WELCOME! LEAP YEAR!

February 29, 2016

Welcome to the 2016 issue of HEALTH ED NEWS—a newsletter from my desk as the Coordinator of the Programs in Health Education and Community Health Education (i.e., Professor Barbara Wallace). The purpose of HEALTH ED NEWS is to foster a sense of community, engagement, and connectedness for the community of students, staff, and faculty. It takes an extra day of the year for me to find time for this valued endeavor! Indeed, this is a year when we are leaping ahead as a program! How have we been leaping forward across this 2015-2016 academic year? We received approval of our application for CEPH accreditation (Council on Education for Public Health) for our new M.S. degree program, meaning we are making sure and certain progress. Also, we are able to share the latest results of our Program Self-Study—which focuses on an evaluation of five of our core required program courses; this data suggests we are meeting our Program Core Competencies at exceptionally high levels! We also have some preliminary data on what our graduates are doing, while based on small samples. Finally, we are planning RETREATS to foster mindfulness and greater harmony among faculty and students. Learn more by reading this issue of HEALTH ED NEWS... B. Wallace, PhD

We Tweaked our Program Core Competencies (PCC)

February 29, 2016

This past summer Professor Barbara Wallace, Coordinator of the Programs in Health Education and Community Health Education, and Dr. Alexandra (Sasha) Gribovskaya, Director of Accreditation and Assessment at Teachers College, attended the Council on Education for Public Health (CEPH) workshop for applicants for CEPH accreditation. This was as a consequence of our application for CEPH accreditation for the M.S. degree program having been accepted. Workshop participation resulted in our recommending certain tweaks, or improvements to our Program Core Competencies (PCCs). These PCC set standards for all of the M.S. degree courses, which overlap with most of the M.A and Ed.D. courses (i.e. being the same courses). These standards or competencies establish that which all students should achieve as a result of taking the course—and are the basis of assessing students in these courses. Our faculty unanimously approved these changes in summer 2015. In December 2015, the Community Health Education Program Joint Advisory Committee on Growth, Quality, and Development (THE JOINT COMMITTEE) also voted their approval. So, students will see the new 11 PCCs on their course syllabi. (See page 2)
The 11 Tweaked Program Core Competencies (PCCs):

1-Behavioral and Social Sciences. Demonstrate understanding of the principles of behavioral and social sciences and apply these principles to facilitate voluntary health-related behavioral change.

2-Health Needs Assessment. Assess health determinants and health needs of individuals and communities.

3-Planning and Administration. Apply evidence-based principles and scientific knowledge base to plan, implement and evaluate community health programs and services.

4-System and Critical Thinking. Demonstrate intellectual discipline, i.e. exercise system and critical thinking in considering and addressing community health issues.

5-Statistics and Research Design. Demonstrate understanding of basic concepts of research design and statistical analysis and conduct independent research in community health.

6-Law and Ethics. Demonstrate understanding of the legal and ethical basis for public health systems and services and adhere to ethical and legal standards of practice.

6-NOW=Ethical Principals in Research. Ability to apply ethical principals for the use of human subjects in social and behavioral sciences research, including issues involving the assessment of risk, informed consent, and privacy and confidentiality.

7-Professional Identity. Develop a sense of professional identity and exercise commitment to the health profession and lifelong learning (i.e. participate in professional organizations and professional development/conference/continuing education activities)

8-Communication Skills. Use appropriate modalities, channels, and technology effectively to communicate public health information to lay and professional audiences.

9-Collaboration and Leadership. Demonstrate leadership and team building in developing and advocating for effective health policy and programs.

10-Health Inequalities. Understand cultural, social, and behavioral factors that impact individual and community health and determine the accessibility, availability, and delivery of public health services.

10-NOW=Health Inequalities. Critically analyze the accessibility, availability, and delivery of public health services with regard to cultural, social, socioeconomic and behavioral factors that impact individual and community health.

11-Advocacy. Respond to diverse health needs of individuals and communities and advocate for improving their health and well-being.

How Are Students Doing Given Assessment of Their Course Competency Evaluation Projects (CCEPs)?

Aggregate Grade = “A”

February 29, 2016

Given that the Programs in Health Education and Community Health Education now have nearly all required courses for the M.A., M.S., and Ed.D. degree based on ensuring students achieve Program Core Competencies (PCCs), what are the results of assessment? How are our students doing given that achievement of the PCCs is assessed in each course via that courses’ Course Competency Evaluation Project (CCEP)? Students’ work on their CCEPs are evaluated by course professors using Course Competency Evaluation Project Scoring Rubrics (CCEP-SRs). Typically, each required course has 1-3 of the 11 PCCs as a focal point for course design and student assessment; and, students’ achievement level for each of the 1-3 PCCs are assessed on the CCEP-SR. Students should carefully study their course syllabi for information on each course’s 1-3 PCCs and the use of the CCEP-SR.

We have just completed a Self-Study Focused on Assessment of Students, which showed that students are achieving at exceptionally high levels, given their scores on their CCEPs, as measured via the professors’ CCEP-SRs. Consider results of an analysis of aggregate course data for five required courses, below:

1-HBSS 4100 Behavioral and Social Science Foundations of Health Education: 90% success rate in achieving the course objectives (i.e. 27 of 30 maximum points achieved on average for students within their CCEPs). This suggests that the course HBSS 4100, as currently structured, is assisting the program in meeting the 3 core program competencies that are a focus for learning in this course: 1) Behavioral and Social Sciences; 2) Professional Identity; and 3) Health Inequities. (Continued on page 3)
Continued from page 2

**How Are Our Students Doing Given Assessment of Their Course Competency Evaluation Projects (CCEPs)**

2-HBSS 4102 Principles of Epidemiology in Health Promotion: 96% success rate in achieving the course objectives (i.e. 96 of 100 maximum points achieved on average for students within their CCEPs). This suggests that the course HBSS 4102, as currently structured, is assisting the program in meeting the 3 core program competencies that are a focus for learning in this course: 1) System and Critical Thinking, 2) Statistics and Research Design, and 3) Health Needs Assessment.

3-HBSS 4114 Competence with Multicultural Populations: Research and Practice: 93.5% success rate in achieving the course objectives (i.e. 75 of 80 maximum points achieved on average for students within their CCEPs). This suggests that the course HBSS 4114 as currently structured, is assisting the program in meeting the 3 core program competencies that are a focus for learning in this course: 1) System and Critical Thinking; 2) Health Inequities, 3) Advocacy.

4-HBSS 4118: Principles of Health-Related Behavioral & Social Change: Initiation to Maintenance: 93% success rate in achieving the course objectives (i.e. 93 of 100 maximum points achieved on average for students within their CCEPs). This suggests that the course HBSS 4118 as currently structured, is assisting the program in meeting the 3 core program competencies that are a focus for learning in this course: 1) Behavioral and Social Sciences, 2) Health Needs Assessment; 3) Planning and Administration.

HBSS 4160: Introduction to Biostatistics for Community Health Educators: 96.5 % success rate in achieving the course objectives (i.e. 19.3 of 20 maximum points achieved on average for students within their CCEPs). This suggests that the course HBSS 4160, as currently structured, is assisting the program in meeting the 1 core program competency that is a focus for learning in this course: Statistics and Research Design. Demonstrate understanding of basic concepts of research design and statistical analysis and conduct independent research in community health.

Thus, our aggregate grade is “A.” Our Self-Study Focused on Assessment of Students provides data for sharing during the March 2016 site visit by Middle States.

**What Are Our Graduates Doing Post-Graduation? Findings from a Small Alumni Survey**

February 29, 2016

Students have wanted to know, “What are our program graduates doing post-graduation?” A study was conducted by the office of Dr. Alexandra (Sasha) Gribovskaya, Director of Accreditation and Assessment at Teachers College, using data from the Alumni Feedback Survey (AFS). The AFS data only included master’s degree students who had graduated in the 2011-2012 and 2013-2014 cohorts. The sample from the AFS was based on an admittedly small sample with a low response rate: N=19 master’s students, 43% response rate. The AFS data indicated that nine (47%) of the respondents were employed full-time, six (32%) part-time, one (5%) was not employed and seeking employment, and three (16%) were not employed and not seeking employment.

A popular option involved entering doctoral programs, including our own, for many master’s student graduates. Some eight (42%) of the respondents continued their studies in health-related doctoral programs, as follows: Teachers College (5), Drexel University (1), George Washington University (1), or Harvard University (1). Of the 15 respondents who were employed, six (40%) were employed in directly-related jobs, eight (53%) in somewhat related jobs, and one (7%) in the job not related to the program of study. Ten (67%) respondents were licensed or certified, most commonly as Certified Health Education Specialists, or CHES by the National Commission for Health Education Credentially (NCHEC) (6), but also (following Ns=1) as a lactation counselor, dental hygienist, registered nurse, physical education teacher, or physician assistant. The respondents worked in public health agencies (3), higher education (3), K-12 education (3), private practice (2), research firm (1), non-profit organization (1), international organization (1), or federal government (1). (Continued on page 4)
Four Planned Saturday Workshop Retreats to Foster Harmony Among All Faculty and Students

February 29, 2016

We are also leaping forward as a program via four panned Saturday Workshop Retreats designed to foster harmony in the Programs in Health Education and Community Health Education among all faculty and students. This will involve two Saturdays (late April or early May—with specific Saturday dates to be announced) devoted to: 1) a two hour Saturday Morning Workshop Retreat; and, (2) a two hour Saturday Afternoon Workshop Retreat. Thus, across the four Saturdays there will be a total of four Workshop Retreats for which faculty and students can sign up.

The four Workshop Retreats will be co-led by a New York State licensed Clinical Psychologist (i.e. Dr. Barbara Wallace) who is also trained in group dynamics, cultural competence, and various healing modalities, as well as an Organizational and Leadership consultant with special expertise in Mindfulness (i.e. Dr. Mariana Vergara) and various indigenous practices suitable for the workshop format, making it experiential.

Faculty will be asked to attend at least one Workshop Retreat, while they can also elect to attend all four sessions; students will also be asked to attend at least one Workshop Retreat, while they can also elect to attend all four sessions. Please look out for an announcement via the program’s list-serve with sign-up options.

The four Workshop Retreats will be co-led by a New York State licensed Clinical Psychologist (i.e. Dr. Barbara Wallace) who is also trained in group dynamics, cultural competence, and various healing modalities, as well as an Organizational and Leadership consultant with special expertise in Mindfulness (i.e. Dr. Mariana Vergara) and various indigenous practices suitable for the workshop format, making it experiential.

What Are Our Graduates Doing Post-Graduation? Findings from a Small Alumni Survey

Nine (60%) respondents worked in New York State. Nine (60%) of the 15 respondents felt well or very well prepared for their jobs and four (27%) somewhat well prepared. Thirteen (87%) respondents were satisfied with their jobs. All eight respondents continuing to doctoral programs felt well or very well prepared for their doctoral studies.

Challenges to Knowing What Students are Doing Post-Graduation: Need for Our Own Alumni Survey

It turns out that our Program faces obstacles to acquiring Alumni data, as it is proprietary. Thus, in order for us to regularly know and share what our M.A., M.S., and EdD students are doing post-graduation, we must create our own Programs in Health Education and Community Health Education Alumni Survey. This involves:

1) students graduating this May 2016 (and going forward) completing a Graduates’ Contact Information for Future Alumni Surveys Form (GCI-FAS-F) that includes several ways in which they can be contacted post-graduation (i.e. primary e-mail, secondary e-mail, cell phone, additional cell phone of reliable contact person, and LinkedIn information)

2) a committee of faculty and/or students being willing to analyze data from the (GCI-FAS-F)

3) a committee of faculty and/or students being willing to create a report using data from the (GCI-FAS-F)

We have been collecting data for graduates of our new M.S. degree program, but this effort needs to be expanded. Are you willing to participate in the planned effort to have all upcoming 2016 graduates complete the new form--Graduates’ Contact Information for Future Alumni Surveys Form? Only your cooperation can allow peers to know what you are doing post-graduation! So, please plan on cooperating. Thank you!
End of an Era: The Provost Asks Professor Barbara Wallace to Discontinue the Annual Health Disparities Conference at Teachers College, Columbia University—What’s Next? Two Examples

In September 2015, Provost Thomas James asked Professor Wallace to discontinue this annual conference, given that it had become the college’s largest conference. He had workload concerns for Professor Wallace. The Provost indicated that he preferred smaller conferences and seminars where graduate students took a leadership role. Many chose to celebrate the 7 annual conferences with letters to the Provost, emphasizing the contributions made.

In line with what the Provost prefers, a November 21st one day conference was held, while co-sponsored with the New York State Psychological Association (NYSPA): Health Disparities, Trauma, Disruptive and Criminal Behaviors and the Adolescent Brain. The event was highly successful, drawing high ratings from the audience for excellence in programming.

Also, there is the possibility of a May 2016 one-day conference event: i.e. Mindfulness into Action (MIA) for Cultural Humility and Awareness (MIA-CHA): Toward Ending Microaggressions and Fostering Harmony. The intent is for this to be an event open to the entire TC community, and also streamed live as a global event. Graduate students are welcome to contact Professor Wallace if they are interested in helping to organize this likely May 2016 one-day graduate student led conference event (bcw3@tc.columbia.edu).

We Are Leaping Forward! CEPH Accreditation Update

In Fall 2012 we received college and state approval and launched a new 42 point M.S. in Community Health Education designed to meet prevailing standards for accreditation by the Council on Education for Public Health (CEPH). Students began matriculating in the new M.S. degree program in Fall 2012. Our formal application for CEPH accreditation was submitted in April 2015. This application for CEPH accreditation was accepted June 2015. CEPH outlines a two year process, including a site visit, leading to final accreditation. We will set a date for the CEPH site visit in coming weeks. Meanwhile, all students who graduate going forward from the MS program will graduate from a CEPH accredited program, assuming all goes well with the final accreditation steps.

Given our successful application, Dr. Alexandra Gribovskaya (Sasha), Director of the Office of Accreditation, Teachers College, and Professor Barbara Wallace attended a July 2015 CEPH Accreditation Training Workshop. We discovered we needed 5 CEPH Core Competency Statements, created them as follows—while they already existed and were self-evident; and faculty via a Summer 2015 Online Meeting voted to approve them, as follows:

5 CEPH CORE COMPETENCIES

Graduates of the MS Degree Program will be able to demonstrate the following public health competencies:

1-**Biostatistics**: Apply methods of statistical analysis to health education and community health data.
2-**Epidemiology**: Apply epidemiological perspective as a basis for understanding community health problems and planning health promotion/disease prevention programs.
3-**Environmental Health Science**: Analyze the impact of environmental factors—whether biological, physical or chemical—on individual and community-wide levels.
4-**Health Policy and Management**: Apply evidence-based principles and scientific knowledge to plan, organize, administer, manage, and evaluate community health and public health programs and entities.
5-**Social and Behavioral Sciences**: Apply principles of the behavioral and social sciences for health promotion and disease prevention.

Thus, we are leaping forward toward CEPH accreditation!
Celebrating Our 2015 Graduates: Were You There Last May?

February 29, 2016

Have you heard the news? The Programs in Health Education and Community Health Education have an End of Year Celebration—at which we honor graduates, including the Outstanding MS Graduate and the Outstanding EdD Graduate. Make sure you attend this year’s celebration of graduates this coming May 2016—the Monday before graduation. Look out for our announcement!

Last May 2015 we honored:
- Dr. Noreen Myers-Wright, as Outstanding May 2015 EdD Graduate. (Pictured at right)
- Choumika Simonis, as Outstanding May 2015 M.S. Graduate (Pictured at right)

Another noteworthy EdD graduate honored was Dr. Theresa Castillo. She had also received her MA degree from our program some years ago. Dr. Castillo is pictured below with her family and Dr. Wallace, after receiving an award for completing a dissertation with distinction. Theresa is doing great, having submitted for publication a journal article based on her dissertation; and she started her dream job earlier this year! Congratulations!