

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE

Senate Document Number SD0421F
Date of Senate Approval 11/04/2021

Statement of Faculty Senate Action:

APC Document 3 (MPH): Add courses for the Place-Based Public Health Concentration in the Master of Public Health degree

- Add new course title and description for SPHG 701: Leading from the Inside Out**
- Add new course title and description for SPHG 702: Practicum Evaluation & Interprofessional Practice Activities**
- Add new course title and description for SPHG 711: Data Analysis for Public Health**
- Add new course title and description for SPHG 712: Methods and Measures for Public Health Practice**
- Add new course title and description for SPHG 713: Understanding Public Health Issues**
- Add new course title and description for SPHG 721: Public Health Solutions: Systems, Policy and Advocacy**
- Add new course title and description for SPHG 722: Developing, Implementing, and Evaluating Public Health Solutions**
- Add new course title and description for PUBH 734: Place-Based Theory in Public Health**
- Add new course title and description for PUBH 736: Individual Transformation Applied to Public Health and Place**
- Add new course title and description for PUBH 737: Place-Based Research and Evaluation Methods**
- Add new course title and description for PUBH 738: Place-Based Community Transformation in WNC**
- Add new course title and description for PUBH 739: Place-Based Systems Transformation**
- Add new course title and description for PUBH 740: Implementation of Place-based Theory and Design in Public Health**
- Add new course title and description for PUBH 748: Leadership in Health Policy for Social Justice**
- Add new course title and description for PUBH 992: Place-Based Health MPH Culminating Experience**
- Add new course title and description for PUBH 790-792: Issues in Place-based Public Health**

Effective Date: Fall 2022

1. Add: New course: SPHG 701, Leading from the Inside Out:

701 Leading from the Inside-Out (2)

This course prepares students for public health practice by helping them examine, unpack, and mitigate biases, introducing fundamental leadership skills necessary to advance equity. Spring.

Impact: This new course will have a minimal impact at UNC Asheville. This course typically will be taught by a UNC-CH-employed faculty member who oversees applied learning experiences.

Rationale: This course provides students with an opportunity to plan for their practicum, during which they apply skills they learned in the core courses in their first study. Students work with local community organizations toward developing a subset of the 22 MPH core competencies set forth by the Council on Education in Public Health (CEPH).

2. Add: New course: SPHG 702, Practicum Assignments & Interprofessional Practice Activities

702 Practicum Assignments & Interprofessional Practice Activities (1)

This course awards credit to required practicum assignments and includes a series of interprofessional practice activities designed to provide healthcare professionals with the foundational skills needed to work in teams to effectively collaborate and coordinate care in population health. Prerequisite: SPHG 701.Fall

Impact: This new course will have a minimal impact at UNC Asheville. This course typically will be taught by a UNC-CH-employed faculty member who oversees applied learning experiences.

Rationale: This course provides students with an opportunity to reflect on their practicum experience, during which they apply skills they learned in the core courses in their first study. Students present on their learning to a group of peers and others, including local public health professionals and organizations. It is a required element of a Council on Education in Public Health accredited MPH program.

3. Add: New course: SPHG 711, Data Analysis for Public Health

711 Data Analysis for Public Health (2)

This introductory course is part of the MPH core curriculum and focuses on the biostatistics and analysis methods commonly found in public health. Students will learn to produce, interpret, and use straight-forward data analyses. Corequisites: SPHG 712, 713. Fall.

Impact: This new course will have a minimal impact on faculty at UNC Asheville. Teaching time is paid for by the MPH program budget. This course will most often be led by a community faculty from MAHEC (adjunct) with an UNC-CH faculty team or lead instructor. If a UNCA faculty member teaches this course, support for an adjunct to allow for course release or additional remuneration will be provided. The estimated number of UNCA faculty who will teach in the MPH program will be 1-3 per semester (at one course each).

Rationale: This course is part of the 12 credit-hours of core coursework required of all Master of Public Health students. Data analysis is an essential skillset for public health professionals, integral to achieving the 22 MPH competencies of the Council on Education in Public Health (CEPH).

4. Add: SPHG 712, Methods and Measures for Public Health Practice

712 Methods and Measures for Public Health Practice (2)

This course is part of the MPH core curriculum, and introduces epidemiologic concepts and how to describe population patterns of health, inequities, and their determinants. Corequisites: SPHG 711, 713. Fall.

Impact: This new course will have a minimal impact on faculty at UNC Asheville. Teaching time is paid for by the MPH program and MAHEC. This course will most often be led by a community

faculty from MAHEC (adjunct) with an UNC-CH faculty team or lead instructor. If a UNCA faculty member teaches this course, support for an adjunct to allow for course release or additional remuneration will be provided. The estimated number of UNCA faculty who will teach in the MPH program will be 1-3 per semester (at one course each).

Rationale: This course is part of the 12 credit-hours of core coursework required of all Master of Public Health students. Methods and Measures introduces students to epidemiological concepts, which is an essential area for public health professionals, integral to achieving the 22 MPH competencies of the Council on Education in Public Health (CEPH).

5. Add: SPHG 713, Understanding Public Health Issues

713 Understanding Public Health Issues (2)

This course is part of the MPH core curriculum and provides students with the skills to identify and describe public health issues in specific contexts. Corequisite, SPHG 711, 712. Fall.

Impact: This new course will have a minimal impact on faculty at UNC Asheville. Teaching time is paid for by the MPH program and MAHEC. This course will most often be led by a community faculty (adjunct) with an UNC-CH faculty team or lead instructor. If a UNCA faculty member teaches this course, support for an adjunct to allow for course release or additional remuneration will be provided. The estimated number of UNCA faculty who will teach in the MPH program will be 1-3 per semester (at one course per semester).

Rationale: This course is part of the 12 credit-hours of core coursework required of all Master of Public Health students. Understanding Public Health Issues introduces students to concepts related to the core functions and roles of public health, which is integral to achieving the 22 MPH competencies of the Council on Education in Public Health (CEPH).

6. Add: SPHG 721, Public Health Solutions: Systems, Policy and Advocacy

721 Public Health Solutions: Systems, Policy and Advocacy (2)

This course explores how public health practitioners establish priorities for action, with context and community as crucial factors. We examine strategies for addressing public health problems at each level of the social-ecological framework. Builds on first semester MPH core courses. Prerequisites: SPHG 711, 712, 713.

Impact: This new course will have a minimal impact on faculty at UNC Asheville. This course will be typically taught by a UNC-CH faculty member. Teaching time is paid for by the MPH program and MAHEC. If a UNCA faculty member teaches this course, support for an adjunct to allow for course release or additional remuneration will be provided.

Rationale: This course is part of the 12 credit-hours of core coursework required of all Master of Public Health students. **Public Health Solutions: Systems, Policy and Advocacy** examines strategies for addressing public health problems at each level of the social-ecological framework, which is integral to achieving the 22 MPH competencies of the Council on Education in Public Health (CEPH).

7. Add: SPHG 722, Developing, Implementing, and Evaluating Public Health Solutions

722 Developing, Implementing, and Evaluating Public Health Solutions (4)

Students will identify, analyze and prioritize potential public health solutions. In addition, students will learn to adapt evidence-based solutions, engage with

stakeholders, and disseminate solutions. Builds on first semester MPH core courses. Prerequisites: SPHG 711, 712, 713. Spring.

Impact: This new course will have a minimal impact on faculty at UNC Asheville. Teaching time is paid for by the MPH program and MAHEC. This course will most often be led by a pair of community faculty (adjuncts) with an UNC-CH faculty team or lead instructor. If a UNCA faculty member teaches this course, support for an adjunct to allow for course release or additional remuneration will be provided.

Rationale: This course is part of the 12 credit-hours of core coursework required of all Master of Public Health students. Developing, Implementing, and Evaluating Public Health Solutions introduces students to concepts and skills related to identifying, analyzing and prioritizing potential public health solutions, which are integral to achieving the 22 MPH competencies of the Council on Education in Public Health (CEPH).

8. Add: PUBH 734, Place-Based Theory in Public Health

734 Place-Based Theory in Public Health (2)

Concepts of place-based PH including community beliefs, behaviors, system structures, culture, art, geography and how they provide assets/barriers for the community's health will be addressed. The impact of rurality, person, race, poverty, gender, ethnicity, culture, behavior and society on health outcomes, will be examined and the concept of place-based from public health, sociology, anthropology and economic perspectives. Students will explore/integrate concepts with visits to, and experiences with, people and health institutions in Western NC. Fall.

Impact: This new course will have a minimal impact on faculty at UNC Asheville. This course will most often be taught by community faculty (adjunct). Teaching time is paid for by the MPH program and MAHEC. If a UNCA faculty member teaches this course, support for an adjunct to allow for course release or additional remuneration will be provided.

Rationale: This is the introductory course to the place-based community and systems change concentration of the Master of Public Health program. Students learn from both theoretical perspectives related to place and the experiences of public health professionals in various settings in Western North Carolina. This course prepares students to consider the importance and complexities of place-based public health approaches.

9. Add: PUBH 736, Individual Transformation Applied to Public Health and Place

736 Individual Transformation Applied to Public Health and Place (2)

Students work through the place-based principle of understanding oneself, one's values and place in and relationship to identity and values of the community. Students assess personality, leadership style and its application to improve public health. Students will examine social location, implicit bias, their effects on public health and one's personal health. Students will assimilate personality preference, personal strengths and weaknesses, group inclusion, change leadership style into understanding how to engage effectively in groups and communities. Fall.

Impact: This new course will have a minimal impact on faculty at UNC Asheville. Teaching time is paid for by the MPH program and MAHEC. This course will most often be taught by community

faculty (adjunct). If a UNCA faculty member teaches this course, support for an adjunct to allow for course release or additional remuneration will be provided.

Rationale: This concentration course emphasizes the student's role in public health practice, providing opportunities for students to learn about and reflect on their personal characteristics and implications for working on teams and as leaders in community and systems change transformation. Self-reflection is an integral part of becoming an effective public health professional.

10. Add: PUBH 737, Place-based Research and Evaluation Methods

737 Place-based Research and Evaluation Methods (2)

An applied research workshop that engages students in foundational skill-building, from developing a research question to sharing research findings, informed by place and practice. The course focuses on a range of research methods and how to appropriately apply them to study and improve health. Students develop a research study proposal in this course. Spring.

Impact: This new course will have a modest impact on faculty at UNC Asheville. Teaching time is paid for by the MPH program. It is likely that an UNC Asheville faculty member from the Health and Wellness Department will teach this course. If they do, the MPH program will support the percentage of salary needed to cover 2 credits of their teaching load. The estimated number of UNCA faculty who will teach in the MPH program will be 1-3 per semester.

Rationale: This concentration course introduces students to applied research methods to support better understanding of public health literature and to provide a foundation for summer practica and other experiential activities in their program. Students develop MPH core competencies related to research design and conduct.

11. Add: PUBH 738, Place-Based Community Health Transformations

738 Place-Based Community Health Transformations (3)

This course explores the ways in which community health transformation takes place, inviting students to consider the range of who, what, where, when, why, and how of community health transformation. We will learn about cultural context, purpose, and approaches to supporting and promoting community health from community co-educators in Western North Carolina communities. We also will engage with models such as Participatory Action Research (PAR) and Community-Based Participatory Research and Action (CBPRA) and readings and media by various authors. Students will consider the roles of history, perspective, relationships, trust, and other key course concepts in their own work and the work of communities. Highlighted activities and assignments include visits to/with community co-educators, a community-collaborative project, and an independent community health transformation analysis project. Prerequisites: SPHG 711, 712, 713. Fall.

Impact: This new course will have a modest impact on faculty at UNC Asheville. Teaching time is paid for by the MPH program. A UNCA faculty member likely will teach this course. If they do, the MPH program will support the percentage of salary needed to cover 3 credits of their teaching load. The estimated number of UNCA faculty who will teach in the MPH program will be 1-3 per semester.

Rationale: This concentration course engages students in theoretical foundations in tandem with community-collaborative projects that provide them with the opportunity to learn about how to carry

out placed-based research and work first-hand. Many skills learned previously in the program may be accessed and practiced during this course.

12. Add: PUBH 739, Place-Based Systems Transformation

739 Place-Based Systems Transformation (3)

This course will discuss and review health transformation as it relates to complex and rapidly changing health care systems (noting areas of disparity), food access, environmental systems and structural policy, intercultural interactions, structural bias, and historical context in WNC. We will evaluate WNC health systems and how health transformation is changing these health care systems and the place of public health to help improve the process. Fall.

Impact: This new course will have a modest impact on faculty at UNC Asheville. Teaching time is paid for by the MPH program. A UNCA faculty member likely will teach this course. If they do, the MPH program will support the percentage of salary needed to cover 3 credits of their teaching load. The estimated number of UNCA faculty who will teach in the MPH program will be 1-3 per semester.

Rationale: This concentration course provides students with a broad perspective on how public health systems operate in place-based contexts and practice. Students will develop their ability to understand how systems work and where the leverage points in systems exist to make change, critical aspects of a concentration in place-based community and systems change.

13. Add: PUBH 740, Implementation of Place-Based Theory and Design in Public Health

740 Implementation of Place-Based Theory and Design in Public Health (3)

Students will apply place-based theory to design community-based intervention and engage with local community partners to develop multi-sectoral strategies and employ qualitative techniques to understand community concerns regarding the public health issue. Students will determine key stakeholders, bring them together and create a community of solution to address the public health issue, while discussing financial development and sustainability for the proposed community interventions. Spring.

Impact: This new course will have a minimal impact on faculty at UNC Asheville. Teaching time is paid for by the MPH program. This course is slated to be taught by a UNC-CH faculty member. If a UNCA faculty member teaches this course, support for an adjunct to allow for course release or additional remuneration will be provided.

Rationale: This concentration course provides students with an opportunity to integrate what they have learned in the first three semesters of the MPH program to develop interventions, a key public health competency area.

14. Add: PUBH 748, Leadership in Health Policy for Social Justice

748 Leadership in Health Policy for Social Justice (3)

This course will provide students with the knowledge and skills to develop policies that address public health challenges, with an emphasis on improving health equity, promoting social justice, and creating systems in which the human right to health is given full effect. Fall.

Impact: This new course will have a minimal impact on faculty at UNC Asheville. Teaching time is paid for by the MPH program. This course is slated to be taught by a UNC-CH faculty member. If a UNCA faculty member teaches this course, support for an adjunct to allow for course release or additional remuneration will be provided.

Rationale: This required elective course provides students with an opportunity to deepen their understanding of strategies for improving health equity and promoting social justice, while learning the skills needed to impact policy and policy makers.

15. Add: PUBH 992, Place-Based Health MHP Culminating Experience - Masters (Non-Thesis)

992 Place-Based Health MPH Culminating Experience - Masters (Non-Thesis)
(3)

Permission of the instructor. A major paper on a problem relevant to public health practice. May be repeated one time for credit.

Impact: This new course will have a minimal impact at UNC Asheville. This course typically will be taught by a UNC-CH-employed faculty member who oversees applied learning experiences.

Rationale: This course provides students with an opportunity to engage in an applied experience that leads to the creation of documents that demonstrate their capabilities in professional public health practice. Students work with local community organizations toward developing a subset of the 22 MPH core competencies set forth by the Council on Education in Public Health (CEPH).

16. Add: PUBH 790-792, Issues in Place-Based Public Health:

790-792 Issues in Place-Based Public Health (3)

Exploration of important current issues in public health, from a place-based perspective. Topics will vary and will be indicated in the titles of individual sections. May be repeated with different topic subheadings. Fall and Spring.

Impact: This new course will have a modest impact on faculty at UNC Asheville. Teaching time is paid for by the MPH program. If a UNCA faculty member teaches this course, support for an adjunct to allow for course release or additional remuneration will be provided.

Rationale: Two elective courses are required by students in the MPH program. Some of these potential courses are still under development, others may be taken online, or in a hybrid version of courses at UNC-CH. Adding an issues-in-PH option provides the opportunity for students to have some flexibility of what these courses will be.