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

NAFSA Colloquium on Internationalizing Education in the Health Professions

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Dean, USF College of Public Health  
Chair, ASPPH Framing the Future Task Force
Framing our Futures

• Rich history of graduate education in public health
• Recognition that health and health care worlds are changing rapidly and dramatically
• Completely rethinking education in public health: the *Framing the Future Task Force*
• Emergence of global competency as essential
• A case study from the USF College of Public Health
A brief history lesson . . .

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.
## Types of Degrees in Public Health

<table>
<thead>
<tr>
<th>1915</th>
<th>2014</th>
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<tbody>
<tr>
<td>MPH</td>
<td>BA/BS</td>
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<tr>
<td>DrPH</td>
<td>PhD in Public Health</td>
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<td></td>
<td>MPH</td>
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<td>PhD in Disciplines</td>
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<td></td>
<td>MSPH</td>
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<td>MS</td>
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<td>DrPH</td>
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<td>MHA/MHSA</td>
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<tr>
<td></td>
<td>MHS</td>
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<tr>
<td>Other Master’s</td>
<td>Other Doctorate</td>
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<td>Other Joint/Dual Master’s</td>
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- **MPH**
- **DrPH**
- **BA/BS**
- **PhD in Public Health**
- **MPH**
- **MPH/MD**
- **MPH/JD**
- **MPH/JD**
- **MPH/MBA**
- **MPH/MSW**
- **MPH/MSN**
- **MPH/DPT**
- **Other Master’s**
- **Other Joint/Dual Master’s**
## Types of Students in Public Health

<table>
<thead>
<tr>
<th>1915</th>
<th>2014</th>
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<tbody>
<tr>
<td>MDs</td>
<td>High school grads seeking undergrad degrees</td>
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<tr>
<td>Other professionals</td>
<td>Recent undergrads from all fields of study</td>
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<td></td>
<td>Graduate students in related fields</td>
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<td></td>
<td>Public health professionals</td>
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<td>Returning Peace Corps volunteers</td>
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<td></td>
<td>MD’s and other credentialed health care providers</td>
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# Career Trajectories for Public Health Graduates

<table>
<thead>
<tr>
<th>1915</th>
<th>2014</th>
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<tbody>
<tr>
<td>Health Officers</td>
<td>Governmental public health</td>
</tr>
<tr>
<td>Other health organizations</td>
<td>Hospitals and health care delivery settings</td>
</tr>
<tr>
<td></td>
<td>Insurance companies and health plans</td>
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<tr>
<td></td>
<td>Pharmaceutical companies</td>
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<td>Private and public research institutions</td>
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<tr>
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<td>Voluntary organizations, NGO’s</td>
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<td></td>
<td>Other public sector agencies (schools, corrections,</td>
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<td>social service, planning agencies)</td>
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<td></td>
<td>Non-profits, foundations, think tanks</td>
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<td></td>
<td>Professional associations</td>
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ASPH Competency Development Projects

DrPH Core Competency Model

Global Health Core Competency Development Project

MPH Core Competency Model

Public Health Preparedness & Response Core Competency Development Project

Undergraduate Public Health Learning Outcomes Development Project

Master's-Level Public Health Preparedness & Response Competency Model
Current Health Care Trends

- Escalating costs, concerns about quality, safety and access
- Shifting financing and delivery structures
- Awareness of importance of prevention and primary care but challenging to deliver
- In the US, an aging, sicker population
- Globally, an epidemiologic transition from infectious to chronic disease and injury
Current Public Health Trends

- Continued under-appreciation of its value
- Continued politicization of public health
- Under-resourced and shrinking
- Growth of interest in “population health”
- Lack of sufficient attention to mental health
- Growth of accreditation
- Changing demographics of the population
- Health care reform
Trends in Higher Education

- Rethinking liberal education
- Intense pressure to produce “jobs”
- New technologies
  - Web-based learning, flipped classes, MOOC’s etc
- Competency-based degrees
  - Progress measured not by time in class but by competencies achieved
  - Decouples learning and assessment
  - Credit given for prior experience
- Flex options
  - Rethinking the credit hour and the semester calendar
- Learning spaces? Academic credentials?
Trends in Health Professions Education

• Growing interest in inter-professional education, development of high-functioning health care teams
• Emergence of new programs in “allied” health professions to meet anticipated needs for primary care providers
• Exploration of new professional pathways: health coaches, navigators, “hospital transitionists”, community-based care
• Expansion of international learning experiences
Framing the Future Task Force

- Formed in 2011 to rethink education in public health for the second hundred years (2015)
- Diverse composition, IPEC group
- “Empty room” approach
- Works through expert panels, open dialogue
  - Website, blog, town halls, presentations
Products to Date

- Critical Component Elements for Undergraduate Degrees in Public Health
- Role of Community Colleges Curricular Models for AA and AS degrees
- A MPH Degree for the 21st Century
- The DrPH
- Population Health in all Professions
Global Competency in Public Health

- Is *public health global health*?

- Increasing globalization of curricula, expansion of degree and certificate opportunities

- Growth in international learning experiences
Global Competency in Public Health

Undergraduate Learning Outcomes

• 1.4 List the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations

• 1.6 Discuss major local, national, and global health challenges
Global Competency in Public Health

Critical Component Elements of Undergraduate Degrees in Public Health

• Overview of Public Health: Students should have an introduction to the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.

• Overview of the Health System: Students should have an introduction to the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries.

• Cultural contexts in which public health professionals work.
Global Competency in Public Health

A MPH Degree for the 21st Century

• Global health is public health and includes both domestic and international issues, so global health perspectives and content should be covered in all MPH degrees

• Characteristics and organizational structures of the US health care system and how they compare to health care systems in other countries

• The cultural context of public health issues and respectful engagement with people of different cultures and socioeconomic strata

• Globalization and sustainable development and their relationship to population health
Global Competency in Public Health

The DrPH

- The impact of local, national and global trends and interdependencies on health systems and the various factors that influence complex health situations and future population health outcomes
- Human rights frameworks and principles that underpin ethical practices
USF College of Public Health

- Department of Global Health created in 2004
  - PhD, DrPH, MPH degrees
  - Graduate Certificates
    - Global Health Practice
    - Diasporas and Health Disparities
    - Disaster Management
    - Global Health and Latin American and Caribbean Studies
    - Humanitarian Assistance
    - Water, Health and Sustainability
  - Major component of our public health core curriculum, embedded in the core competencies
USF College of Public Health  
Office of International Programs

- Lead for policy development, safety and security
- Identifies and nurtures partnerships
- Masters International Program, Peace Corps
  - Zambia, Mongolia, Botswana, Uganda, Fiji, Swaziland, Togo, Benin, Dominican Republic, Cameroon
- Organizes International Field Experiences
  - Thailand, Uganda, Panama, Liberia, Ecuador, Peru, Kenya, Bangladesh, Ethiopia, Nicaragua, South Africa, Malaysia, various Caribbean Islands, Switzerland, Germany, the UK
- Develops and supports Study Abroad Courses
  - India, China, Malaysia, Belize, Panama, Ecuador
- Supports international research
  - Thailand, Panama, Ghana, Ethiopia, Kenya, Belgium, Angola
- Arranges embedded international experiences
USF Health Office of International Affairs

- Responsible for all international travel, faculty, staff and students
- Negotiates international agreements
- Hosts visiting scholars
- Supports the international experiences of IPE student groups
  - International Health Service Corps
  - Project WorldHealth
  - Focused trips, e.g. Haiti
Framing Our Futures

• Health is global
• We are all citizens of the world
• Global health competencies growing in importance, increasingly recognized as “global”
• Experiential/immersive learning essential
• Public Health leading a transformation
• IPE provides a critical vehicle
Thank you!

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www.aspph.org