

ASPPH Presents Webinar Series

***Reaching Beyond our Students:
Recruit, Educate, Engage***

Thursday, June 1, 2017
1- 2:00 p.m. Eastern

ASPPH.ORG

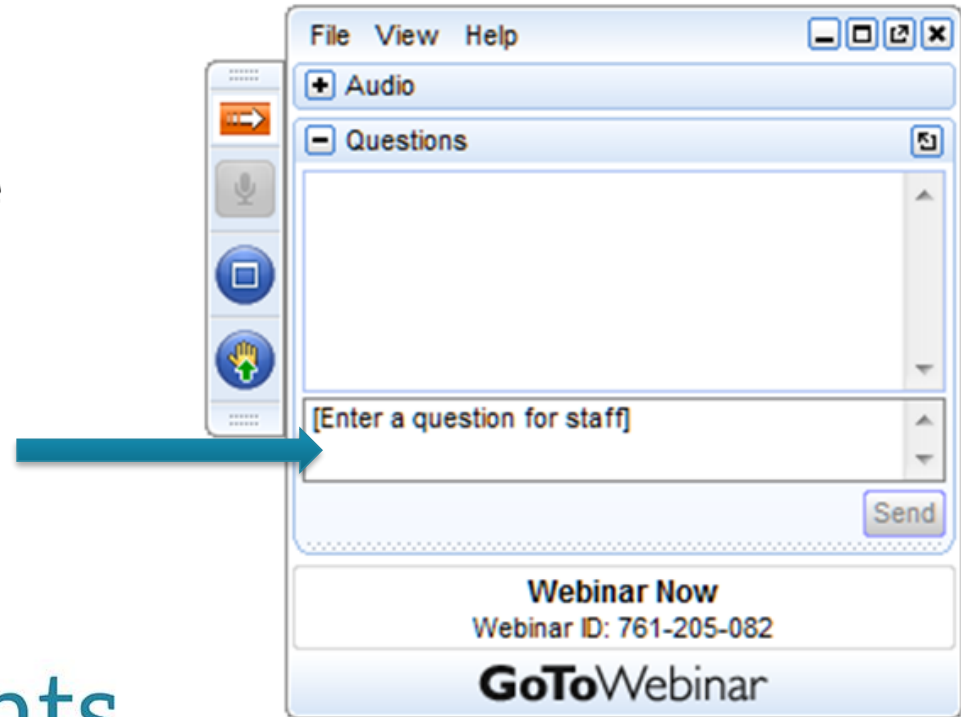
1900 M Street NW, Suite 710
Washington, DC 20036
Tel: (202) 296-1099

ASPPH Presents
 **WEBINAR**

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

Today's Presenters



Beth Canfield-Simbro,
PhD, MPH, CHES
University of Mount Union



Keri J. Griffin, PhD,
MPH, MPA, MCHES
MCPHS University



Susan EC Simmons,
PhD
Indiana University
School of Public
Health - Bloomington



Sarah Cady
Indiana University
School of Public Health
- Bloomington

Public health stealth: Including public health concepts in a general capstone class

Dr. Beth Canfield-Simbro



Objectives

1. Describe ways to incorporate public health ideas into the general education curriculum.
2. Identify possible tie-ins with general education curriculum at your institution.
3. Examine how public health content is incorporated into a general education capstone course.

While the Institute of Medicine recommends that every undergraduate have access to education in public health, it is not always possible to have a major, minor, or required introductory course in public health at every undergraduate institution. Curriculum infusion is a method where public health concepts can be integrated into general education courses, thus furthering the reach of public health without additional courses; in an era where undergraduate institutions are trying to do more with less, this idea is very attractive to administrators. The author will share her experience infusing public health concepts like poverty, food insecurity, environmental sustainability, and health care into a capstone course focused on systems thinking. First year seminar ideas that involve public health concepts will also be shared, and participants will be encouraged to examine curriculum infusion possibilities at their institution. Even in a small, private liberal arts college this can have a large impact; hundreds of students have learned about public health topics in general education classes during the past four years of a new general education curriculum which has encouraged interest in graduate study in public health among undergraduates from different majors.

UMU

Public health major and minor

Oh, no!

What's a PhD in public health to do?

UMU's general education curriculum

The Integrative Core comprises eight courses totaling 32 credit hours of coursework. These courses include:

One First Year Seminar taken in the first semester

Four Foundations courses (one from each of the four Foundations areas – humanities, natural sciences, social sciences and arts) that should be completed by the end of the sophomore year

Two Themes courses taken during the junior year

One Capstone course taken during the senior year

First year seminar titles

Freshman 15: Reality or Myth

From 'Breaking Bad' to Ebola:
Science is Sexy!

ULTRA: Ordinary People Doing
Extraordinary things

Demons and Diagnoses

Go Jump Off a Cliff! Latest Health
Fad or Educated Choice

Foundations class titles

Introduction to sociology

Be the change: Introduction to
public service

Introduction to gender studies

World politics

The psychological sciences

Introduction to environmental
science

Themes

(Students take 2 related courses)

Health Communication

Health Economics

Hearing Heaven: Death, Dying, and the Music of Mahler

Principles of Health Behavior and Health Education

Health Psychology

Cultural competencies in healthcare

Death and Dying

Medical Sociology

Capstones

Students are so ready to graduate!

Arts advocacy in action

Sex, love, and media

Biotechnology and the future

Negotiating diversity

Politics of obesity

Global health

Systems thinking

Systems thinking...

SYSTEMS THINKING

Working Together to Create a Sustainable World!



"SYSTEM"

think of a family



Sometimes, consistent outcomes that nobody wants... What's happening?

the System:
 - Too expensive
 - not reliable
 - too little access

Why is our Attention focused HERE?

WHERE IS the



LEVERAGE in the System?

Complex environmental, social, psychological causes of illness

Attention

What are we paying attention to?

WE ARE ALL PART of a LARGER SYSTEM? How do we SEE the SYSTEM?

Coca Cola... Goal: reduce water use

WATER

WWF

OXFAM: the biggest



Water Disease

Discussion Courses

Seeing Systems: Peace, Justice and Sustainability

How does one mold such complex principles as peace, justice and sustainability into a coherent story? The difficulty reflects the media's broader struggle to convey how these themes are mutually linked. *Seeing Systems: Peace, Justice and Sustainability* connects the dots between three of society's most pressing challenges and helps participants find pathways for powerful change in our everyday lives.

Length of Course: Six sessions

Course Book: Paperback and e-book



<https://nwei.org/discussion-course-books/seeing-systems-peace-justice/>

Poverty

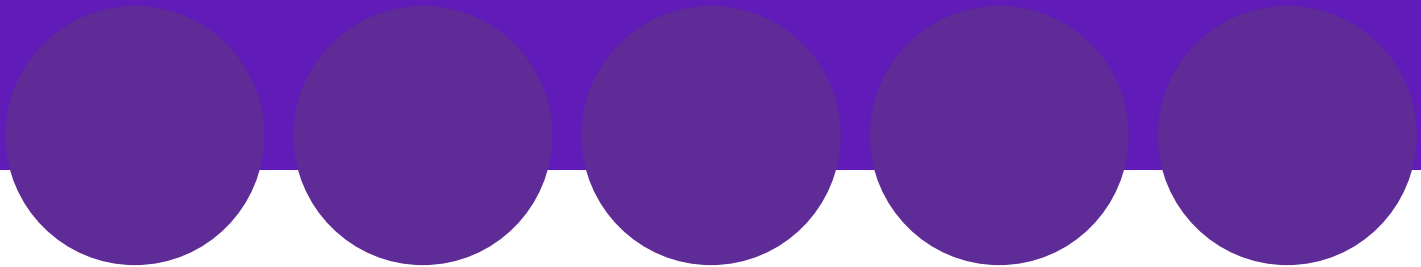
Food insecurity

Sustainability

Health care

Questions?

Thank you!



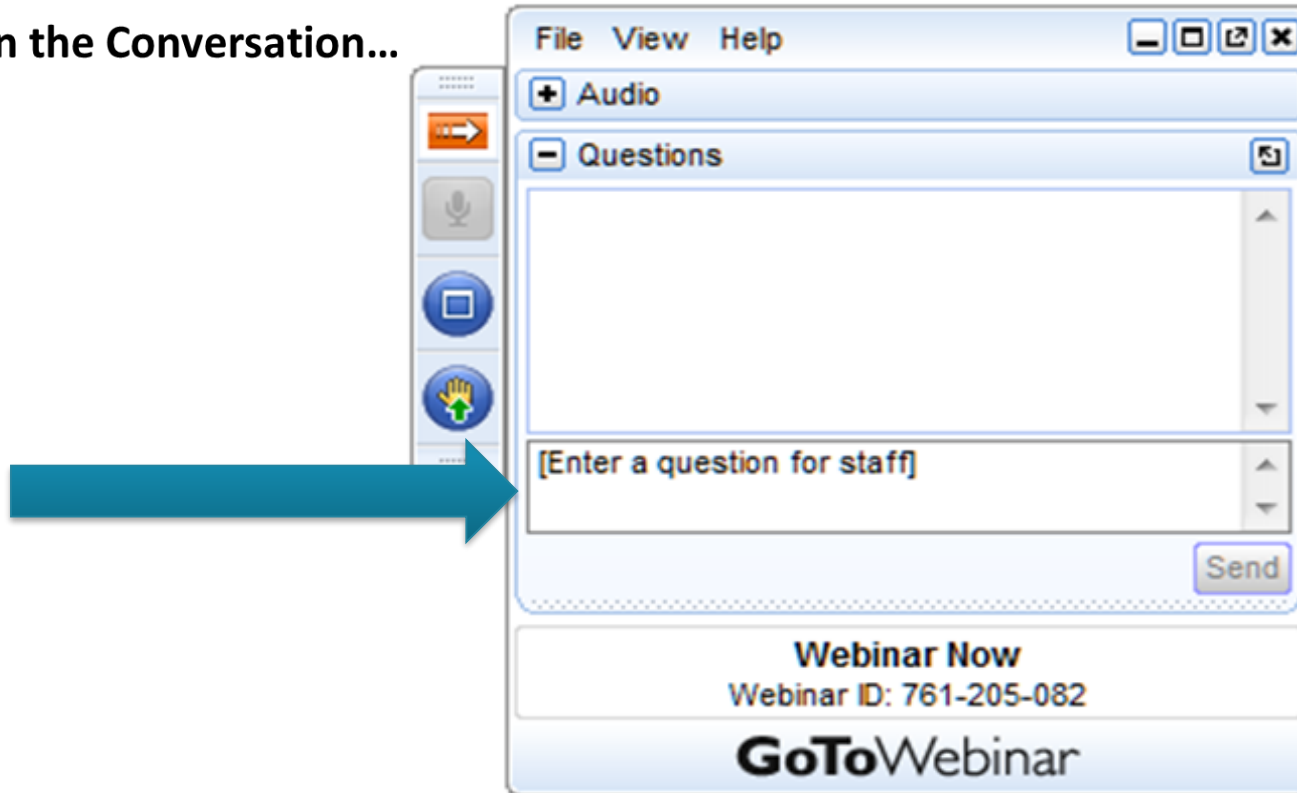
Contact information:

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330-823-4667

Questions or Comments?

Join the Conversation...





Creation, Implementation, and Evaluation of an Undergraduate Public Health Summer Program for High School Students

2017 Undergraduate Public Health and Global Health Summit Webinar

Keri Griffin, PhD, MPH, MPA, MCHES
June 1st, 2017

<http://www.mcphs.edu>





Outline

- ◆ Brief history of MCPHS University as it relates to the addition of the new BSPH program
- ◆ Benefits of early exposure to the discipline of public health
- ◆ Rationale and procedures undertaken to create and deliver a three-day summer immersion to high school students in summer 2016
- ◆ Strengths and weaknesses of undertaking this type of summer immersion program
- ◆ Plans for Immersion 2017

MCPHS University



MCPHS University is the oldest educational institution in the city of Boston.

For nearly 200 years the institution had been *exclusively* devoted to preparing professionals for careers in *clinical practice* including pharmacy, nursing, optometry, physical therapy, and physician assistant studies.

Five years ago the University recruited traditionally trained public health researchers and approved the creation of an undergraduate public health program. This program took its place in the School of Arts and Sciences.

MCPHS University

School of Arts and Sciences


- ◆ Chemistry/ Pharmaceutical Chemistry
- ◆ Health Psychology
- ◆ Health Sciences
- ◆ Medical and Molecular Biology
- ◆ Premedical and Health Studies
- ◆ Public Health





BSPH Program Requirements

- 124 Semester hours
- Include biology, chemistry, mathematics, ethics, writing, psychology, and history courses
- The five core disciplines and beyond
 - Health in All Policies Approach
 - Capitalizing on the interdisciplinary nature of the Arts and Sciences faculty
- Field placement/Experiential Learning
- Intensive research-based Capstone



Data from the de Beaumont Foundation and ASPPH

- ◆ Baccalaureate public health has been growing at an exponential [rate](#)
- ◆ Experienced 750% growth between 1992-2012
- ◆ In 2016, 34% of all public health graduates were from baccalaureate programs
- ◆ Formation of the Undergraduate Network for Public Health and Global Health Education



Immersion Areas of Emphasis

- ◆ Reaching students prior to undergraduate matriculation
- ◆ Communicating the breadth of the public health discipline
- ◆ Discussing the impact of SES on health and healthcare outcomes
- ◆ Teamwork and team-based learning strategies
- ◆ Need for future public health practitioners with fresh approaches to current and emerging public health challenges
- ◆ Ability for students to immediately have meaningful impact

Immersion Day One

Broad overview of the discipline

Discussed ways in which the students had encountered public health but were previously unaware

Invited speaker from the CDC shared information and details about her career path

Laboratory session culturing bacteria and discussing disease transmission

Current student and alumni panel

Strengths inventory and fun teamwork exercise



Immersion Day Two

Poverty Simulation

Simulated activity designed to provoke thoughtful consideration of the challenges faced by individuals living in poverty

Documentary lunch screening of “Unnatural Causes: In Sickness and in Wealth” followed by small- and large- group debriefing sessions

Environmental assessment and neighborhood walkabout to identify public health enabling and protective factors



Immersion Day Three

Three breakout sessions—two-four options per session

- “Blow some my way: Historical Change, the Cigarette, and Public Health”
- “Everything (Public Health Informatics) is Awesome! Modeling Public Health Information Exchange using LEGO™ Bricks”
- “Epidemiological Contact Tracing: How in the World did You Catch the YUCK?!?”
- “Food Deserts: Consequences of Inequalities and Guerrilla Gardening Solutions”

Minute Mentoring

Closing plenary with next steps including application to the BSPH





Process Details

- ◆ 130 applications received
- ◆ 94 total junior and senior participants
- ◆ 60 unique high schools represented
- ◆ 10 academic and professional units from MCPHS University
- ◆ 24 unique sessions
- ◆ 91% Pre-immersion assessment completion
- ◆ 89% Post-immersion assessment completion
- ◆ >60 applications to attend MCPHS University from summer immersion participants



Program Strengths I

- Early exposure to the discipline
 - Students learned how they are continuously impacted by the field of public health
 - Increased awareness of the breadth of the field and types of opportunities that exist for students with a wide range of interests
- Interdisciplinary approach to the program
 - Closely mirrored the diversity represented by the public health discipline
 - Opportunity to break down academic “silos” between colleagues
- Wide diversity of breakout session offerings
- Data collection opportunity



Program Strengths II

- ◆ Program was offered free of charge to program participants
- ◆ Involvement of current BSPH majors, minors, and program alumni
- ◆ Built in time for debrief of emotionally difficult subject matter
- ◆ Enlisted the support and resources of our University Counseling Department
- ◆ Served as a conduit for general university enrollment



Program Weaknesses I

- ◆ Determining method and process of acceptance
 - Had originally planned for 30 students in attendance
 - Received over 130 applications, eventually accepted 100
- ◆ Summer program timing
 - Many faculty are on 9-month contracts and might not be interested in participating when they primarily focus on research and writing
- ◆ Space
 - Constrained to one building on our Boston campus
 - Having access to greater outside greenspace would have enabled a wider range of activities



Program Weaknesses II

- ◆ Weather for neighborhood walkabout
 - An alternate activity was planned for rain, but humid conditions made the activity uncomfortable for many
- ◆ Served as a conduit for general university enrollment rather than for specific study in the BSPH
 - Though over 60 applications for matriculation have been received for the University, the majority are for other program majors
 - More work needs to be done educating parents about the discipline, including salary expectations



Program Considerations I

- ◆ Importance of involving non-faculty professional units
 - Marketing, Admissions, Center for Professional Career Development

- ◆ Introducing public health at the high school level has many challenges, including some unintended consequences
 - Inherent issues with teaching *younger* students
 - Maturity issues, especially in preparation for the weight of the subject matter
 - Introducing complex concepts to individuals with less “life experience”

 - Challenging younger students to confront the realities of the inequities of our healthcare system
 - Many of them are realizing for the first time in their lives that higher SES directly correlates with improved access to care, healthcare outcomes, quality of life, life expectancy, etc.



Program Considerations II

- ◆ Students expressed a lack of self-efficacy and frustration with their perceived inability to be effective in their pursuits, due to their student status and their environment
 - Place matters: Boston's Longwood Medical Area is home to some of the world's most well-known and highly ranked public health, medical and research institutions
 - Programs should focus on ways to encourage students to increase their self-efficacy in their current abilities to provide meaningful and positive contributions to their communities.



Next Steps I

- ◆ Planning for Summer Immersion 2017 is currently underway

- ◆ Additional handouts to be included in packet information
 - **Data from the US Bureau of Labor Statistics**
 - Career / Occupation list
 - Public health job projections—
 - 2014-2024 projections for all careers combined: 7%
 - 2014-2024 projections for baccalaureate prepared [health educators](#): 13%
 - Helping students (read: their parents) understand that there are many wonderful career options in the field, at a livable wage
 - **Information about our dual degree programs**
 - 3+2 BSPH/MPH
 - 3+2 BSPH/Master of Occupational Therapy



Next Steps II

- ◆ Continuing to emphasize the breadth and relevance of public health
 - Underscore the importance the discipline is receiving from all areas
- ◆ Continuing to create meaningful learning experiences for undergraduates
 - Opportunities for them to demonstrate mastery
 - To increase their self-efficacy in having an immediate impact



Thank you! Questions?

Keri Griffin, PhD, MPH, MPA, MCHES

Director, Bachelor of Science in Public Health Program

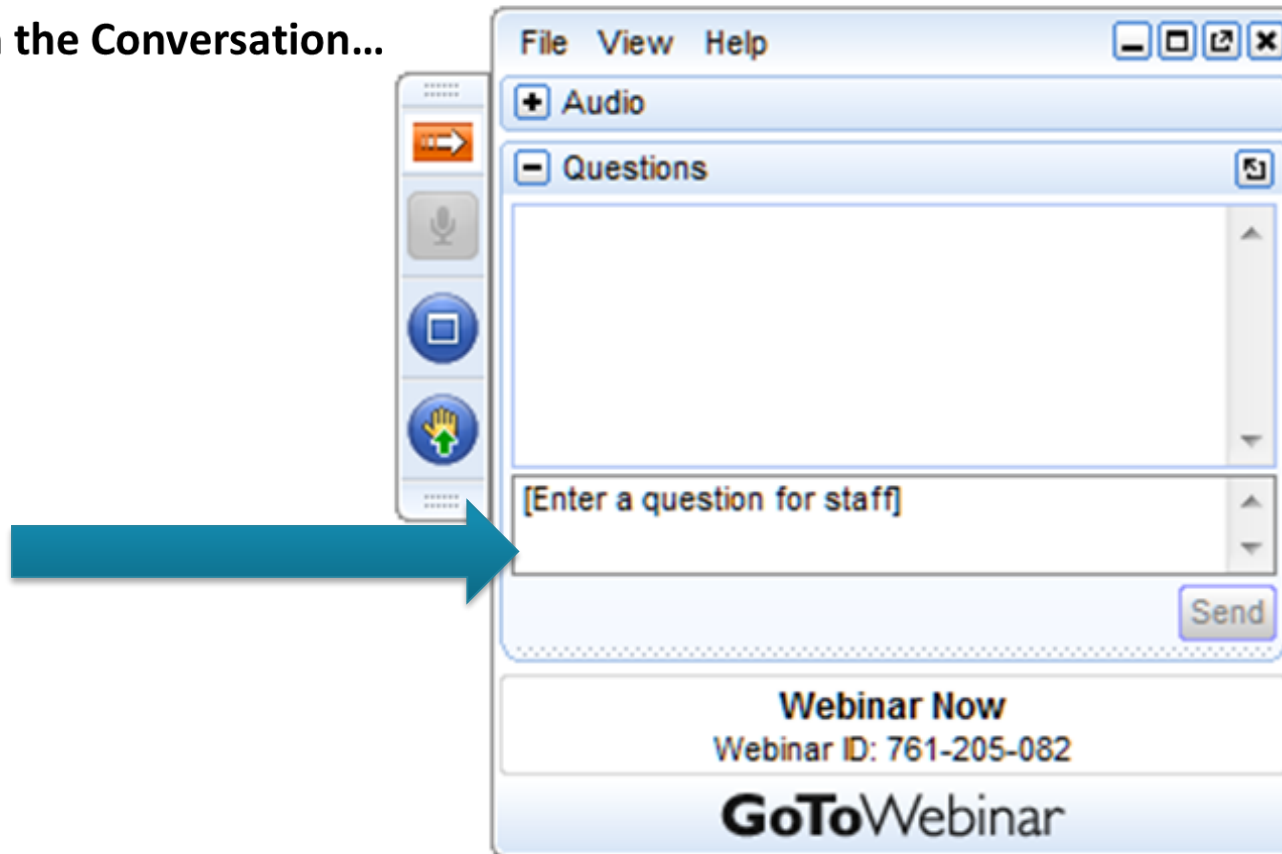
Assistant Professor of Public Health

MCPHS University

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Questions or Comments?

Join the Conversation...





A Focused Approach to On-Campus Recruitment through Career Communities

Susan E.C. Simmons, Ph.D. & Sarah Cady, B.A.

INDIANA UNIVERSITY SCHOOL OF PUBLIC HEALTH-BLOOMINGTON

INDIANA UNIVERSITY BLOOMINGTON

Background

Schools of Public Health with Large Undergraduate Student Populations

Institution	Bachelors	Masters	Doctoral	Total
IU Bloomington	2,293	273	145	2,711
Maryland	2,101	188	122	2,411
Oregon State	2,820	147	93	3,060
South Carolina	2,022	452	301	2,775
UMass	1,934	478	121	2,533

Filter Settings (Items Included) and Custom Notes: Reporting Year: 2016. Area of Study: All. Degree: All. Gender: All. Race/Ethnicity: American Indian/Alaska Native, Asian, Black or African-American and 5 more. Peer Group: My Institution & My Peers. Member Name: All. Notes: None. Prepared by: Susan Simmons (1/29/2017 8:05:10 AM)

ASPPH
Data Center

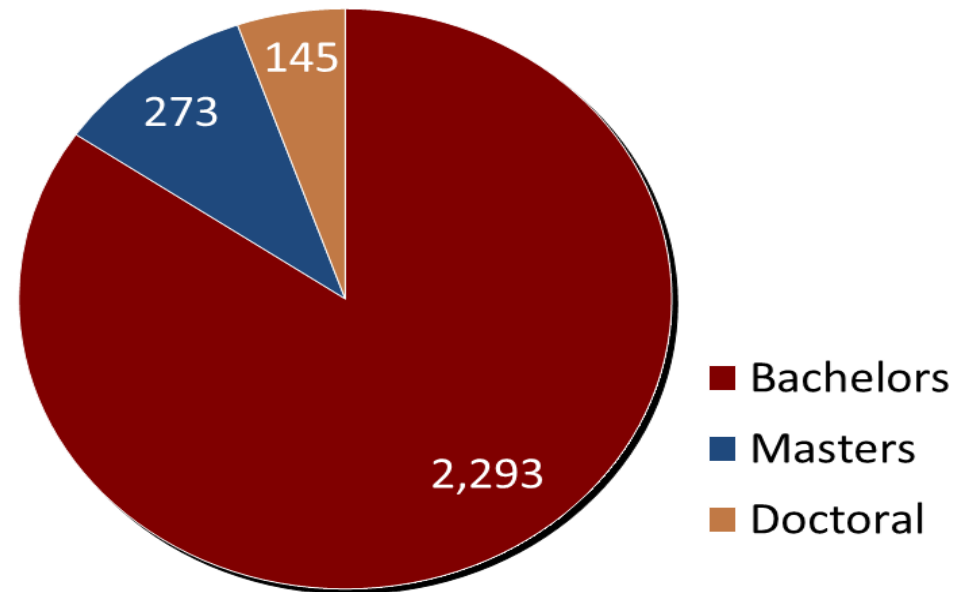


IU School of Public Health-Bloomington

- 3rd largest school
- 2,700 students
- 5 departments
- 20 Undergraduate
- 25 Masters
- 5 Doctoral degrees

One Career Center

Student Population



Purpose

Goals

- Customized recruitment opportunities
- Simplified hiring process
- Involvement of our alumni



Two Key Steps to Achieving Goals

- Creating Career Communities
- Redesigning Career Fair Structure

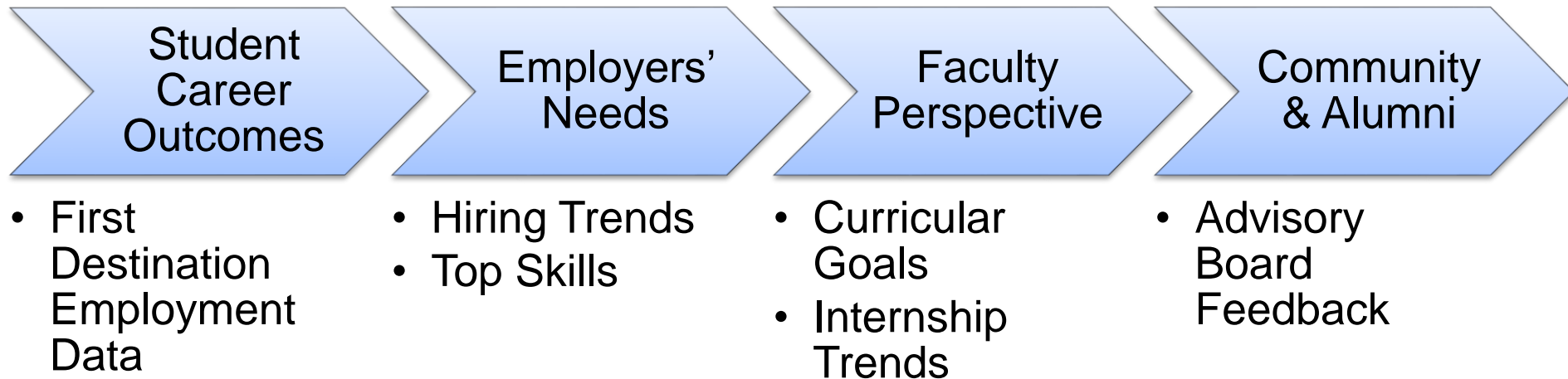


What are Career Communities?

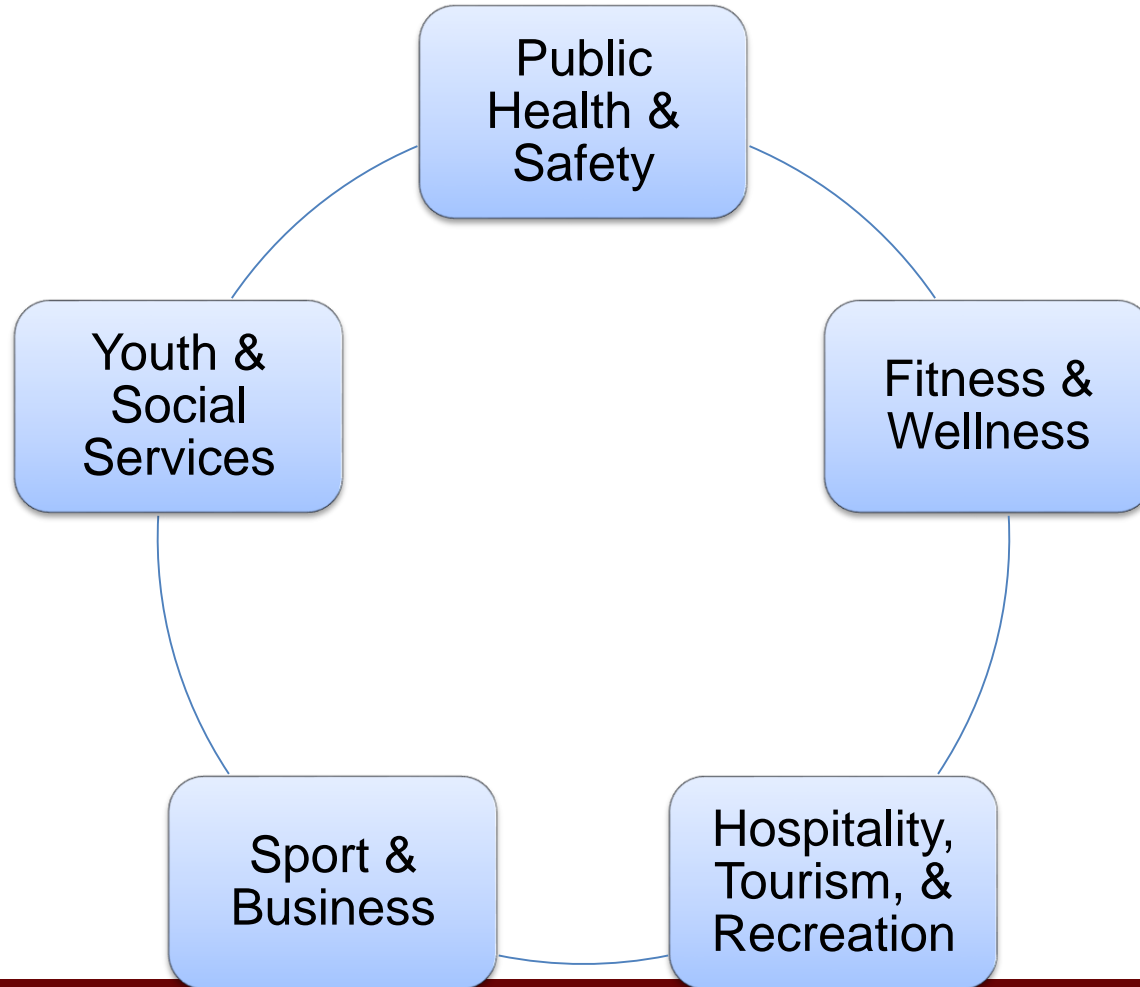
- Based on industry areas and employment trends
- Can be tailored to the needs of any institution
- Help employers identify the right candidates
- Sets the stage for more focused events
- Alumni mentors as community leaders



Process of Designing Career Communities



IU School of Public Health Career Communities



Impact on Career Fair Structure

A More Focused Approach to Career Fairs

- Targeted recruitment strategy
- Customized and personalized
- Strong alumni networking component
- Panel sessions to enrich the learning experience
- Less intimidating environment
- Students stay longer and relationships grow stronger!
- Maximizes recruiters' time on campus

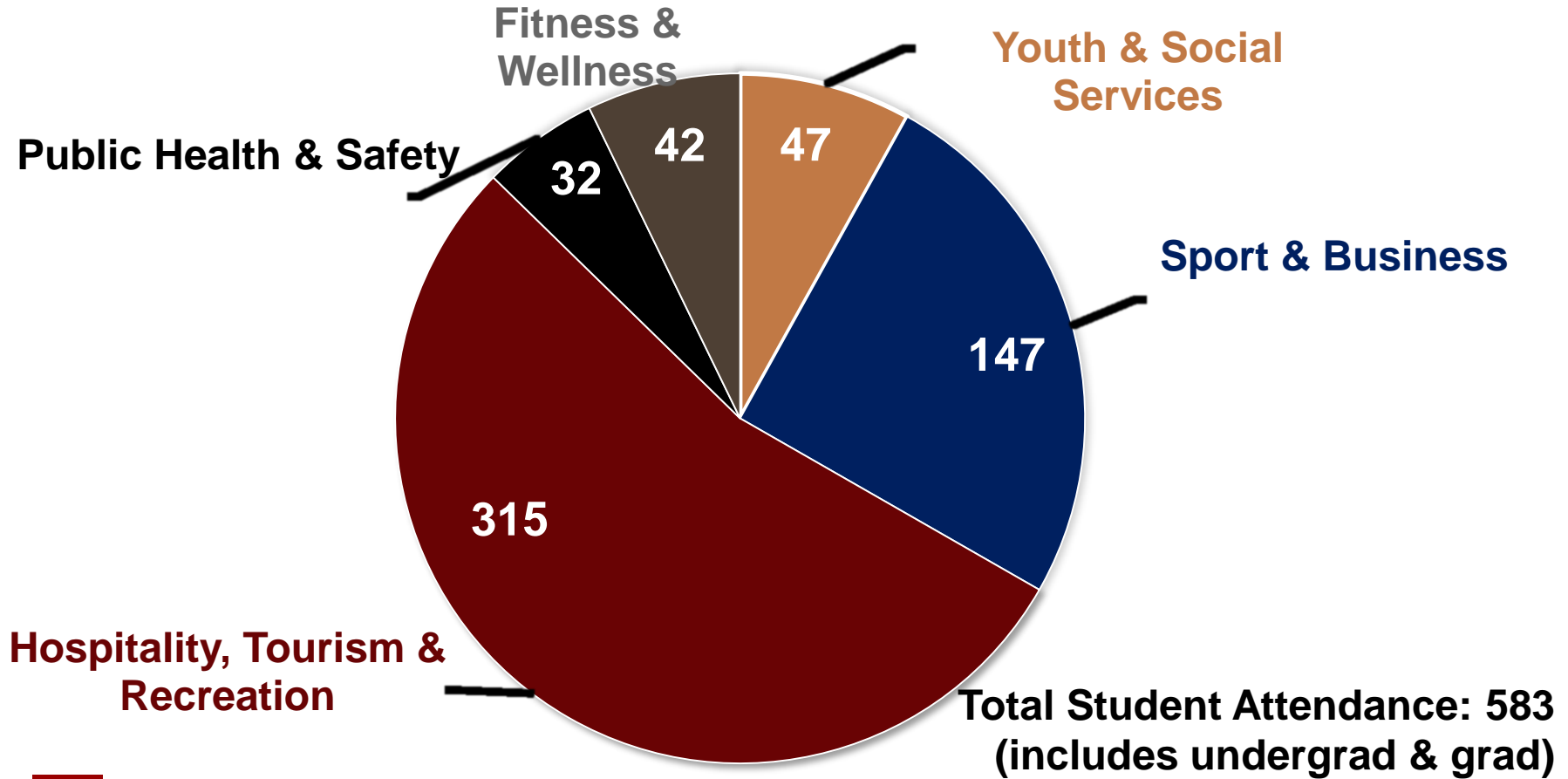


Year 1 - Pilot Program

- Five Focus Fairs (Oct, Nov, Jan, March, April)
- 2 components:
 - Career fair tabling specific to career community focus
 - 1-1 Networking opportunities with alumni mentors



Year 1 Outcomes - Students



Year 1 Outcomes - Students

Student Satisfaction

- 97% satisfied with the focus fair format (N=223)
- 96% would attend another focus fair (N=220)



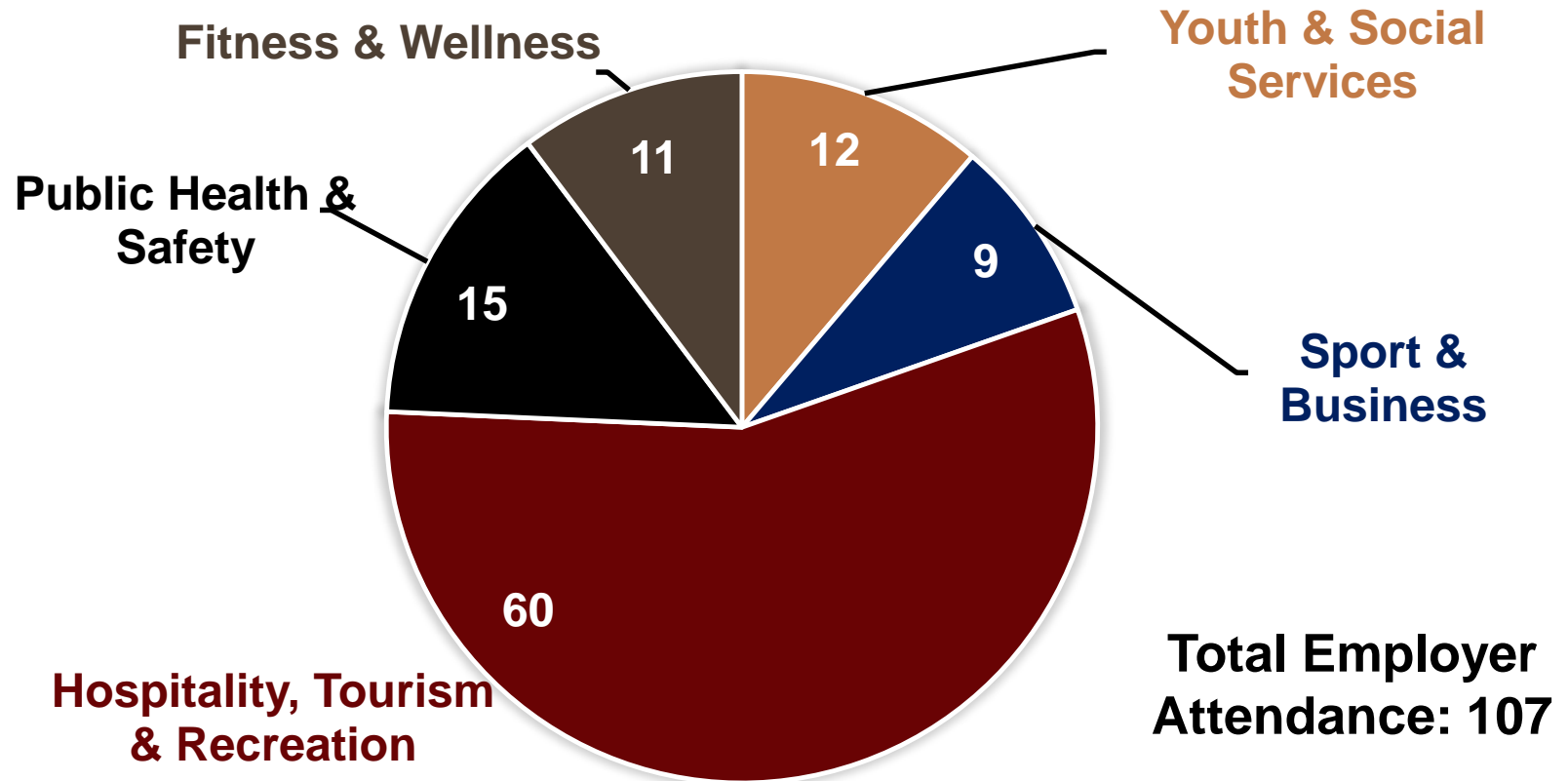
Year 1 Outcomes - Students

“I loved this!
Please continue with the focus fairs!”

“This was a great experience and good practice for the professional world. I think I made some good connections and landed a possible internship.”



Year 1 Outcomes - Employers



Year 1 Outcomes - Employers

Employer Satisfaction

- 82% satisfied with the focus fair format (N=43)
- 98% would attend another focus fair (N=51)



Year 1 Outcomes - Employers

“I love that this has become a focus event, less quantity of students coming in but higher quality.”

“These students will have such a head start in the job market and you've obviously done a wonderful job of helping them prepare. Well done!”



Year 2 Changes

- 4 fairs instead of 5
- Formalized alumni engagement through career panels



Year 2 Outcomes

- Student attendance remained stable
- Alumni Engagement increased by 25%
- Increase in Employer New Business Development (93%) and Relationship Management (13%)



Program Evaluation

Program Evaluation



Successes and Challenges



Career Communities

- **Successes**
 - More personalized
 - Industry-specific
- **Challenges**
 - Marketing & communications
- **Opportunities**
 - Create stronger sense of belonging



Focus Fair Structure

- **Successes**
 - Stronger connections
 - Less intimidating
 - Increased alumni engagement
- **Challenges**
 - Managing expectations
- **Opportunities**
 - Further enhance employer relations



Summary & Application

Summary

- Works well with large undergraduate public health programs.
- Creates stronger connections
- Quality over quantity
- Customizable and repeatable
- Tailored to the needs of your institution



Application

- Review school structure and consult with stakeholders
- Review staffing and scale approach accordingly
- Keep communication lines open and be willing to adapt
- Coordinate logistics and plan in advance
- Enlist volunteers



Thank You

Questions?

Contact Us:

Susan Simmons, Director of Career Services
suscrowe@indiana.edu

Sarah Cady, Associate Director of Employer Relations
scady@indiana.edu

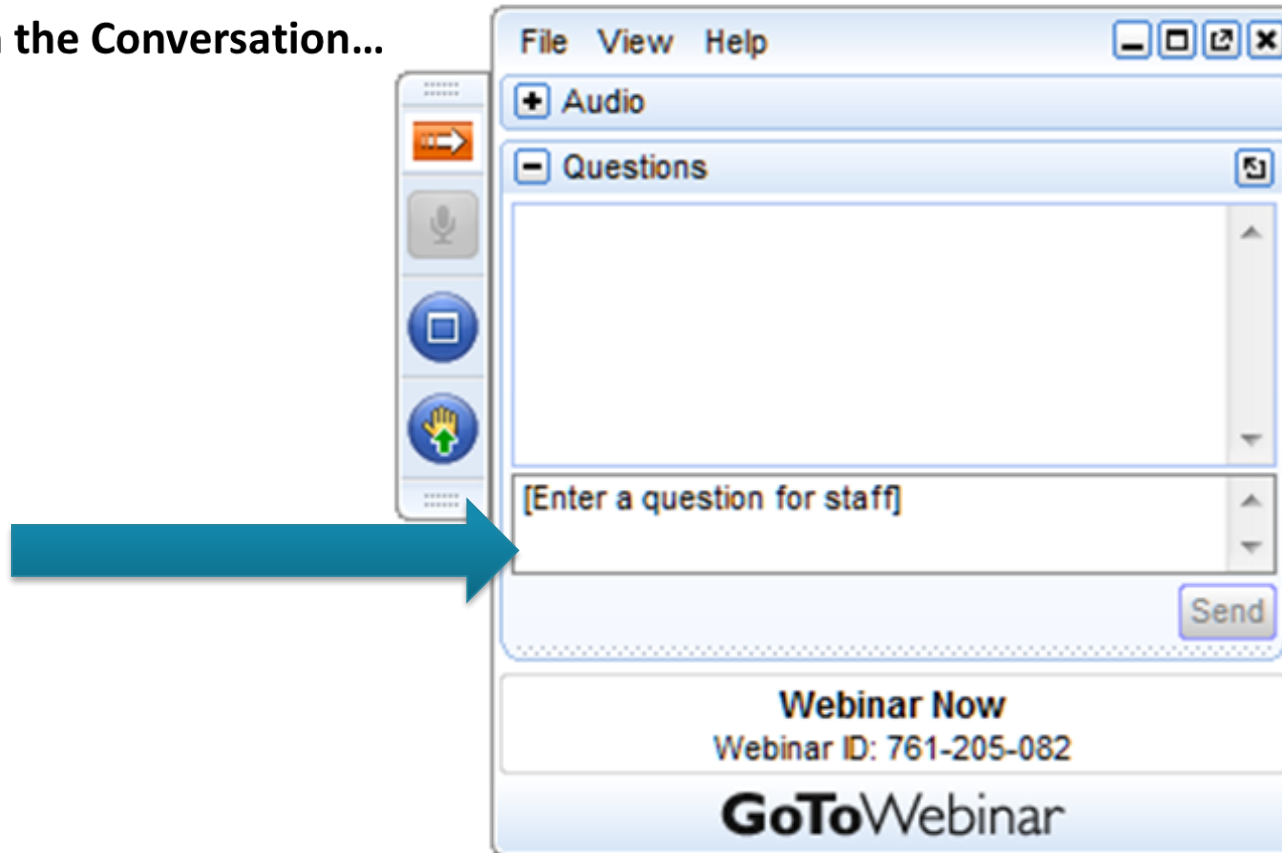


INDIANA UNIVERSITY BLOOMINGTON

FULFILLING *the* PROMISE

Questions or Comments?

Join the Conversation...



Thank you to Today's Presenters

Now taking questions.



Beth Canfield-Simbro,
PhD, MPH, CHES
University of Mount Union



Keri J. Griffin, PhD,
MPH, MPA, MCHES
MCPHS University



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PhD
Indiana University
School of Public
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Sarah Cady
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- Bloomington

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-reaching-beyond-our-students-recruit-educate-engage/>

Contact: webinars@aspph.org

CPHCE
Credits

Coming Attractions...

ASPPH Presents: Collaborating across Departments - Admissions, Student Services, Career Services, and Alumni Relations

Tuesday, June 6, 2 – 3:00 p.m. Eastern

ASPPH Presents: The Triple Aim of Health Equity

Wednesday, June 7, 11:00 a.m. – 12:00 p.m. Eastern

ASPPH Presents Strategies for Effective Teaching of a Target Skill to Undergraduate Public Health Students

Thursday, June 15, 1 – 2:00 p.m. Eastern

For more information about and to register for upcoming webinars, visit the ASPPH Events page:

<http://www.aspph.org/events/category/webinar/>

Coming Attractions...

Registration now open for: Undergraduate Faculty Development Workshop

Monday, June 5, 11:00 AM - 5:30 PM Eastern

- **Registration fee:** \$200 (includes working lunch)
- **Location:** ASPPH Headquarters, 1900 M Street, Suite 710, Washington, DC
- **Lodging rate:** Please see the [Event page](#) for a listing of recommended hotels within walking distance of ASPPH.

<http://www.aspph.org/event/undergraduate-faculty-development-workshop/>

Register today!

Thank you!