

Report on Healthy People 2010 Objective 23-9 for Midcourse Review

Objective 23-9: Increase the proportion of Council on Education for Public Health (CEPH) accredited schools of public health, CEPH accredited academic programs, and schools of nursing, with a public health or community health component, that integrate core competencies in the Essential Public Health Services into curricula. (*Note: Healthy People 2010 now specifically refers to the Core Competencies for Public Health Professionals as the set being used for establishing the baseline and target for this objective.*)

Data Source: Survey conducted in May/June 2006 by Council on Linkages Between Academia and Public Health Practice (Council), with staffing from the Public Health Foundation. Received responses from 101 schools of public health, graduate programs, and nursing programs out of 237 institutions surveyed.

Results: 91% of schools and programs that responded to the survey said they integrated the Core Competencies into their curricula.

In consultation with its 17 member organizations, the Council developed a brief, online questionnaire related to Core Competencies use. With the assistance of four of those organizations—the Association of Schools of Public Health, the Association for Prevention Teaching and Research, the Council of Accredited Masters of Public Health Programs, and the Quad Council of Public Health Nursing Organizations—invitations were sent out via email to 237 institutions, which meet the criteria of the objective, to participate in the survey. Responses were received from 101 institutions (a response rate of 43%).

In order to obtain baseline data for this Healthy People 2010 Objective, respondents were asked if they had integrated competencies into their curriculum using the Core Competencies Framework for any of their public health or community health degree programs, in any of the following ways:

- Added specific content intended to build skills and/or competencies
- Designed field placements/internships to build skills and/or competencies
- Designed exercises or assignments to build skills and/or competencies
- Brought in external speakers/faculty to help teach or address the Core Competencies
- Tested students for attainment of skills and competencies during or after completion of a course

91% of respondents said they had integrated the Core Competencies into their curricula in at least one of the above ways.

The questionnaire also gathered other information about Core Competencies use. 89% of respondents said they had used the Core Competencies Framework in at least one of the following ways:

Assessed gaps in the degree/continuing education program's curricula

- Developed curricula
- Assessed gaps in specific courses
- Developed courses
- Evaluated/assessed student skills and competencies for the purpose of program planning
- Trained faculty

In addition, 30% of respondents said their institutions implement a comprehensive assessment or evaluation of Core Competencies attained by students before granting degrees. 86% of respondents said they were planning to integrate some or all of the Core Competencies into their curricula over the next three years.

Detailed findings from the survey and a sample questionnaire can be found on the following pages. Information about the Core Competencies can be found at <http://www.phf.org/link/corecompetencies.htm>.

RESPONSES TO MULTIPLE-CHOICE QUESTIONS

(a copy of the survey questions is available in the appendix)

Have you integrated competencies into your curriculum using the **Core Competencies Framework** for any of your public health or community health degree programs, in any of the following ways? (Percentage of respondents who said "Yes")

	Added specific content intended to build skills and/or competencies	Designed field placements/internships to build skills and/or competencies	Designed exercises or assignments to build skills and/or competencies	Brought in external speakers/faculty to help teach or address the Core Competencies	Tested students for attainment of skills and competencies during or after completion of a course
Nursing Programs	88%	73%	78%	54%	55%
Graduate Programs	86%	75%	68%	57%	57%
Schools of Public Health	90%	57%	67%	57%	57%
Total	88%	70%	73%	56%	56%

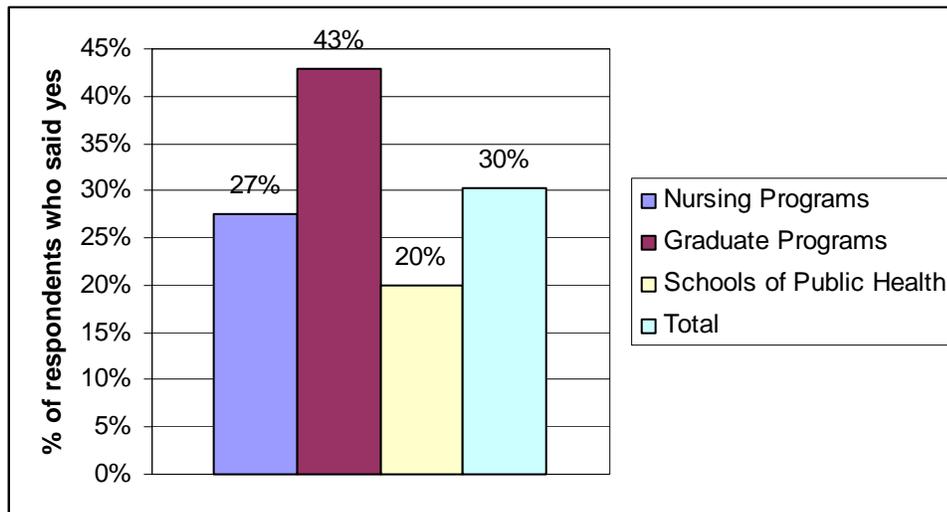
Have you used the **Core Competencies Framework** for any of your public health or community health degree programs, in any of the following ways? (Percentage of respondents who said "Yes")

	Assessed gaps in the degree/continuing education program's curricula	Developed curricula	Assessed gaps in specific courses	Developed courses	Evaluated/assessed student skills and competencies for the purpose of program planning	Trained faculty
Nursing Programs	62%	73%	67%	63%	57%	27%
Graduate Programs	75%	82%	82%	68%	81%	36%
Schools of Public Health	71%	86%	71%	75%	62%	24%
Total	68%	79%	72%	67%	65%	29%

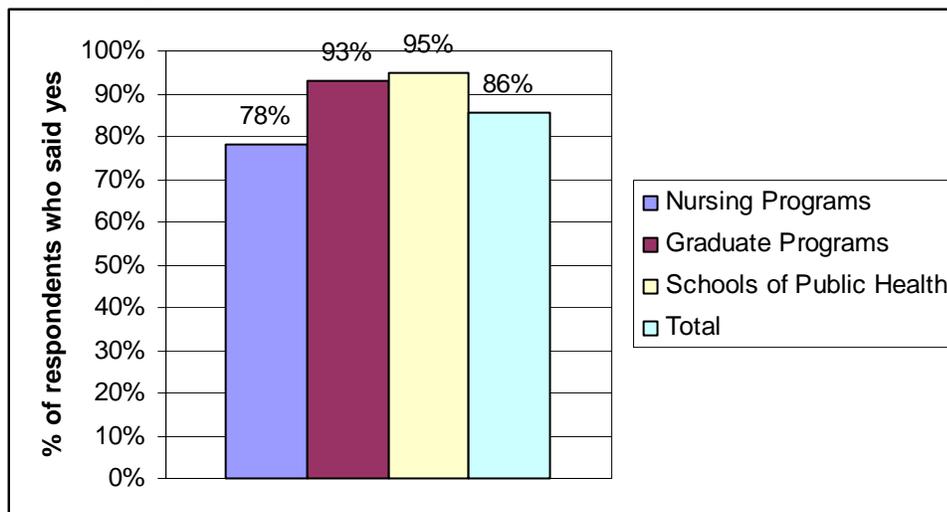
% of respondents who said they had used or integrated the Core Competencies in at least one of the ways listed in the survey:

	Integrated	Used	Either Integrated or Used
Nursing Programs	90%	87%	92%
Graduate Programs	93%	93%	93%
Schools of Public Health	90%	90%	90%
Total	91%	89%	92%

Before granting a degree in any of your public health or community health degree programs, is there a comprehensive assessment or evaluation of *Core Competencies* attained by a student?



Are you planning to integrate any or all of the *Core Competencies* into curricula over the next three years?



Response Rate

	Number of Responses	Number of Invitations	Response Rate	Adjusted Response Rate*
Schools of Public Health	21	36	58%	62%
Graduate Programs	28	62	45%	45%
Nursing Programs	52	139	37%	39%
Total	101	237	43%	44%

* A small number of invitations were never able to reach their intended recipients.

RESPONSES TO OPEN-ENDED QUESTIONS

A. Other ways in which institutions integrated the Core Competencies Framework:

Graduate Programs

- Will test students at close of this semester Capstone course.

Nursing Programs

- Our graduate nursing students in community public health leadership use the competencies in the development of 'contracts' with preceptors for their practicum experiences
- Students self-assess ph competencies at beginning of program, and self-assess in conjunction with preceptor at program conclusion
- We incorporated these competencies into our Competency Exam.
- Students must meet the competencies for the "line staff" at a minimum for awareness and write learning objectives and design their practicum around the competencies
- We utilize the AACN Essentials of Master's Nursing Education

B. Other ways in which institutions used the Core Competencies Framework:

Schools of Public Health

- Used in train-the trainer programs
- To design and evaluate MPH student practica
- Used them in developing measurable objectives prior to specifying course learning objectives
- Used as basis for field experience evaluation by community-based faculty
- Used the competencies extensively in non-degree training and continuing education programs targeted to working professionals
- Training Center to plan trainings for workforce

Graduate Programs

- We have not yet used the Core Competencies Framework to develop curricula or courses. However, we are planning to use the Framework in August 2006 when the MPH faculty meet to complete a curriculum mapping of our program. The Framework will then be used to develop objectives for the MPH program courses
- We are using the council on linkages competencies to develop an emphasis in applied public health practice
- Site preceptors at internships evaluate students on core competencies
- I have utilized the competencies in revising the experiential learning courses of Internship (42 hrs-observational) and the 1-year community practicum. Also in working with instructors of MGMT Track courses. Most recent: utilized to structure the Capstone 3-credit course.

Nursing Programs

- We have disseminated the Core Competencies (and PHN competencies) to our graduate student preceptors for assessment of students and professional use within agencies
- Training preceptors, developing evidence based website
- Informing/training preceptors
- We did the following: 1. Evaluated curricula 2. Recommended students do self-evaluation based on core competencies
- Sorry, was not even aware of the core competencies. Perhaps my public health faculty are but we have never discussed this. We will now!
- We utilize the AACN Essentials of Master's Nursing Education

C. Describe when and how you plan to integrate any or all of the Core Competencies into curricula:

Schools of Public Health

- In the development of a graduate certificate in public health and an introduction to public health course, both will launch Spring 2007
- This is the domain of the school's Curriculum Committee, so their ongoing decisions will guide this integration
- Across the core courses
- The competencies are being used as a means to ascertain that our curriculum integrates all needed knowledge bases and skill development required of our students. Many aspects being suggested by the competencies have been in place such as 120 hour practicum during year one of the MPH as well as a community-based master's project experience in year 2 (i.e., capstone experience). In areas pertaining to specific areas of knowledge, the competencies are being used as a template for ensuring content coverage and/or specific skill acquisition
- Dean's Office is leading this effort, systematic review of curricula and encouragement of faculty.
- Core course integration with case studies
- Make changes to course taught to make sure as many as possible of the competencies are included
- Course in public health practice and field placement will be influenced by reference to the Core Competencies for assuring coverage of all areas
- We are doing a cross walk between our core courses and the APHA Core Competencies. At this time we will look at Public Health Competencies as well
- Under discussion within the School
- This is an on-going process as the need for new courses is identified, new courses are developed and current ones are updated.
- Now that MPH student core competencies are available, we will be focusing primarily on those. However, we will still review the COL Core Competencies and include these, where appropriate/different, in two new courses we are developing related to theory and needs assessment.
- They will be used in reviewing courses for adoption into the curriculum and to review courses already in the curriculum
- When building new curricula, we continue to integrate competencies
- Terminal objectives for each area of concentration include the core competencies
- This is done on an ongoing basis: currently, the schoolwide core curriculum is undergoing revision. The Core Competencies are a component of the review and revision processes
- We already have MPH competencies linked to courses and student evaluations
- Currently undergoing major curriculum review with core competencies as frame of reference.

Graduate Programs

- We plan to use the Framework to develop the student competencies for our program. The Framework will then be used to develop objectives for each course in the program
- Matrix of competencies and courses in which they are emphasized will be developed
- We are looking at the global competency domains and then defining a) what is teachable in a course and b) what an entry level skill set might be, and then identifying specific courses, class activities, and evaluative mechanisms to look at that skill set
- A comprehensive review of competencies and course content (core and concentration) will lead to identifying gaps and need for integration. Integration will occur through discussion with faculty and the need to change/add content, speaker, etc. Subsequent changes in syllabi will be the result of this review process
- To be combined with the competencies from the National Health Educator Competencies Update Project. The attainment of core public health competencies and discipline-specific competencies is important to assess in those who graduate from the program

- Specific competencies will be identified on all course syllabi and students surveyed at the conclusion of the course to determine if they gained the skill
- First we looked at the core competencies to see the extent they were addressed in our core courses (they were all at least partially addressed) and then looked at the electives. Gaps, or areas that need beefing up, are being identified and the applied practice curriculum being identified will address those areas that need further attention
- The MPH internship will be a portfolio where students assess themselves using the core competencies
- Our program competencies were developed using the framework of the COL competencies. Our program competencies will continue to drive our curriculum in the years to come
- We designed the curriculum around the core competencies
- Guest lecturers on topics such as informatics & genomics
- We are planning a system mentioned on previous screen to assess student mastery of core competencies
- We currently integrate the core competencies in all our core courses for the MPH program
- We have currently started integrating them into our behavioral sciences and health education track of our MPH and DrPH programs
- Continuing process as we evaluate degree programs over the next 2-3 years and complete CEPH re-accreditation this year
- We are working on this now. It will be part of our curriculum in the upcoming school year
- We will review and restructure the curriculum to bring it in line with the competencies
- This is an annual process where the competencies are reviewed on a course by course basis. Faculty utilize checklists to identify the competencies that they meet in individual courses and then we meet collectively to identify areas of need. Done at an annual retreat
- We do so already. The framework of our generalist curriculum is based on our review of the competencies outlined in the Council of Linkages document and our identification of learning objectives in core courses which address these competencies

Nursing Programs

- We regularly review and update our curriculum. The Core Competencies are an important knowledge base and skill set for use in assessment and evaluation. The competencies will be integrated into existing courses, assignments and evaluation mechanisms
- We will continue to refine courses and curricula to be sure we cover relevant areas
- Develop comprehensive exit evaluation strategies for graduate Community/Public Health Nursing program and update competencies currently required in undergraduate Public Health Nursing course
- Plan to begin examining in Fall, 06 with integration of the majority of competencies over 18 months to 2 years
- HRSA grant pending for graduate program in Public Health Nursing -- program based on Core Competencies
- Continue to build more depth into a course-- with exercises and self assessments of achievements Consider ways of incorporating more about work in community organizing for all students
- We are considering developing a Community Health Clinical Nurse Specialist track in our master's program--if so, we will integrate the core competencies into the curriculum and student assessment
- Already integrated into BSN and BSN completion and MS and MS/MPH; will be integrating into DNP/MPH in next few months
- These competencies are currently addressed in the curriculum
- Introduction of the core competencies at the onset of curriculum agreement
- Curriculum review and revision for the public/community health nursing graduate program capstone courses has been directed primarily by the Quad Council PHN Competencies (available @<http://www.cdph.state.co.us/as/PHNcompetencies.pdf>) in conjunction with the Quad Council Scope & Standards of Public Health Nursing (1999 with draft revision August 2005) and the Definition of Public

Health Nursing (American Public Health Association Nursing Section, 1996). Future work in graduate program will include continued review of capstone courses to expand content not previously emphasized for MSN students and development of new dual degree MSN/MPH expected to be offered by Fall 2007. The Undergraduate Public/Community Health Nursing clinical performance evaluation tool will be evaluated in relationship to the core competencies.

- We have recently started a Community Health Clinical Nurse Specialist track and are designing the curriculum for courses that will build on the competencies in classroom and clinical experiences. We will integrate these competencies in our undergraduate BSN community health courses
- Undergraduate students in community health nursing will be made aware of the competencies and their importance with respect to the assurance component of public health practice. Graduate students who will enter the clinical nurse specialist role in community health nursing will be expected to demonstrate the competencies as part of their clinical practicum experience prior to completion of the MSN in CHN
- As part of HRSA RN training grant, core competencies are integrated into RN/BSN program
- We will incorporate competencies of students in our new Clinical Nurse Leader and Doctor of Nursing Practice programs when appropriate
- More thorough assessment of gaps; use of comprehensive end-of-program assessment of competencies
- As we revise courses each year, we intend to keep the competencies in mind
- With BSN and MSN community/public health nursing courses
- plan to validate course content with competencies reflected in "core competencies"
- Will review the competencies and the content in our undergraduate and graduate courses to determine what additional content needs to be added
- First we have to get copies to all the community health faculty. Then need to revise our course offerings. Submit those to college for approval. Then can actually offer revised courses using Core Competencies
- The plan is to create a new curricula aimed at Registered Nurses returning for BSNs, this new curricula would integrate all of the core competencies
- By reviewing the competencies and seeing what we already have integrated and looking at ways to integrate competencies into content, clinical experiences and by guest speakers
- Students (BSN and MSN/MPH) use the competencies to design clinical projects. Course activities are planned in an effort to assist students in meeting the competencies at the awareness level (BSN) and the proficient level (APN)
- The coming year will include an ongoing assessment of the skills met and attention to competencies. This will be done in conjunction with the undergraduate curricular task force
- We have already done so...I misread the intent of the previous question. We use the CC as a guide for continuous evaluation in our courses
- As a part of our continuing evaluation and updating of courses, we regularly look at updating the curricula to include materials that are important for our community health students and we also evaluate what is no longer necessary
- Developing new curriculum for the university and will begin with full complement of core competencies
- We have revised our undergrad curriculum and are revising the grad curriculum. Many of the core competencies are the same as the AACN core competencies for baccalaureate education and so we have them integrated. In the master's program I will relate the core competencies to the curriculum committee the body revising the curriculum
- We are currently completely revising our Baccalaureate Nursing program curricula. We are using the 2010 document as the model to guide the content
- These will be integrated into our Community Health course for BSN students in Fall 2006. This is the first time this course will be taught as the program is new. Integration will mostly be done as a component of the clinical placement objectives when students are in public health facilities
- During faculty meetings over the next year we will discuss and revise courses
- We are currently reviewing the program

Public Health Competencies Survey

For more information, please consult the Council on Linkages [web site](#) for information on the *Core Competencies* or the American Public Health Association [web site](#) for information on the Essential Public Health Services.

1

Have you **used** the *Core Competencies* Framework for any of your public health or community health degree programs, in any of the following ways?

	1 Yes	2 No
a. Assessed gaps in the degree/continuing education program's curricula	<input type="radio"/>	<input type="radio"/>
b. Developed curricula	<input type="radio"/>	<input type="radio"/>
c. Assessed gaps in specific courses	<input type="radio"/>	<input type="radio"/>
d. Developed courses	<input type="radio"/>	<input type="radio"/>
e. Evaluated/assessed student skills and competencies for the purpose of program planning	<input type="radio"/>	<input type="radio"/>
f. Trained faculty	<input type="radio"/>	<input type="radio"/>
g. Other	<input type="radio"/>	<input type="radio"/>

2 If you selected other above, please specify:

3

Have you **integrated** competencies into your curriculum using the *Core Competencies* Framework for any of your public health or community health degree programs, in any of the following ways?

1
Yes

2
No

Added specific content intended to build skills and/or competencies

1

2

Designed field placements/internships to build skills and/or competencies

1

2

Designed exercises or assignments to build skills and/or competencies

1

2

Brought in external speakers/faculty to help teach or address the Core Competencies

1

2

Tested students for attainment of skills and competencies during or after completion of a course

1

2

Other

1

2

4 If you selected other above, please specify:

- 5 Before granting a degree in any of your public health or community health degree programs, is there a comprehensive assessment or evaluation of *Core Competencies* attained by a student?

YES

NO

- 6 Are you planning to integrate any or all of the *Core Competencies* into curricula over the next three years?

YES

NO

- 7 [This question was only asked of individuals who responded "Yes" to the previous question.] Please describe when and how you plan to integrate any or all of the *Core Competencies* into curricula:

- 8 Please provide the following contact information. (Please note the responses you provided to the previous questions will not be associated with your contact information; all data from this survey will be presented in the aggregate and by type of academic program.)

Name:

Academic Institution:

School or Program:

Division, Department,
or Office:

Title:

E-mail Address:

Phone Number:

- 9 Would you be interested in receiving the results of this survey?

YES

NO

