



# Advances in MPH Offerings Under the new CEPH Criteria

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# Connect > *Partner News*

“...public health students are graduating with excellent technical knowledge, but without the competencies to translate that knowledge into effective day-to-day practice.”

Laura Raser King, 2016

PARTNER NEWS

October 27, 2016

## CEPH Adopts New Accreditation Criteria

On Monday, the Council on Education for Public Health (CEPH) announced adoption of their revised accreditation criteria for schools of public health and public health programs. These new standards will apply for the next five years. You may find answers to many of your initial questions regarding compliance with the new criteria in CEPH's [implementation schedule](#). This schedule outlines two “courses” for accredited schools and programs to determine whether course one or course two is applicable, based on the expiration of the institution's accreditation term.

CEPH also has posted other material: [training timeline](#), a [data elements comparison between 2011 and 2016 criteria](#), the

 [data templates](#)

## Rutgers Response

- Redefine MPH to advance student opportunities in public health
  - Revision of curriculum
    - leadership & management
    - skills based
    - action learning
  - Addition of modern concentrations
  - Combining the MPH + Certificate

## MPH Curriculum I

- 18 credits in core areas of public health
  - Maintenance of the traditional core
    - biostatistics, environmental health, principles & methods of epidemiology, health systems & policy, social & behavioral health sciences, environmental health
  - Public Health Essentials
    - introduce students to the general leadership and management principles, theories, & practices in public health.
    - cultural competence and interprofessional education
    - basic negotiation and mediation skills
    - Action based participatory learning

## MPH Curriculum II

- 15-18 credits of courses required by the concentration
- 6-9 credits of elective courses

## MPH Curriculum III

- 3 credits of Practicum Capstone
  - includes a research project, supervised by a faculty member, and a final written report
- 0 credits of Applied Practice Experience (APE)
  - includes a public health project, conducted at an outside agency, and two deliverables created for agency
  - students are encouraged to connect their Practicum Capstone with their Applied Practice Experience
- Interprofessional Education Experience (ILE)
  - includes participating in an approved interprofessional education event held in conjunction with the RBHS Office of Interprofessional Programs

# Concentrations

- From the Past
  - Biostatistics
  - Environmental Health Sciences
  - Environmental & Occupational Health
  - Epidemiology
  - Global Public Health
  - Health Systems & Policy
  - Occupational Safety & Health
  - Public Health Nutrition
  - Social and Behavioral Health Sciences

# Concentration

- Into the Future
  - Aging & Health of Populations (2020)
  - Environmental Justice (2020)
  - Health Outcome, Policy & Economics (2017)
  - LGBTQ Health (2019)
  - Pharmacoepidemiology (2019)
  - Urban Public Health (2018)
  - and more to come

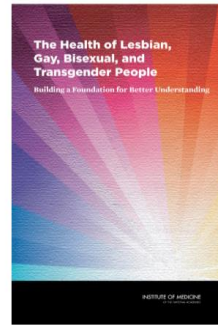


# LGBTQ Health

- The LGBTQ population in the United States is increasing
- LGBTQ community is diverse but have common experiences
  - experience stigma and discrimination which function as psychosocial burdens and compromise health and well-being as informed by Minority Stress Theory and a conceptual mode of syndemic production
  - encounter health professionals who lack awareness and competencies in addressing the health needs of this multifaceted and diverse population

# The Health of Lesbian, Gay, Bisexual, and Transgender People

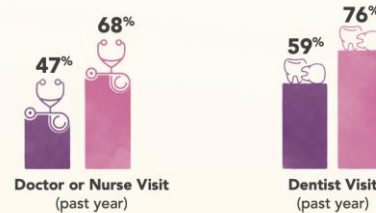
Building a Foundation for Better Understanding



## HAWAII SUMMARY

TG youth in Hawai'i are significantly less likely to visit a health care professional such as a doctor or nurse compared to cisgender youth. TG youth are also less likely to visit a dentist for a check-up, although the difference, compared to cisgender youth, is not statistically significant.

● Transgender ● Cisgender



**Less than half of transgender youth** saw a doctor or nurse for a checkup or physical exam in the past year (compared to two thirds of cisgender youth)

Table 2: Health care professionals refused to touch me or used excessive precautions

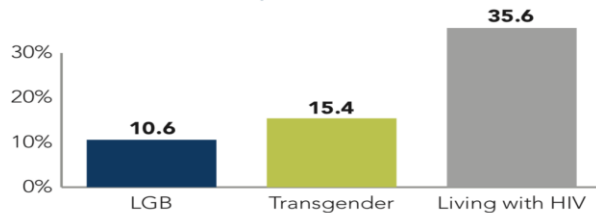


Table 4: Health care professionals blamed me for my health status

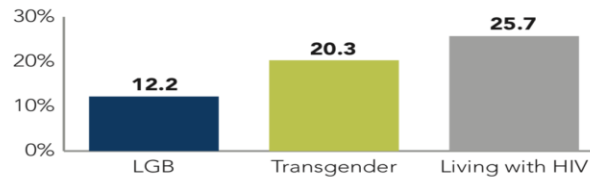


Table 3: Health care professionals used harsh or abusive language

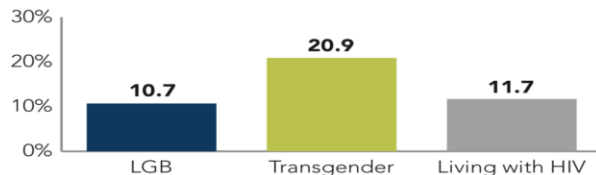
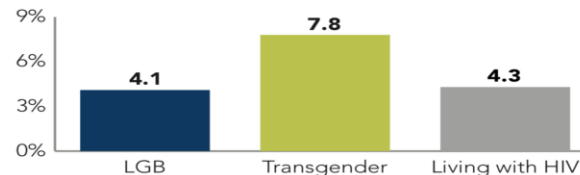


Table 5: Health care professionals were physically rough or abusive



## Health Care Providers' Implicit and Explicit Attitudes Toward Lesbian Women and Gay Men

## Why MPH in LGBTQ Health?

- Preparing public health professionals is essential to providing inclusive health care, programs, and services for LGBTQ populations
  - understand the origins, causes, and manifestations of LGBTQ health disparities
  - design research experiences with and for diverse LGBTQ populations,
  - serve as advocates against stigma, hate and discrimination

## Purpose of MPH in LGBTQ Health

- Prepare public health students to:
  - conduct research or work in public health programs that seek to improve the health of LGBTQ populations
  - learn about the relevant health disparities, policies, programs or gaps in the research that will contribute to the improvement of LGBTQ health

## MPH in LGBTQ Health

- No MPH programs that offer a concentration in LGBTQ Health, but there are existing certificates
- Why Rutgers School of Public Health?
  - diverse faculty with expertise in this area
  - well-equipped research lab that conducts research with and for LGBTQ community
  - strong commitment of the Dean

## MPH in LGBTQ Health Competencies

- Describe the concept of gender, sex, gender identity, and sexual orientation as it is situated across public health, culture, history, legal, medicine, and the political context
- Understand the origins, causes and manifestations of health disparities among LGBTQ populations;
- Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in specific LGBTQ populations and communities

## MPH in LGBTQ Health Competencies *continued*

- Synthesize the existing literature to identify relevant health problems, policies, programs or gaps in the research to identify research agendas and questions that when addressed will contribute to the improvement of LGBTQ health
- Design research for diverse LGBTQ populations that address identified relevant health problem
- Demonstrate advocacy techniques to improve the health of LGBTQ populations

# MPH in LGBTQ Health Curriculum

- PUBLIC HEALTH CORE (18 credits)
- LGBTQ Health REQUIRED COURSES (18 credits)
  - UGPH 0605 Qualitative Research Methods
  - UGPH 0640 LGBTQ Health: History and Context
  - UGPH 0644 Methods for Research among Hidden Populations
  - UGPH 0646 Transgender Health
  - SBHS 0615 Public Health Aspects of HIV Prevention and Care
  - SBHS 0620 LGBTQ Health and Health Disparities
- PRACTICUM CAPSTONE (3 credits)
- APPLIED PRACTICE EXPERIENCE (0 credits)
- INTERPROFESSIONAL EDUCATION EXPERIENCE (0 credits)
- ELECTIVES (6 credits)



## MPH in LGBTQ Health Curriculum

- Describe each course in the order we expect students to complete them
- LGBTQ Health REQUIRED COURSES (18 credits)
  - UGPH 0640 LGBTQ Health: History and Context
  - SBHS 0620 LGBTQ Health and Health Disparities
  - UGPH 0605 Qualitative Research Methods
  - UGPH 0644 Methods for Research among Hidden Populations
  - SBHS 0615 Public Health Aspects of HIV Prevention and Care
  - UGPH 0646 Transgender Health

# LGBTQ Health: History and Context

- Examines LGBTQ populations across history to the present day and the relationship of stigma, discrimination and exploitation that result in health disparities
- Introduces the historical context of LGBTQ health and health disparities through the lens of the manifestation of dominant patriarchal systems that produce those disparities
- Highlights a cultural humility approach to ameliorating the effects of stigma, discrimination and exploitation on the individual and community levels

# LGBTQ Health and Health Disparities

- Examines the core interdisciplinary theories, knowledge, research, and methods evidenced in understanding LGBTQ health and disparities in the LGBTQ population
- Introduces the main conceptual frameworks for the study of LGBTQ individuals, communities, and populations across the lifespan
- Provides an overview of the existing knowledge about LGBTQ health in the United States and globally
- Highlights research design, measurement, ethics, and analysis issues in population research in LGBTQ health

# Methods for Research among Hidden Populations

- Provides students with tools to design and conduct research among LGBTQ populations

# Public Health Aspects of HIV Prevention and Care

- Focuses on the history of the disease in the U.S and within a global context, the biomedical and epidemiological aspects of the disease, the socio-bio-behavioral drivers of the disease, and HIV/AIDS public health policies and calls to action
- Examines, analyzes, applies, and evaluates theoretical paradigms and research, drawn from public health and interrelated disciplines with regard to HIV prevention, treatment, and care
- Utilizes a biopsychosocial framework for understanding illness and health promotion and emphasizes theory-based HIV prevention and care
- Uses an experiential learning approach; students engage with local AIDS service organizations, health care facilities, and thought leaders, all with an eye to bring an end to the AIDS epidemic

## UGPH 0646 Transgender Health

- Examines the health and daily life of people that are transgender, gender queer or gender nonconforming
- Includes experts in the field, personal stories from adults, parents of transgender, gender queer or gender nonconforming children and adolescents
- Participate in events produced by the transgender community
- Gain knowledge of the health and the structural factors (e.g., discrimination, transphobia, harassment, laws, barriers to health services, as well as the social, political and medical advances) that have shaped the lives of trans people

## MPH + Certificate

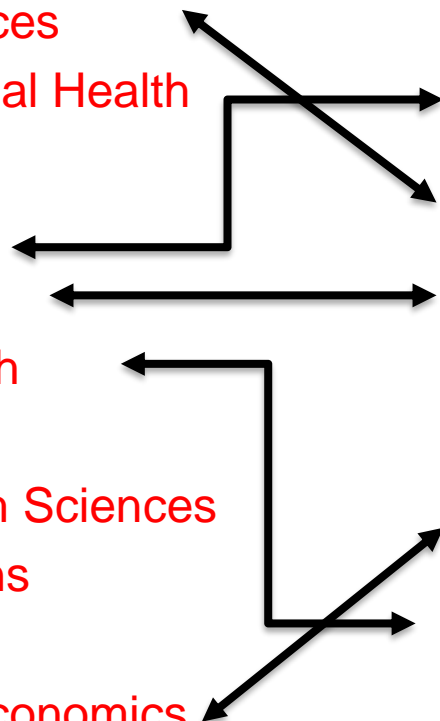
- Students may complete one or more Certificate programs alongside their MPH, MS or PhD degree to further enhance their skills and expertise in a specialized area
  - earn two diplomas (one for your degree and one for the certificate)
- Up to six (6) credits may be counted towards the curricular requirements for the degree and certificate programs
  - pay less tuition with the double-counting of credits than if you were to do the two programs separately

## Concentrations

Biostatistics  
 Environmental Health Sciences  
 Environmental & Occupational Health  
 Epidemiology  
 Global Public Health  
 Health Systems & Policy  
 Occupational Safety & Health  
 Public Health Nutrition  
 Social and Behavioral Health Sciences  
 Aging & Health of Populations  
 Environmental Justice  
 Health Outcome, Policy & Economics  
 LGBTQ Health Pharmacoepidemiology  
 Urban Public Health

## Certificates

Applied Biostatistics  
 Clinical Epidemiology  
 Dental Public Health  
 Environmental & Occupational Health  
 Epidemiology Methods  
 Global Public Health  
 Health Education  
 Health Policy  
 LGBTQ Health  
 Maternal and Child Health  
 Pharmacoepidemiology  
 Public Health  
 Urban Public Health  
 UN and Global Public Health





# Short Intensive Global Offerings

Athens, Greece:

*Food & Mediterranean Culture* (Harokopio University)

*Migration & Public Health* (University West Attica National SPH)

Dodoma, Tanzania:

*Principles and Practices of Public Health in a Global Setting: Tanzanian Example* (University of Dodoma)

Newark, USA:

*HIV Health Promotion: A Global Perspective (all partners)*

Jinan, China:

*Global Mental Health Epidemiology* (Shandong University SPH)