

**OHSU-PSU SPH Community Health/Health Promotion Affinity Group**  
**1/7/14**

**Present:** Lisa Marriott, Deb Messecar, Christina Nicolaidis, Judith Sobel, Carlos Crespo, Claire Wheeler, Dawn Richardson, Charles Klein, Kent Anger, Lucy Cunningham, Mark Systma, Stephanie Farquhar, Cara Eckhardt, Betty Izumi, Junghee Lee, Laurie Powers, Liana Winett

**Background and Purpose**

Liana and Laurie provided a brief background on the focus of the Steering Committee to date; primarily on clarifying the SPH competencies, developing and gaining approval for the new academic programs (two MPH, three doctoral), and articulating the elements of an MOU between OHSU that would support a unified experience for students. Affinity groups are to increase faculty involvement in planning for the SPH, with the first phase of meetings focusing on competencies, curriculum, and criteria for core and allied faculty. Upcoming conversations for the SPH include faculty member's roles and relationships to the SPH, SPH's research programs, and how the undergraduate program could ultimately relate to the SPH. A primary determinant in the sequence of planning for the SPH has been aiming for CEPH accreditation review in 2015. Some decisions also require the SPH interim dean to be in place, with a hire planned for July, 2014.

Perspectives and ideas from our Affinity Group both may be integrated in the short-term, as feasible with the SPH timeline, or inform the next phase of SPH evolution (2-5 years). Liana and Laurie will bring our group's ideas to the Steering Committee.

**Perspectives and Ideas**

We had an energetic discussion of issues and ideas related to SPH competencies, curriculum, and overarching focus. Topics participants recommend for pursuit include:

1. Integrating research agendas with the school focus and student training
  - a. For example, the interinstitutional research focus in occupational health, led by Leslie Hammer and Kent Anger, could very innovatively be integrated into SPH education, field, and research experiences, and may well cross "track" lines. This also might include partnerships with employer sites and summer internship programs (for example). There are many opportunities to be seized, including exploring how occupational health is addressed in the environmental health core course.
  - b. Explore existing research program research competencies programwide to ensure adequate preparation in a range of research skills (e.g., CBPR).
  - c. Ensure rich opportunities for students to both apply research skills beyond initial coursework, and to communicate about research (and other) precepts, such as through oral presentation. Perhaps integrate the Student Symposium as a required element in curricula.

## 2. Curricular alignment:

- a. More clearly call out social determinants, disparities, and community engagement competencies more directly in course titles and descriptions. The content is there, but not all titles reflect that it is so
  - i. Recommendation: edit track description and change some course titles to more accurately reflect current content.
  - ii. Make our signature foci very transparent to students and the community,
- b. Potentially add an applied research course with community placements.
- c. Continue to explore revising the culminating experience, first at the OMPH-level (overarching design) and then in specific track implementations.
- d. More explicitly integrate classes in community engaged research and research with disadvantaged populations.
  - i. Change Community Org class title to “Community Organizing and CBPR Methods” – or –
  - ii. Add a separate required CBPR class, as CO and CBPR – while related – are conceptually distinct
- e. Provide structured opportunities for students to meet together around their field experiences.
  - i. Recommendation to add accompanying classroom-based section to process and discuss field placement experiences.
- f. Require SDH-focused learning and field experiences in Years 1 and 2.
  - i. Expand to two-term field experience and remove the current one-term option, for purposes of greater depth with agency/organization and richness of learning.
- g. Also must remember existing undergrad program, which is preparing for accreditation using the CEPH criteria. If they come onboard to SPH, must be part of conversations around HP programming.

## 3. Related ideas:

- a. Engage doctoral students in teaching and supporting program enhancements, particularly given Teaching Effectiveness/Methods course
- b. Include a course in grant writing or re-label the Program Planning class to reflect that students do currently write a full grant proposal in that course.
- c. Create opportunities for MDs to obtain research-focused degree beyond the Epi/Bio curriculum. Determine how the current OHSU MCR degree might fit as well as looking at other vehicles that could focus on preparing MDs for primary focus in applied, social determinants, community engaged research.
  - i. Perhaps consider an MSPH for future, as that is the traditionally research-focused public health degree.

- d. Within the context of a more expansive SPH, consider future evolution of the MPH to encompass research- and community practice- focused strands.

**Next Affinity Group Meeting:** January 22<sup>nd</sup> from 10am to noon at the PSU Market Center Building, Room 541. This is the administration building on the corner of 4<sup>th</sup> and Market.

Agenda items:

- Defining faculty roles
- Integrating research and curriculum/competencies
- Continued curricular discussions

**OHSU-PSU SPH Community Health/Health Promotion Affinity Group  
1/22/14**

**Present:** Judith Sobel, Claire Wheeler, Leslie Hammer, Eric Mankowski, Roberto Orellana, Lisa Marriott, Deb Messecar, Dawn Richardson, Michelle Berlin, Leslie McBride, Kerth O'Brien, Celeste Moser, Ryan Olson, Kathlynn Northrup-Snyder, Stephanie Farquhar, Betty Izumi, Laurie Powers, Liana Winett

**Updates Since Last Meeting (1/7/14)**

Liana and Laurie shared the last Affinity Group meeting notes with the SPH Steering Committee and verbally highlighted a few points: 1) the importance of integrating our research strengths into the SPH, with occupational health and workforce health promotion currently very strong across our campuses; 2) benefits of a group specifically focusing on undergraduate education; and 3) potential for future consideration of a degree for MD public health research training and connections with the MCR program. Recent shifts include formation of an Affinity group focusing on inclusion of undergraduates and increasing integration of occupational health with the new environmental health specialty.

**Continuing Curriculum Discussion**

Several ideas were proposed for curriculum development in association with discussion of the updates:

- Listing of occupational health and prevention classes in Psychology as SPH specialty electives (The SPH must have operational control of courses listed as required).
- Could change the title of current Health Promotion *Environmental Health* course to *Environmental and Occupational Health*. Liana will pass that idea on to the core course leads of that track. It already is a very full 10-week curriculum, but perhaps some of that content already is in the course.
- Could more directly call out occupational health in preventative medicine in the new ESHH track at OHSU.
- Involve OHSU undergraduate nursing faculty in the Undergraduate Affinity Group.
- *Workplace Health* would be a good future class to incorporate.

- Coursework in global health will be needed as International Health has been headed by OSU, which is leaving the OMPH.
- Importance of training in multi-level prevention that interrelates population and individual behavioral health.
- Consider level of inclusion of health literacy and health communication in the curriculum.

We discussed the need for a centralized e-hub for specific curriculum information on the SPH MPH tracks and PhD program curriculum, and for holding important ideas that are currently being generated for future development of SPH specialties.

### **Faculty Roles and Criteria**

Several suggestions were offered related to the mix of SPH faculty, including the need for at least three categories including full-time, affiliated with joint-appointments, and adjunct faculty. Full-time and affiliated joint-appointments would be ongoing, regardless of payment. Stability would be important for ongoing faculty engagement in teaching, mentoring, research proposals, etc., and the appointment letter could be written to require some type of uncompensated faculty service in association with joint appointment. Consistently engaged community faculty also could be given appointments as affiliated faculty – offering this opportunity would be great for the faculty and SPH, and teaching or administrative experience in county or state public health should be included as examples of expertise in a position description. Also, service at OHSU may be in the form of clinical work and needs to be reflected in position descriptions. Appointments should be based on faculty interest and qualifications, however we should not use the term, “highly qualified” faculty in the description in order to avoid sending the message that full-time core SPH faculty are inherently more qualified than other faculty. Create the SPH to welcome and capitalize on the talent of OHSU and PSU, cross departments, and establish the SPH as a hub for much of the social determinants of health, health disparities, and community engagement activity on our campuses. Need to be sure that any faculty descriptions or recruitment materials clearly call out these three mission areas. We discussed the importance of learning about potential issues and pitfalls from other SPH programs, and Liana highlighted both the information gathering that has been conducted and our unusual positioning in establishing the SPH with having 21 years of previous experience in the collaborative OMPH. She can disseminate the presentation slides that include the history of the collaboratives and “lessons learned.”

### **SPH External Communication**

SPH external communication has been purposefully limited due to the transition that’s underway with OSU leaving the OMPH after this year. The *State of our Health* book was developed as an outreach tool and is available on the SPH website, and an ad will be coming out for the doctoral programs in *Nation’s Health*. We discussed the value of offering orientation presentations for faculty on history, PH plans, what’s known, and what needs to be sorted out. Ideally, these presentations might be followed by refreshments and snacks to encourage faculty mixing. Students also have asked for information.

### **Additional Next Steps**

Liana invited Affinity Group members to send her syllabi and other curriculum resources ([lwinett@pdx.edu](mailto:lwinett@pdx.edu)), and she will explore creating a resources section on the website or another location where materials and curriculum development ideas could be posted.

Liana and Laurie anticipate that Affinity Groups will be re-convened for discussion of additional topics as the SPH Steering Committee shifts focus and the structure of the SPH begins to take shape. Current planning is for the interim dean to be in place by July 1.