About APTR

- APTR brings together individuals and institutions devoted to prevention and population health to redefine how we educate the health professions workforce.
- National interprofessional association of medical, public health, and health professions faculty and institutions advancing prevention and population health education, training, and research.
- Membership is open to faculty, residents, students, academic programs, public health and health professionals.
APTR Council of Graduate Programs in Public Health

- The Council of Graduate Programs in Public Health represents CEPH-accredited and emerging graduate public health programs.
- Provides a forum for programs and their faculty across the U.S. to network, provide and receive mentorship, and share curricular resources.
- Departmental membership in the Council includes multiple seats for faculty and students.

APTR Annual Meeting

Call for Abstracts for Oral and Poster Presentations
Submission Deadline: December 15, 2021

Conference Goal
Disseminate cutting-edge scholarship and teaching in a creative and responsive learning environment that inspires attendees to build a healthier future.
Webinar Learning Objectives

At the completion of this webinar, participants will be able to:

- Identify a planning process for establishing self-defined, priority underrepresented populations and associated goals.

- Describe policies that support a climate of equity and inclusion using examples.

- Describe approaches to incorporating diversity, equity, and inclusion and cultural competency.

Disclosures

The presenters have no conflicts of interest or commercial interests to disclose.
Moderator

Carly Levy, DHS, MPH, CPH
Director, Master of Public Health Program
Assistant Professor of Public Health
MCPHS University

Participant Poll

Poll Question 1
10/22/2021

Presenter

Alisha O’Connell, MPH, PMP
Associate Director, Monitoring & Evaluation
Council on Education for Public Health

Council on Education for Public Health (CEPH)

Development of Policies that Support a Climate of Equity and Inclusion
Diversity, Equity & Inclusion in CEPH Accreditation Criteria

Today’s presentation

Where we are now    Where we’re going
Criterion G1: Diversity & Cultural Competence

- Defines systematic, coherent, and long-term efforts to incorporate elements of diversity
- Considerations relate to faculty, staff, students, curriculum, scholarship, and community engagement efforts
- Provides a learning environment that prepares students with competencies regarding diversity and cultural competence
Efforts may include...

- Incorporating diversity & culture competency in curriculum
- Recruitment & retention of diverse faculty, staff, and students
- Policies that support a climate of equity & inclusion
- Reflection of diversity & culture competency in faculty scholarship & service
Document Request 1
• List self-defined, priority under-represented populations; why these are of particular interest; process used to define priority populations; includes faculty and students

Document Request 2
• List specific goals for increasing representation and supporting the persistence and ongoing success of specific populations defined in DR 1

Document Request 3
• List actions and strategies identified to advance goals defined in DR 2 and describe process used to define these

Document Request 4
• List actions and strategies identified that create and maintain culturally competent environment and describe process used to develop them

Document Request 5
• Quantitative and qualitative data that document approaches, successes and/or challenges in increasing representation and ongoing success of the priority populations

Document Request 6
• Data on student & faculty perceptions of the school/program's climate regarding diversity and cultural competence
Respond to requests literally!

Doc request 1

List self-defined, priority under-represented pops; why of interest; process used to define priority pops; includes faculty and students

Our priority populations are:

- XYZ for students
- ABC for fac & staff

Rationale for these priorities is ....

List specific goals for increasing representation & supporting persistence & ongoing success of these populations

Goal 1: (relates to students)
Goal 2: (relates to faculty & staff)
Goal 3: (relates to cross-cutting activities relevant to priority populations)
Goal 4: (relates to cross-cutting activities relevant to priority populations)

Documentation request 2
Documentation request 3

- List actions & strategies to advance goals from documentation request 2
- Strategy 1 is...
- Strategy 2 is...
- Strategy 3 is...
- Strategy 4 is...
- Strategy 5 is...
- Strategy 6 is...

Documentation request 4

- List actions & strategies to create culturally comp environment
- Strategy 1 is...
- Strategy 2 is...
- Strategy 3 is...
- Strategy 4 is...
- Strategy 5 is...
- Strategy 6 is...
Documentation requests 5 & 6: Data

- Quant & qual data on successes & challenges – address all populations identified in document request 1
- Student & faculty perceptions of climate

Other tips

- Don’t forget faculty!
- Start data collection well before s-s prep
Have a question?

- Reach out to your CEPH staff liaison
- Send questions to submissions@ceph.org

Thank You!
Participant Poll

Poll Question 2

Presenter

Michelyn Wilson Bhandari, DrPH, MPH, MCHES, CPH, CPS
Interim Director, MPH Program
Professor/Interim Chair, Department of Health Promotion & Administration
Eastern Kentucky University
Diversity, Equity & Inclusion: A Public Health Program Perspective

Mission Driven

- EKU “is committed to access, equal opportunity, dignity, respect, and inclusion for all people, as integral to a learning environment in which intellectual creativity and diversity thrives.”
- PHP mission “is to prepare culturally competency, skilled public health practitioners...”
Diversity and Inclusion Committee

- Identify underrepresented student and faculty populations
- Establish goals for increasing the representation of underrepresented minorities
- Support the persistence and ongoing success of underrepresented minorities
- Implement actions for advancing the goals and mission

Defining the priority under-represented populations

- Mission and data driven process
- Data driven
  - State, university & program demographics
  - Race/Ethnicity
  - Gender
  - Underrepresented minorities as defined by Kentucky Council Post-secondary Education
Our definition of underrepresented minorities

Individuals who categorize themselves as

• Hispanic or Latino
• American Indian or Alaska Native
• Black or African American
• Native Hawaiian or Other Pacific Islander
• Asian or Asian American
• Two or more races

Individuals who identify as male gender

Diversity, Equity & Inclusion Goals

• Increase the overall % of underrepresented minorities students (race/ethnicity)
• Increase overall % of male students
• Offer one professional development opportunity which focuses on diversity and inclusion per academic year
• Increase the % of underrepresented minorities faculty and staff
Actions & Strategies

- Specialized recruitment events & activities
- Co-curricular events
- Diverse faculty recruitment
- Faculty Professional Development
- Curricular integration

Specialized Recruitment

College of Health Sciences & YMCA Black Achievers (Central KY & Greater Louisville)

- EKU Center for Inclusive Excellence and Global Engagement
  - University President,
  - VP of Diversity, Equity & Inclusion
  - University Honors Program
  - Divine 9 Sororities and Fraternities, and
  - Student ambassadors

- Health fair with undergraduate public health students
- CHS College Fair
- Admissions
- Financial Aid
- Interactive departmental tours
Day in the Life

A day in the life of...

Jonathan Vorbeck
Deputy Director

Tuesday, April 13, 2021
4:00 – 5:00 PM
Zoom: https://eku.zoom.us/j/998415114692

Co-Curricular Events

Project Speak Out at EKU: Increasing LGBTQ+ Acceptance
APRIL 05
3:00 - 6:00 PM
VIA ZOOM
Visit mph.eku.edu to register

Dr. Molly McKinney
Associate Professor, Department of Health Promotion

A Discussion on Social Inequities & Health
APRIL 06
3:00 - 6:00 PM
VIA ZOOM
Visit mph.eku.edu to register

Devine Caroma
Hip-hop Artist, Educator, Community Activist, & Motivational Speaker
Public Health Awakened Series

Fall 2019 Schedule

- September 10th (5:00-6:00 PM)
  - Social Justice in Public Health

- October 8th (5:00-6:00 PM)
  - Impact of Income on Health

- November 5th (5:00-6:00 PM)
  - Health Equity and Climate Change

Public Health Awakened Series

Spring 2020

- February 18th (5:00-6:00 PM)
  - Health and Power

- March 3rd (5:00-6:00 PM)
  - Legislation and Health Equity

- April 7th (5:00-6:00 PM)
  - Tackling Climate Change
Diverse Faculty Recruitment

- HR Required Training for Search Committees: Increasing Diverse Candidate Pools
- Diversity advocate on search committee
- Crafting the position description
- Advertising more broadly
- Training on conscious and unconscious bias
- Equitable practices on interviewing

Faculty Professional Development

- May 2021: Director, Faculty Diversity & Development, “Teaching Students with Diverse Backgrounds”
- May 2020: Chief Diversity Officer, “Diversity, Cultural Competence, and Inclusion”
Curricular Integration

- Identify structural bias, social inequities, and impacts of racism on health equity
- Focus on being culturally relevant
- Skills to develop cultural competence

Areas of Improvement

- Is one professional development program a year sufficient?
- We routinely measure student and faculty perception of the value of diversity and inclusion
- No goal on culture of diversity, equity & inclusion within the program
Presenters

N. Ruth Little, EdD, MPH
Associate Professor and Program Director, DrPH
Health Policy Administration Leadership
Department of Public Health, Brody School of Medicine
East Carolina University

Eric Bailey, PhD, MPH
Professor and Director of the Ethnic and Rural Health Disparities (ERHD) Graduate Certificate Online Program
Department of Public Health, Brody School of Medicine
East Carolina University
Promoting Diversity, Equity and Inclusion in Public Health, Health Policy Administration & Leadership Programs

Background

- US Census projections: by 2035 the percentage of the population 65 and older will be greater than those 18 years and younger.
- This will increase the demand for services in nursing homes/skilled nursing facilities.
- Covid 19 pandemic has shown us the importance of having nursing home leadership/staff trained in public health prevention.
• Minorities comprise a majority of line staff positions in nursing homes.
• A study conducted by ACHE (2014) found that despite diversity initiatives, white men and women were still more likely to hold senior health care leadership positions over minority men and women.
• Women are much less likely to hold leadership positions than men of any race.

• Total grant $1.1 million to prepare MPH graduates trained in public health prevention as nursing home licensed administrators.
• 47% of MPH alumni working as licensed administrators are African American, Hispanic, Native American or Asian.
• 75% are female.
• Sustainability: More than 10 years later, alumni are now preceptors for current MPH students focusing in long term care administration.
• 2018 endowed Scholarship by former president of the NC Health Care Facilities Association and industry leaders to support MPH student training to become a nursing home administrator.
  • 4 recipients to date; three have been to underrepresented ethnicities
Leadership Development: DrPH Health Policy Administration & Leadership

- DrPH degree represents the top leadership degree for the profession of public health.
- First cohort admitted Spring 2018.
- To date 52% of our doctoral students in the DrPH HPAL concentration are minority.

RECRUITMENT & MENTORSHIP

01 Promote career opportunities to diverse populations in school programs.
02 Provide networking opportunities for current students with practicing alumni.
03 Develop partnerships with industry organizations connected to DPH.
04 Mentorship: Nurture, support, students, and advance career goals.
Presenter

Eric Bailey, PhD, MPH
Professor and Director of the Ethnic and Rural Health Disparities (ERHD) Graduate Certificate Online Program
Department of Public Health, Brody School of Medicine
East Carolina University
In the fall 2010, East Carolina University Department of Public Health introduced a new graduate online certificate program focused specially on ethnic and rural health disparities.

Director Dr. Eric Bailey (joint-appointed professor in Public Health and Anthropology) created, directs, manages, and teaches each of the four courses that are a part of the ERHD Graduate Certificate Online program.
The ERHD program consists of four courses:

1. MPH 6005 African American Health
2. MPH 6007 Global Public Health
3. MPH 6008 Ethnic Health and Health Disparities
4. MPH 6009 Capstone Experience in Ethnic Health & Health Disparities

The three major outcomes of the ERHD program are:

1. Students will research, investigate and evaluate ethnic and rural health disparities by completing a final capstone project or proposal.
(2) Students will understand and implement qualitative research methodology; and

(3) Students will identify, examine and evaluate cultural and health issues associated with ethnic and rural populations by creating a culturally competent public health program in each course.
The Ethnic and Rural Health Disparities Graduate Certificate Online Program
(https://erhd.ecu.edu)

The ERHD Graduate Certificate Online Program has trained public health graduate students and medical professionals from a number of universities and states over its 11-year period.

In the past couple of years, the ERHD Program has developed a special program (Service-Learning Track) with Brody School of Medicine at ECU to train their medical students.
In the past couple of years, the ERHD Program has developed a special program (Service-Learning Track) with Brody School of Medicine at ECU to train their medical students.

As of the end of Fall 2021, the ERHD Graduate Certificate Online Program will graduate 64 public health and medical professionals with expertise in ethnic and rural health disparities during its 11-year period in the Department of Public Health at East Carolina University.
THANK YOU!

Q & A WITH PRESENTERS

BREAKOUT GROUPS:

1. Priority Populations (recruitment, retention, service)
2. Policies and Practices to Advance DEI
3. Curricular Approaches to Advance DEI
Webinar Recording

1. Go to APTR website: www.aptrweb.org

2. Select Professional Development/ Webinars
APTR Interest Groups

1. Sign into the APTR website
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3. Select Groups
4. Select APTR Interest Groups that match your focus

Join us at Teaching Prevention 2022!

Call for Abstracts now available

Deadline: December 15, 2021

Student abstracts for poster and brief oral presentations are welcome!
Next Webinar: January 18, 2022

Exploring Anti-Racism in Health Professions Education

A conversation between Thomas A. LaVeist and Daniel E. Dawes

Thomas A. LaVeist, PhD
Dean and Weatherhead Presidential Chair in Health Equity
Tulane University, School of Public Health and Tropical Medicine

Daniel E. Dawes, JD
Executive Director, Satcher Health Leadership Institute

Moderator: Malika Fair, MD, MPH, AAMC

January 18, 2022
3:00-4:00 pm ET

FOR SUPPORT OR MEMBERSHIP
ASSOCIATION FOR PREVENTION TEACHING AND RESEARCH

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