculum Task Force designed the *Educational for Health* framework to connect a set of new and revised Healthy People 2020 educational objectives. This framework is designed as an educational roadmap for Healthy People 2020 and seeks to develop a seamless approach to teaching prevention and population health from Pre-K through graduate school. The *Education for Health* framework specifically aims to facilitate achievement of Healthy People objectives included in the Education and Community-Based Programs (ECBP) as well as the Public Health Infrastructure (PHI) topic areas.

The case studies developed through the Successful Practices Project address the following Healthy People 2020 educational objectives:

- PHI-6** Increase the proportion of 2-year colleges that offer public health or related associate degrees and/or certificate programs.
- PHI-4** Increase the proportion of 4-year colleges and universities that offer public health or related majors and/or minors.
- ECBP-12-16** Increase the inclusion of core clinical prevention and population health content in health professions education.

In addition, curricula for undergraduate and health professions students incorporated service learning opportunities at the K-12 educational levels and addressed an additional objective:

- ECBP-3** Increase the proportion of elementary, middle, and senior high schools that have health education goals or objectives that address the knowledge and skills articulated in the National Health Education Standards (high school, middle, elementary).

The educational objectives of Healthy People 2020 require a decade-long coordinated effort by public health, clinical, and educational leaders from across the educational spectrum. The Healthy People Curriculum Task Force aims to help facilitate this process. The Task Force was originally convened by the Association for Prevention Teaching and Research (APTR) in 2002 to implement Healthy People 2010 Objective 1.7, which sought to increase the proportion of health professional training schools whose basic

curriculum includes the core competencies in health promotion and disease prevention. Although individual health professions have attempted to address this gap in training within their own professions, the Task Force is unique in its effort to address this challenge simultaneously across multiple health professions.

### Successful Practices Project Background

The Healthy People Curriculum Task Force collaborated with the Association of American Colleges and Universities (AAC&U) to gather successful practices in population and public health education at undergraduate institutions.

Authors chosen to develop case-studies worked closely with discipline-specific Task Force organizations or AAC&U to complete 47 case-studies in the following disciplines: pharmacy (6), medicine (9), nursing (9), advanced practice nursing (1), physician assistants (2), allied health (3), interprofessional prevention education (5), four-year colleges with public health programs (10), and two-year community colleges with public health programs (2).

These case studies and companion teaching materials provide educators with resources that support the educational objectives of Healthy People 2020 and describe factors influencing the adoption of population health content. Project materials are available through the APTR website and the Prevention Education Resource Center (PERC).

### About the Healthy People Curriculum Task Force

The Healthy People Curriculum Task Force was established in 2002 and is supported by the Association for Prevention Teaching and Research (APTR). APTR is the professional organization representing accredited and emerging graduate public health programs, medical and health professions faculty, and students dedicated to interprofessional prevention education and research. Current activities are funded in part by the Office of Disease Prevention and Health Promotion. The Task Force represents the first occasion where education organizations came together to form a consensus on prevention education in health professions curriculum. Through the work of the participating organizational members, the *Clinical Prevention and Population Health Curriculum Framework* was developed to provide guidelines for student education in the clinical health professions.<sup>2</sup> This Framework was the first structured and comprehensive curriculum agenda for integrating clinical prevention and population health into the education of students across the health professions disciplines.

The Task Force is comprised of eight clinical health professional education associations: Association of Schools of Allied Health Professions; Association of American Medical Colleges; American Dental Education Association; American Association of Colleges of Nursing; National Organization of Nurse Practitioner Faculties; American Association of Colleges of Osteopathic Medicine; American Association of Colleges of Pharmacy; Physician Assistant Education Association.

<sup>1</sup> Healthy People 2020 and Education for Health. *Am J Prev Med.* 2011 Feb; 40(2): supp S1-S267. Available at: [www.aptrweb.org/educationforhealth/index.html](http://www.aptrweb.org/educationforhealth/index.html)

<sup>2</sup> Allan J, Barwick TA, Cashman S, Cawley JF, Day C, Douglass CW, Evans CH, Garr DR, Maeshiro R, McCarthy RL, et al. Clinical prevention and population health: curriculum framework for health professions. *Am J Prev Med.* 2004 Dec; 27(5):471-6.

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## HEALTH PROFESSIONS EDUCATION PROGRAMS

### Allied Health

1. **University of Evansville**  
*Ace Care, Community Action through Rehabilitation and Education*

ECBP 12-16

First year students in the Doctor of Physical Therapy (DPT) Program at the University of Evansville partnered with an existing organization providing health care to the underinsured, uninsured and homeless to start a free physical therapy clinic on campus. The partnership established a successful service learning opportunity giving students an opportunity to develop the skills they were learning in lecture and lab to assist individuals in the community.

2. **University of Oklahoma Health Sciences Center, College of Allied Health, Program in Occupational Therapy**  
*Promoting Population-Based Health Promotion and Prevention Competencies in Occupational Therapy Graduates through Community-Based Partnerships*

ECBP 12-16

This case illustrates the process of transforming a curriculum of study from a medical model of treating individuals with disabilities to one focused on population-based interventions promoting the health status of the community by preventing disease, injury, and disability.

3. **Sacred Heart University**  
*The Fit Kids Program*

ECBP 3, 12-16, PHI 4

Fit Kids is a nutrition education and physical activity program created collaboratively by the Norwalk Health Department, Sacred Heart University, and Norwalk Community College in Connecticut. Undergraduate exercise science students serve as interns and assist in leading/supervising nutrition education and physical activities for elementary school children. Fit Kids is integrated and aligned with the health promotion objectives of the Norwalk Health Department and the faculty service/volunteer/scholarship expectations of Sacred Heart University and Norwalk Community College.

### Interprofessional

4. **Duke University**  
*Interprofessional Introduction to Prevention*

ECPH 12-16

A one-credit interprofessional course is described that provides an introduction to fundamental concepts of prevention for entering students within the first month of their respective health professions programs. By establishing early on a culture of collaboration, in which population health and community context are essential aspects of the care of patients, this course attempts to assist in the culture shift from treating illness in one patient at a time to improving health on a community level.

5. **Medical University of South Carolina**  
*The Interprofessional Service-Learning Project (ISLP)*

ECBP 3, 12, 16

The Interprofessional Service-Learning Project (ISLP) was created by a team of interprofessional faculty to teach obesity prevention and health promotion through elementary school-based activities that address nutrition and physical fitness. For the service-learning community project, collaborations explained in this case study were established leading to partnerships to reach underserved schools and address the concerns of teachers, parents, and the community about the alarming rise in childhood obesity in South Carolina. Interprofessional students learn team skills in planning sessions as they use an established curriculum to develop, implement, and evaluate their prevention activities together.

6. **Rosalind Franklin University of Medicine and Science**  
*Interprofessional Model of Prevention Education*

ECPH 12-16

The Interprofessional Prevention Education Service Learning project is designed to promote Prevention Education in the areas of Physical Fitness, Preventive Screening, Nutrition, and Making Healthy Choices. Each year, over 480 first year students at Rosalind Franklin University from 8 healthcare professional programs complete interprofessional service learning projects in these areas as part of the required Interprofessional Healthcare Teams course.

7. **Texas Tech University Health Sciences Center**  
*Teaching Medical Error Prevention Strategies to Interprofessional Healthcare Teams through Web-Based Learning*

ECBP 12-16

Discussion of the development and implementation of an online interprofessional course focusing on students' professional development in assessing the healthcare as a system and practicing high performing interprofessional team skills. The course was divided into three sections: 1) individual skills attainment, students work independently to learn about the concepts, 2) group work, for students to work within teams, and 3) presentations, faculty, practitioner experts, and student groups present concepts and/or information. The presentations included case based learning scenarios to assist in the application and discussion of the major concepts.

8. **University of Connecticut, Schools of Medicine, Pharmacy, Dental Medicine, and Nursing**  
*The Urban Service Track*

ECBP 12-16

The Urban Service Track is a unique collaboration between the University of Connecticut (UConn) Schools of Medicine, Pharmacy, Nursing, and Dental Medicine and community practitioners. The main goal of the Urban Service Track is to develop a group of health care professionals dedicated to caring for Connecticut's urban, underserved populations who are knowledgeable about the value of interprofessional teamwork. Each year a group of students from the four professional schools are selected and admitted into the program via an admission process specific to each school. Team members learn to solve challenging issues of health care in urban areas.

### Physician Assistants

9. **Oregon Health & Science University - School of Medicine - Division of Physician Assistant Education**  
*Community Outreach Project*

ECBP 12-16

Students may choose to focus on: HC/HIT- 1: Improving the health literacy of a population; ECBP 2: Educational and Community-Based Programs in School Health Education; IVP-11: Injury and Violence Prevention - Reduce Unintentional Injury Deaths; NWS-Nutrition and Weight Status- Obesity and Children and Adolescents. The Oregon Health & Science University Physician Assistant Program has incorporated a series of lectures and discussions in the didactic curriculum that provide students with an introduction to the

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promotion of healthy behavior and the reduction of health risk. The culmination is the development of the Community Outreach Project (COP) master's degree proposal that is carried out as a capstone project during the clinical year. By identifying and engaging a target audience and developing and implementing an educational presentation on a health topic, the program hopes to instill a commitment to community service and health promotion among our graduates. Ultimately, the goal is that when these students graduate they will continue to incorporate these skills in their clinical practices and promote wellness within their communities.

### 10. Touro University, California – College of Education and Health Sciences, Joint MSPAS/MPH Program *Integrating Public Health and Physician Assistant Disciplines*

ECBP 12-16

Discussion is presented of the establishment of a Joint MSPAS/MPH program that mandates an integrated clinical public health curriculum. The success of the program can be measured by the increasing number of applicants it attracts each year and survey data from the applicants which indicate that an overwhelming percentage apply because of the joint nature of the degree program.

### Schools of Medicine

### 11. Cambridge Health Alliance *Public Health Training to Medical Residents through a Community Partnership: The Hepatitis B Project at the Cambridge Health Alliance*

ECBP 12

Description of an innovative community health curriculum carried out for first year internal medicine and transitional year residents at the Cambridge Health Alliance Internal Medicine Residency Program. The curriculum consisted of didactics and a longitudinal practicum. The practicum was conducted in partnership with the Cambridge Public Health Department (CPHD). The goal of this year long course was to give residents the chance to learn more about the public health department, and work on a project relevant to the CPHD.

### 12. Kansas University School of Medicine *Guiding Medical Students through Practical Experiences in Population Health*

ECBP 12

The development of a required 4-week clerkship providing students with practical

experiences in practice-based learning and improvement (PBLI) is presented in this case study. Students demonstrated competency by successfully applying quality improvement methods to focused population health issues. Progress to-date demonstrates that a 4-week PBLI clerkship is feasible and can provide practical quality improvement experiences in which students can achieve population health competencies.

### 13. Louisiana State University Health Sciences Center at New Orleans School of Medicine *Clinical Forums on Community Health and Disease Prevention*

ECBP 12-16

Discussion of how Louisiana State University Health Sciences Center at New Orleans (LSUHSC-NO) School of Medicine has developed an educational program in population health and disease prevention. An interdisciplinary program called the Clinical Forums on Community Health and Disease Prevention provides a clinical context to instruction in epidemiology and biostatistics. Teaching of disease prevention and population medicine is enhanced using Healthy People 2010 (now 2020) as a starting point; and emphasis on the skills necessary to critically evaluate the medical literature are given. Active learning is utilized and education in public health is integrated with students' basic science courses.

### 14. New Jersey Medical School, University of Medicine and Dentistry of New Jersey *Clinical Integration of Public Health Perspectives: An Innovative Required Fourth-Year Clerkship at the New Jersey Medical School*

ECBP 12

Two-week Preventive Medicine/Public Health (PM/PH) clinical rotations across specialties were created, with goals and objectives specified by the Department of Preventive Medicine and Community Health (DPMCH), but designed in collaboration with clinical preceptors. A concentrated effort was made to identify preceptors from a wide variety of specialties, to provide students opportunities to engage public health concepts in their areas of clinical interest. In response to the emerging national consensus on the need for population-based health to be a focus of medical education, NJMS created an additional required 2-week clerkship that would extend the preventive medicine and public health training of medical students specifically into the clinical years, in the context of multiple specialties.

### 15. University of Massachusetts Medical

School

### *A Multifaceted Approach of Incorporating Population Health Education into a Family Medicine Residency Curriculum*

ECBP 12-16

This case study describes how one primary care residency integrated public health and prevention education into family medicine training, thus helping residents acquire the fundamental skills necessary to be able to improve a population's health.

### 16. University of New Mexico School of Medicine *The Public Health Certificate Curriculum at the University of New Mexico School of Medicine (UNMSOM)*

ECBP 12

The University of New Mexico School of Medicine (UNMSOM) integrated a 4-year public health curriculum into medical school education beginning with the matriculating class of 2010. All graduating students will receive a medical degree and a Public Health Certificate (PHC). The 1st medical school course is "Health Equity: Introduction to Public Health," which creates a conceptual framework for understanding health and illness from a socioecological perspective and lays the groundwork for public health concepts and skills that will be reinforced throughout medical school.

### 17. University of New Mexico, Department of Family and Community Medicine *Preparing Family Medicine Residents for Essential Public Health Roles: The Community Medicine and Legislative Action Rotation*

ECBP 12

A required one-month rotation to train family medicine residents in essential public health roles of physicians is described. During rotation activities, residents are matched with mentors appropriate for their health policy interests, to help them select a topic for a required two-year community project.

### 18. University of Rochester Medical Center *Population Health/Community Engaged-Research Online Modules*

ECBP 12-16

Development of a population health/community-engaged research online resource guide was created to help University of Rochester School of Medicine and Dentistry (URSMD) medical students develop the ability to define problems related to population health and to be able to address these problems, not only when planning health improvement projects for

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the fourth year required community health improvement Course (CHIC), but in their future work, either at the practice level or at the research level. One of our goals is to train students to be able to solve a broad range of problems and, more importantly, to be able to identify which problems are important to the community.

### 19. University of Wisconsin School of Medicine and Public Health *Integrative Cases for Medical Students: Connecting Public Health with Basic and Clinical Sciences*

ECBP 12-16

The Integrative Cases connect core prevention and population health content to basic and clinical sciences. They are required for all medical students in the 4 year MD program at University of Wisconsin School of Medicine and Public Health. Integrative Cases are a longitudinal series of educational experiences in which first- and second-year medical students examine an issue or case from many perspectives that blend clinical, basic science and public health approaches. The cases bring students together with community public health practitioners as well as clinicians and scientists across the UW-Madison undergraduate and health sciences campuses. Through small group experience-based activities and faculty-led small group discussions, students discover the many factors influencing health and wellbeing, the interconnections between those factors, and important roles for physicians in promoting health and wellbeing for both individuals and populations that extend beyond traditional ideas of clinical medical care.

## Schools of Nursing

### 20. Le Moyne College *Access and Prevention for the Poor and Underserved: A Community Health Initiative*

ECBP 12-16

An initiative to provide interim primary health care services to the poor and homeless of downtown Syracuse, NY is presented. The experiences offered provide the students with opportunities to assess access to care issues and their consequences, identify the health care needs of the underserved and underinsured population of this Central New York Community, and develop, initiate and evaluate health promotion activities with the Amais patient population as the target audience.

### 21. Loyola University *The Loyola University Nursing Center*

ECBP 14

The Loyola University Nursing Center (LUNC), a community-based, faculty-managed nursing center, opened its doors in the Fall of 1981 to meet the needs of a diverse population residing in the area surrounding the University's Lake Shore Campus. The goal was to serve the community while providing quality educational experiences for students enrolled in the baccalaureate nursing program's senior level community health nursing course. This case study presents these efforts.

### 22. Quinnipiac University *Teaching Health? How Healthy Are You?*

ECBP 12-16

The development of an introductory course for new nursing majors is discussed. The course covers concepts which introduce new nursing professionals to health promotion as the basis for clinical prevention services. The content uses a problem-based platform to integrate content from previous courses in the humanities and social sciences to the study of individual and societal forces affecting health status and disease prevention.

### 23. San Diego State University School of Nursing *An Interdisciplinary Health and Wellness Clinic for Seniors: A Community Agency-Academic Institution Partnership*

ECBP 12-16

Senior Community Centers, San Diego and the College of Health and Human Services at San Diego State University (SDSU) have established a partnership to support an interdisciplinary clinical site, the SDSU Clinic, to train students to deliver health and wellness services.

### 24. Southern Illinois University Edwardsville School of Nursing with the Community Nursing Center *Creating Healthy Nutrition and Access in the Inner City with Community Gardening*

ECBP 12-16

Students from SIUE Nursing School performed a Community Health Living Index (CHLI) assessment in order to implement a healthy lifestyle and activity program in a zip code.

Working with other universities, nursing students were able to participate in multi-discipline, community based approaches to renovate an existing greenhouse and the building of raised growing beds. A formalized resident and academic partnership was formed and named the Green Partnership.

The partnership is active within the community with many activities: health fairs, planting demonstrations, mentoring new gardeners, produce give-a-ways, support to homeless shelters with produce and education to children on gardening.

### 25. University of Arkansas *Nurs 4813 Special Topics: Minority Health Disparities*

ECBP12-16

Minority health disparities is the focus of a semester long course that includes a service learning component and student participation in a statewide minority health conference. Students from a variety of health relevant majors, including nursing, pre-medicine, social work, and anthropology engage in weekly face-to-face discussion about the social determinants of health. Current data sources are used to examine trends at the local, state, and national levels. Students use examples from their own communities and service learning experiences to deepen their understanding of the social determinants of health.

### 26. University of Central Florida *Threading Healthy People 2020 and Health Education through an Undergraduate Nursing Program*

ECBP 12-16

This case study details the successful integration of the Healthy People 2020 initiative and Health Education concepts within four courses in an undergraduate baccalaureate nursing program. The components of integration include lecture, examination and six specific assignments across two theory and two clinical courses, using didactic face-to-face, web based and clinical application methods of education.

### 27. University of New Hampshire *Using a Public Health Model to Meet the National Health Goal to Reduce Unintended Pregnancy*

ECBP 12-16

A teaching and learning strategy is presented to increase the skills of health professional students in the prevention of unintended pregnancy. Application of a public health framework to prevent unintended pregnancy provides an opportunity for health care providers to identify their role in health promotion and disease prevention, through preconception counseling, contraception counseling and care, as well as emergency contraception.

### 28. University of Tennessee, College of Nursing *The Vine School Health Center*

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A description is given of the Vine School Health Center, a school-based health clinic that has been in existence since 1996 in an underserved area of Knox County. It is a cooperative effort of the University of Tennessee (UTK), College of Nursing and the Knox County Schools. Its mission is to serve students ages 3 to 21 years of age who are unable to access health care. The clinic serves as a clinical site primarily for undergraduate baccalaureate and NP (graduate) students and an experiential site for high school students interested in health careers.

### 29. Waynesburg University *Teaching Prevention and Population Health through Disaster Preparedness for Senior Citizens*

#### ECBP 12-16

In recent years, disaster preparedness for all populations has become one key element in preparing future health professionals. Using population-focused methodology this case study specifically utilizes a guided interactive approach to incorporate concepts of evidence-based age-related changes, health literacy, teaching learning principles, and program planning initiatives for health education on disaster preparedness.

### Schools of Pharmacy

### 30. Albany College *Didactic and Experiential Pharmacy Courses in Public Health*

#### ECBP 12-16

Albany College of Pharmacy and Health Sciences (ACPHS) places an emphasis on real-time interaction with local public health organizations to provide students with real field experience in public health. In addition, our core group of community pharmacy-based faculty offers a "Well-Tip" program which includes various health screenings and promotion activities for the public at local pharmacies. Additional didactic coursework in wellness/preventive medicine includes elective courses in tobacco cessation; cancer screening, prevention, and early detection; and a required course in

immunizations.

### 31. Harding University, College of Pharmacy *Exploring Healthcare Disparities: An Elective Course in the Doctor of Pharmacy Degree Program*

#### ECBP 12-16

Harding University, College of Pharmacy's (HUCOP) curriculum incorporates public health educational objectives in a number of required courses. These courses typically provide an introduction to core public health concepts. The two-hour elective course described in this case study provides a more in-depth and focused study of the current state of health and healthcare in the U.S. and abroad, emphasizing healthcare disparities in underserved racial/ethnic and rural populations.

### 32. Massachusetts College of Pharmacy and Health Sciences, School Of Pharmacy - Worcester/Manchester *A Course to Introduce Doctor of Pharmacy Students to the U.S. Health Care and Public Health Systems*

#### ECBP 12-16

PSW 340 U.S. Health Care and Public Health Systems is a 4 semester hour (SH) credit required course offered in the Fall term for first year students in the accelerated, 34-month Doctor of Pharmacy (PharmD) degree program. It is a lecture-based course designed to incorporate clinical prevention and population health into the PharmD curriculum.

### 32. Thomas Jefferson University *Transforming Healthcare Education: An Interprofessional Approach To Prevention, Health Promotion and Wellness*

#### ECBP 12-16

Recognizing the need to train medical students in team-based care, an interprofessional team of faculty representing six clinical professions trained at Thomas Jefferson University (TJU) assembled to create a new curriculum. This team developed the Jefferson Health Mentor Program (HMP), a longitudinal patient-centered team-based curriculum which

builds on senior mentor programs created to deliver geriatric education to medical students and uses the Wagner Chronic Care Model as the conceptual framework. Module 2: Preparing an Interprofessional Wellness Plan is presented in this case-study.

### 33. West Virginia University School of Pharmacy *Meeting the Goals of Healthy People 2020 through a Longitudinal Service Learning Program in Pharmacy*

#### ECBP 12-16

The experiences and implementation of the School of Pharmacy service learning program focusing on advancing the objectives of the Healthy People initiatives through service learning and interdisciplinary training are described. The goals of the initiative are to: (1) instill the values of community service in student pharmacists; (2) apply didactic knowledge of health promotion and disease prevention to members of the community; (3) improve verbal and written communication skills; and (4) improve and enhance project development skills.

### 34. West Virginia University, School of Pharmacy *My First Patient Program*

#### ECBP 12-16

The My First Patient Program is parallel peer learning model for first (P1) and third (P3) professional year PharmD students focusing on health promotion and disease prevention. P1 students each undergo a health screening and commit to health behavior change over the course of two semesters, becoming their own "first patient." P3 students conduct the health screenings and provide evidence based health education and counseling to the P1s, focusing on prevention of disease. This vertical integration of content in the first and third professional years allows students learn and experience disease prevention-related content from two different perspectives: as a patient and as a health professional..

## UNDERGRADUATE PUBLIC HEALTH PROGRAMS

The development of the undergraduate public health programs at the following schools are discussed through case studies and companion materials that are provided on the APTR website.

### Four-year Colleges

#### 1. Arcadia University *Global Public Health Minor*

Development of Arcadia's Global Public

Health degree and Minor and Concentration in the International Studies Major are discussed.

#### 2. Boston University *Public Health Minor*

Background on the development of an undergraduate public health program at Boston University is discussed. There are three curricular options to pursue public health studies as an undergraduate, 1) Health Science major (BS Health Science),

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2) Public Health minor, and 3) BA/MPH and BS/MPH (4+1 dual degree program).

### 3. **Clemson University** *BS in Health Science* *Undergraduate Public Health Certificate for non-majors*

Development of concentration areas for undergraduate public health education are discussed. Current pathways for undergraduate public health studies at Clemson University are, 1) Bachelor of Science in Health Science Major with concentrations in: Pre-professional Health Studies, Health Promotion and Education, Health Services Administration and, 2) Undergraduate Public Health Certificate for non-majors.

### 4. **Morehouse College** *Public Health Sciences Institute*

The mission of the Public Health Sciences Institute is to promote an increased interest among underrepresented undergraduates toward careers in public health, which will increase the number of Under-represented professionals in the public health sciences. This mission is achieved through several avenues, including an academic minor in public health, two internship programs, an Atlanta University Center-wide public health student organization, and an annual public health awareness conference. The development of these programs are described in the case study and presented along with lessons learned and selected companion materials.

### 5. **Rutgers, The State University of New Jersey** *Undergraduate Program in Public Health*

The development of the Undergraduate Program in Public Health at Rutgers is discussed in this case study. Students can complete coursework leading to a major or minor in public health, BS/MPH, BS Degree, or Certificate Programs. The curriculum places public health in the broader context of urban planning and social policy, along with training in traditional public health disciplines such as epidemiology.

### 6. **Southern Connecticut State University** *Bachelor of Science in Public Health*

The mission of the Southern Connecticut State University Public Health Program is to promote its vision of "healthy people in healthy communities," a vision that implies social justice and health equity, through:

1. teaching and learning that contribute to a diverse, competent public health workforce trained for entry positions in public health;

2. research that advances the science and practice of public health; and
3. service that promotes qualified, collective action to promote and protect the public's health.

### 7. **Temple University** *Bachelor of Science in Public Health, Public Health Minor*

The Department of Public Health offers graduate programs in public health (Ph.D., MPH, MD-MPH, DO-MPH [Doctor of Osteopathy], MSW-MPH [Master of Social Work], DPM-MPH [Doctor of Podiatric Medicine], MS-Epidemiology [Master of Science]), as well as an undergraduate Bachelor of Science degree in public health and a minor. Its programs are accredited by CEPH and its undergraduate program is one of only 11 fully accredited undergraduate public health programs in the country.

### 8. **University of Massachusetts** *Undergraduate Degree in Public Health Sciences*

The program is housed in the Department of Public Health within the School of Public Health and Health Sciences. As with all accredited schools of public health the department covers the five standard disciplines: Epidemiology, Biostatistics, Community Health Education, Health Management and Policy, and Environmental Health. While the major does prepare students for graduate education in public health, it is not a pre-professional public health program, but rather provides a liberal arts education teaching students to think critically about the world and their place in it.

### 9. **University of South Florida** *Bachelor of Science in Public Health, Certificate in Public Health*

The BSPH is a generalist degree with no concentrations, tracks or specializations. This degree requires 120 semester credit hours. The purpose of the BSPH is three-fold: 1) to serve Florida by filling the critical need for public health workforce development; 2) to allow the GPHM students to transfer into the BSPH; and 3) to serve as a feeder program for the accelerated BS-to-MPH programs as well as the MPH and MSPH graduate degrees.

### 10. **Westminster College** *Baccalaureate in Public Health Program*

The rationale for an undergraduate major at Westminster College was threefold. First, there is an increasing need to expand the public health workforce; nationally and locally. Second, there is a movement within the public health profession to expand the

training opportunities for public health practitioners beyond the current Master of Public Health (MPH) degree. Presently, the entry-level degree for public health remains the MPH. However, there is a growing movement within public health to expand public health education to the undergraduate levels and beyond. Third, a small liberal arts college is an ideal teaching environment for the multidisciplinary nature of public health.

## Two-year Colleges

### 11. **Howard Community College** *Transfer Degree Program in Public Health*

Howard Community College's Arts and Sciences Associate of Arts transfer degree program in Public Health was developed to articulate to University of Maryland Baltimore County's (UMBC) Health Administration and Policy Program, Public Health track, bachelor of arts degree program. HCC's program goal is to provide a solid foundation in public health enabling students to successfully articulate to a 4-year degree program in public health.

### 12. **Kingsborough Community College** *Community Health, AS Degree Program*

Kingsborough's Community Health A.S. degree is housed in the Department of Health, Physical Education and Recreation. The goals of the Community Health Program are to prepare students for entry-level front line public/community health positions and transfer to a related four year college program. This is in keeping with the college's mission of preparing students for transfer and to become responsible, contributing members of society.