

F1. Community Involvement in School or Program Evaluation and Assessment (SPH and PHP)

The school or program engages constituents, including community stakeholders, alumni, employers and other relevant community partners. Stakeholders may include professionals in sectors other than health (e.g., attorneys, architects, parks and recreation personnel).

Specifically, the school or program ensures that constituents provide regular feedback on its student outcomes, curriculum, and overall planning processes, including the self-study process.

With regard to obtaining constituent input on student outcomes and on the strengths and weaknesses of the school or program's curricula:

- The school or program defines qualitative and/or quantitative methods designed to provide useful information.
- Data from supervisors of student practice experiences may be useful but should not be used exclusively.
- The school or program documents and regularly examines its methods for obtaining this input as well as its substantive outcomes.

Required documentation:

1) Describe any formal structures for constituent input (e.g., community advisory board, alumni association, etc). List members and/or officers as applicable, with their credentials and professional affiliations. (self-study document)

The Graduate Programs in Public Health benefits from the support and participation of a formal Community Academic Advisory Committee (CAAC). First established in 2015, the members of the CAAC represent a combination of community partners, program alumni, current and former employers of our graduates, and public health program preceptors.

The members of the CAAC, their credentials and professional affiliations, are listed in the table below.

Community Academic Advisory Board Members (CAAC)	Community Organizations
Alina Alonso, MD County Director	Florida Department of Health, Palm Beach County
Katherine Chung-Bridges, MD, MPH Director of Research	Health Choice Network
Michael De Lucca President and CEO	Broward Regional Health Planning Council
Andrew Fisher, MPH, MA Director, Operations and Innovations	Florida Cancer Specialists and Research Institute
Kristen Garces, MPH Chief Operating Officer	Florida Institute for Health Innovation
Amy Gyau-Moyer Director, Community Health Improvement UHealth	University of Miami UHealth System, Marketing and Communications
Regine Kanzki, MPH Vice President of Operations	Crockett Foundation, Inc.
Eric Kelly, MNM President	Quantum Foundation
Nicole Marriott, MBA President and CEO	Health Council of South Florida
Don Parris, PhD, MPH, CCRC Assistant Vice President, Center for Advanced Analytics	Baptist Health South Florida

Janisse Rosario Schoepp, PhD Vice President of Operations and Strategy	Health Foundation of South Florida
Linda Schottoefer Associate Vice President of Community Initiatives	United Way of Miami Dade
Priscilla Torres Director, Organizational and Talent Development	Health Choice Network
Yesenia Villalta, APRN, DNP, MSN Administrator/Health Officer	Florida Department of Health, Miami-Dade County
Guoyan Zhang, MD, MPH Senior Epidemiologist/Deputy Director	Florida Department of Health, Miami-Dade County

The CAAC supports academic program accountability by providing guidance and feedback and serving as partners in education training and community collaborations to advance public health practice in South Florida. This committee provides a sounding board for discussion and advisement on topics such as workforce development, current public health practice, public health curriculum, program competencies, and community engagement. The CAAC members are each leaders in their field and respective organizations, and are supportive of the Graduate Programs and its mission. The Community Academic Advisory Committee typically meets two times per year.

2) Describe how the school or program engages external constituents in regular assessment of the content and currency of public health curricula and their relevance to current practice and future directions. (self-study document)

The Graduate Programs is dedicated to ensuring that our degree programs curricula prepare students to address public health problems and that students graduate with the skills that enable them to adapt to future public health challenges. The program engages external constituents, such as alumni, public health practitioners and potential employers, in the assessment of public health degrees through membership on the Community Academic Advisory Committee (CAAC), through alumni and preceptor surveys, and through professional development engagement.

The Community Academic Advisory Committee is comprised of public health stakeholders from a variety of public health institutions in the state of Florida. Program leadership meets with the academic advisory committee approximately two times per year to discuss program practice, program evaluation and assessment, and degree programs curricula. In addition, the community advisory committee also discusses the direction of the Graduate Programs, changes in the field of public health, and potential areas for growth or improvement in professional development for public health graduates and the current public health workforce. The academic advisory committee provides input in content of courses that are appropriate to their practice, and additionally discusses other skills that are important to be included in the public health programs, such as communication skills (see criterion B6 for evaluation example, generalist concentration). The feedback collected from this advisory board is reported back to the necessary stakeholders during regular meetings with program faculty and program administration.

External constituent's input is also received from survey data collected from questionnaires sent to community preceptors (MPH) and program alumni. The MPH community preceptors are active members of the Graduate Programs, providing evaluation of student performance in the applied practice/field experience, contributing to classroom instruction, professional development events and identifying opportunities for new partnerships and growth. Preceptors complete a survey at the completion of each student's applied practice/field experience, assessing the student's performance during the practice experience and their preparation to practice in the field of public health. The Director, Career and Professional Development, Ms. Megan Garber, maintains ongoing communication with community partners and applied practice/field experience preceptors in an effort to continue developing and enhancing the student experience.

3) Describe how the program's external partners contribute to the ongoing operations of the school or program. At a minimum, this discussion should include community engagement in the following (self-study document):

a. Development of the vision, mission, values, goals and objectives

The Graduate Programs vision, mission, values and goals were developed internally by program administration and the Accreditation Workgroup. Strategic goal planning meetings with program administration held in 2017- 2018 and 2019 provided the foundation of the program evaluation plan detailed in criterion B, with revisions by the Accreditation Workgroup during Spring/Summer 2020. The vision, mission, values and goals were most recently presented to the Community Academic Advisory Committee at the October 2020 meeting to ensure relevancy and currency. Feedback was solicited from the group and utilized in the draft of the self-study document.

The Graduate Program's evaluation plan is focused on promoting student success and advancing the field of public health. The plan's goals and evaluation measures include a compilation of metrics selected to support the mission, vision, and values of the Graduate Programs, and are informed by the requirements of accreditation agencies (CEPH, SACSCOC). The program's evaluation plan and associated outcomes are routinely monitored and subject to modification based on input from external stakeholders.

b. Development of the self-study document

The self-study document was developed by the Accreditation Workgroup, which is comprised of faculty, staff administration and students, with input from community partners. The Community Academic Advisory Committee has been involved in discussing the content areas of several sections of this report (e.g., program competencies and curricula, workforce development, research) and will continue to do so until the scheduled site visit (October 2021). This self-study document was most recently discussed with the CAAC at the October 2020 meeting. Draft sections of the preliminary self-study report were shared publicly via the Graduate Program's website (April 2021), with email requests to CAAC members, other community partners and program alumni to review the documents and provide written feedback.

Please see: <https://www.publichealth.med.miami.edu/about-us/accreditation/index.html>

c. Assessment of changing practice and research needs

The Graduate Programs engages community partners in assessing changing public health practices and research through discussions with the Community Academic Advisory Committee, through faculty research and through staff/administration participation in national meetings and organizations.

Evidenced in the meeting agendas and minutes for the Community Academic Advisory Committee meetings, members present are questioned on evolving practice and research needs in their communities and in the field of public health. Program faculty also engage in community-based research, a goal formally articulated in the program's evaluation plan and identified in criterion B5, which provides faculty with insights into changing research and practice needs. Graduate Programs faculty and program administration consistently engage with community partners and participate in national meetings, where issues related to pedagogy, research and curricula in public health are discussed (e.g., APHA, ASPPH, CEPH, NCURA, SRA, CTN, and NIH regional/national meetings). Graduate Programs administrative leadership, faculty, and staff attend and actively engage in the ASPPH annual meetings, section retreats, discussion boards, and the annual Leadership Retreat for primary representatives each summer. Engagement with these associations and the expertise found among their participants is a valuable network and resource for assessing changing practice and research needs in the field. Information and opportunities that emerge from these associations are brought back to the department and program administrative meetings and discussed/addressed in program changes as necessary. For example, participation in the National Drug Abuse Treatment Clinical Trials Network (CTN), a national research and practice network established by the National Institute on Drug Abuse in

2000, has allowed the Department to stay at the forefront in the fight against the opioid epidemic and in defining the public health approach to address this problem. Specifically, as other states and counties were convening in Opioid Task Forces across the country, Department faculty (Drs. Viviana Horigian and Jose Szapocznik) joined the Miami-Dade County Opioid Task Force, and were influential on the recommendations made as part of the task force. A main gap in practice is the lack of integration of opioid use treatment into mainstream/primary care, hence limiting access to services. The Department secured research dollars to support the provision of Opioid Use Disorder (OUD) services in primary care at UHealth, by including a nurse care manager in the identification, tracking, and management of the patients with OUD. This model (Office Based Addiction Treatment) has been implemented across the United States.

d. Assessment of program graduates to perform competencies in an employment setting

In Summer 2021, the Graduate Programs conducted an employer survey of program competency attainment among recent graduates (2018 – 2020) from the Biostatistics, Epidemiology, Prevention Science and Community Health and Public Health programs. A total of 14 employers were solicited (known to have employed one or more graduates in the past three years), with a response rate of 85% (12 of 14 employers replied). Employer organizations included academic institutions, health care providers, government agencies and foundations/associations/non-profits.

The survey was anonymous, employers were not asked to identify the specific employee (or employees), and individual surveys were not linked back to individual graduates. Employers were asked to rate graduates' abilities on 14 professional competencies. Additional qualitative questions on the survey allowed employers to provide open-ended commentary on the skills and strengths UM public health graduates bring to the workplace and recommendations for additional skills or training that would make UM public health graduates stronger candidates for their career opportunities.

Competency Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Effectively apply statistical methods to analyze public health research data	45%	33%	0%	0%	22%
Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software	45%	33%	11%	0%	11%
Interpret results of data analysis for public health research, policy or practice	56%	22%	0%	0%	22%
Generate a research/evaluation question and the appropriate analysis plan	45%	33%	11%	0%	11%
Apply epidemiologic methods to measure and prevent disease and to develop and evaluate health programs and policies	50%	13%	0%	12%	25%
Assess factors affecting health policy and apply management techniques to address challenges to providing healthcare	33%	11%	0%	0%	56%
Examine social and behavioral dimensions of public health and explain social, cultural, political, economic and behavioral determinants of health disparities	56%	33%	0%	0%	11%

Analyze public health research studies to identify strengths, weaknesses and potential impact on public health challenges	56%	33%	0%	0%	11%
Apply a systems approach to policy and interventions that address complex diseases and public health problems	45%	22%	0%	0%	33%
Advocate for political, social or economic policies and programs that will improve health in diverse populations	22%	22%	0%	11%	45%
Understand the role program planning, design, and evaluation play with improving public health decision making and practice	45%	33%	0%	0%	22%
Interact effectively and collaboratively with both diverse individuals and communities to shape a desired public health outcome	78%	11%	0%	0%	11%
Communicate effectively (written and oral) to diverse audiences	67%	33%	0%	0%	0%
Demonstrate a breadth and depth of professional knowledge and skills for effective practice	67%	33%	0%	0%	0%

Employers were invited to respond to two open-ended questions, allowing for commentary and recommendations:

1. What strong skills do you perceive that UM Public Health graduates bring to the workplace?
2. What additional skills or training would make UM Public Health graduates stronger candidates for your career opportunities?

Example comments for each open-ended question:

What strong skills do you perceive that UM Public Health graduates bring to the workplace?

- *High level of engagement and ability to learn*
- *Communication skills, understanding of health disparities*
- *Writing and conceptual skills*
- *A wealth of research experience, some data analysis, grant writing for PhDs*

What additional skills or training would make UM Public Health graduates stronger candidates for your career opportunities?

- *Higher ability to interpret data contextually and contribute to strategic planning*
- *Stronger background in data visualization, data analysis, more experience with working in the community and program administration*
- *More exposure to the healthcare system, clinical environments and processes, understanding of healthcare quality measures*

The employer survey was administered through the Graduate Programs staff using an electronic survey instrument tool (Qualtrics), sent to select employers professional email addresses. Surveys were open for approximately three weeks, with a weekly reminder for participation sent to each employer. The survey consisted of 6 questions, 14 competency statements for rating, and could be completed in approximately 10-12 minutes on a computer, smartphone or tablet.

A copy of the employer survey and the full data collection report is provided in ERF F1.4.

A second source for external input regarding graduate's ability to perform competencies in an employment setting is the alumni survey. In Fall 2020 and Spring 2021, the Graduate Programs conducted an alumni survey of program graduates from 2016 – 2020. The survey instrument contains questions focused on performance of program specific competencies and alumni are asked open-ended questions regarding additional skills that would have strengthened their training, better prepared them for a career in public health, and changes they would recommend to strengthen the program and overall education experience for future students. The alumni survey's overall summary indicated that graduates report a high-level grasp of core skill areas and degree-specific program competencies across degree levels (masters and doctoral). Results from the alumni survey are detailed and available in criterion B4.

4) Provide documentation (e.g., minutes, notes, committee reports, etc.) of external contribution in at least two of the areas noted in documentation request 3. (electronic resource file)

Please see ERF F1.4 for documentation of request 3, including community academic advisory committee meeting agendas/minutes, alumni surveys, employer surveys and website displays and requests for written feedback.

5) If applicable, assess the strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)

Strengths: The Graduate Programs has cultivated sustained relationships with external constituents, which informs the program's mission, curriculum, program competencies and emerging public health practice trends. The Graduate Programs utilizes a combination of survey analysis to collect quantitative and qualitative measures, in addition to an established community academic advisory committee, to engage and capture the contributions of community partners and stakeholders.

Weaknesses: The Graduate Programs, Senior Program Coordinator, Community Engagement staff position has remained vacant since Fall 2019. Dedicated staffing is needed to strengthen community linkages and maintain involvement with community partners.

Plans for Improvement: Continue and expand community engagement through our CAAC and new partnerships, and continue to survey community partners, employers of program graduates and alumni for important feedback.

F2. Student Involvement in Community and Professional Service (SPH and PHP)

Community and professional service opportunities, in addition to those used to satisfy Criterion D5, are available to all students. Experiences should help students to gain an understanding of the contexts in which public health work is performed outside of an academic setting and the importance of learning and contributing to professional advancement in the field.

Required documentation:

1) Describe how students are introduced to service, community engagement and professional development activities and how they are encouraged to participate. (self-study document)

Students in the Graduate Programs in Public Health have numerous opportunities to participate in service, community engagement, and professional development. These experiences provide students with an understanding of the contexts in which public health work is performed outside of an academic setting and the importance of learning and contributing to professional advancement in the field. The primary organizations connected to the Graduate Programs for community service include the Public Health Student Association (PHSA), the Delta Omega Honor Society (Beta Sigma chapter), the Department of Community Service (DOCS), the Graduate Student Association (GSA), Medical Students in Action, the Latino Medical Student Association, the Medical School Wellness Advisory Council, the Medical Academic Societies and the Organization of Student Representatives (OSR).

Beginning with new student orientation each fall and spring semester, Graduate Programs introduces the importance of service, community engagement and professional development. Student service and community engagement is mainly organized within the Public Health Student Association. This student organization communicates via the public health student listserv and their own social media platforms (Instagram, Facebook). Additional platforms utilized to encourage and solicit student participation in service and professional development include the *Jobs of the Week* newsletter from the Graduate Programs Career and Professional Development Office and the monthly newsletters from the Department and Graduate Programs, which detail upcoming events, workshops, seminars and other service and professional development opportunities; the Graduate Programs social media pages (e.g., Facebook, Instagram, LinkedIn, Twitter); the university's communication platform Cane2Cane; advertisements and flyers from the Graduate Programs Career and Professional Development Office; and announcements through the Public Health Student's listserv promoting events within the department and the university at the local community and national level.

MPH and MSPH students are expected to participate in at least two professional development workshops organized by the Graduate Programs Career and Professional Development Office through the duration of the degree program. Attendance for these workshops is monitored and logged in the FileMaker student profile.

In Fall 2020, the Graduate Programs joined the University of Miami Cane2Cane (C2C) Career and Mentorship Network by launching two groups: the Public Health Sciences Group and the MPH Capstone Group. The C2C Network is powered by PeopleGrove software. The C2C platform offers a space for UM students and alumni to connect with faculty/staff, alumni and friends of the University for mentoring opportunities, career advice, knowledge sharing, and networking. C2C supports members from over 60 industries located across the globe, promotes over 15 help and discussion topics, and offers direct messaging through the platform. The MPH Capstone group is for MPH and joint MPH students and advertises available applied practice/field experience opportunities. The Public Health Sciences group hosts a calendar so students and alumni can learn about and attend Graduate Programs events, and it offers a space for students to connect with alumni for informal and flash mentorship opportunities.

Additional professional development opportunities are provided by the University Graduate School, which offers events focused on professional development, dissertation and thesis support, academic writing, scientific presentations and other service events for students. Examples include the annual Three Minute Thesis Competition (3MT) and the Graduate and Postdoctoral Research Symposium. During the 5th annual 3MT event (January 2021), a prevention science and community health doctoral student participated and won second place in the contest and won the audience award.

2) Provide examples of professional and community service opportunities in which public health students have participated in the last three years. (self-study document)

Examples of Professional Development and Community Service Opportunities Involving Students (2018 – 2021)	
Category	Examples and Activities
Service and Community Engagement	<ul style="list-style-type: none"> • Family Resource Center Trunk of Treat Drive Thru (<i>10 students, 2020</i>) • Community care package assembling and delivery • Beach Cleanups • Family Resource Center charity cooking class • Cooking Canes with partnering high school Booker T. Washington • PHSA Care Package Drive • Camillus House Collection Drive • Ronald McDonald House Adopt a Meal Program • National Public Health Week events • Ending the HIV Epidemic in Miami-Dade County 2021 Conference with Florida DOH • U TRACE: Student Volunteers needed to track COVID-19 at UHealth (<i>44 student participants</i>) • Participation in DOCS Fairs, with 4 free clinics that provide primary care. Students participate in the continuity of care and follow up services
Research and Lecture Series	<ul style="list-style-type: none"> • Global Health Security of the Americas Virtual Speaker Series • COVID-19 en las Americas: Repensando Todo • Big Data, Business, and the Pandemic • Department of Public Health Sciences and Department of Medicine Grand Rounds Series • Emerging Public Health Topics – Seminar Series • USSOUTHCOM: Global Health Security of the Americas Virtual Speaker Series
Presentation or Participation at Regional or National Conferences	<ul style="list-style-type: none"> • American Public Health Association (APHA) (<i>11 students, 2018; 11 students, 2019; 7 students, 2020</i>) • Eastern-Atlantic Student Research Forum (ESRF) (<i>40 students, 2019; 24 students, 2020; 33 students, 2021</i>) • Society for Prevention Research • Society for Epidemiologic Research (SER) (<i>6 students, 2021</i>) • American College of Epidemiology (<i>4 students, 2020</i>) • Association of Schools and Programs of Public Health (ASPPH)
Career and Professional Development Events	<ul style="list-style-type: none"> • Student and Faculty Speed Networking (<i>40 student participants, January 2021 offering</i>) • Alumni and Student Virtual Speed Networking • Delta Omega Career panel (<i>48 student participants, October 2020</i>) • Thesis and Capstone Information Sessions • Three-Minute Thesis (3MT) Competition, Graduate School • CSTE Applied Epidemiology Fellowship Info Session • Mock interviews for Professional Development semester courses

	<ul style="list-style-type: none"> • Medical School Admissions Workshop (16 student participants, Spring 2021) • Personal Statement Workshop (31 student participants, 2020 and 16 student participants, 2021) • Medical School Admissions Panel (58 student participants, March 2021) • Preparing for a Virtual Career Fair • Job Search Conversations: LinkedIn • Resume, CV, and Cover Letter Workshops (13 student participants, February 2021) • Why You Need a Mentor (and How to Find One) • Women in Data Science Conference • Black Awareness Month: Alumni & Student Success Stories (56 student participants, February 2021) • #IamRemarkable workshops, presented by an alumna • Capstone and Career Meet and Greet events • Capstone Partner Presentations/Networking Events (51 student participants, October – November 2020) • ASPPH annual virtual career fair
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3) If applicable, assess the strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)

Strengths: The Graduate Programs, through its student organizations and Office of Career and Professional Development, offer a variety of opportunities for students to engage in service to the community and in professional development. Students are encouraged through a variety of communication mechanisms, beginning at the time of new student orientation, to engage in service-learning activities and professional development events. Students also have the opportunity to share their ideas for new opportunities for student engagement through Town Hall meetings with the Department Chair and Program Directors.

Weaknesses: While some students are drawn to community service, engaging all students in community service and professional development is a challenge.

Plans for Improvement: The Graduate Programs plans to maintain and grow community partnerships and the number of students involved in community service and professional development activities. Additional Graduate Programs staff are needed in these areas.

F3. Assessment of the Community's Professional Development Needs (SPH and PHP)

The school or program periodically assesses the professional development needs of individuals currently serving public health functions in its self-defined priority community or communities. Examples could include periodic meetings with community members and stakeholders, formal or informal needs assessments, focus groups with external constituents, surveys that are administered or co-administered to external constituents and use of existing data sets.

Required documentation:

1) Define the school or program's professional community or communities of interest and the rationale for this choice. (self-study document)

The Graduate Programs in Public Health at the University of Miami was established in 1980 to provide academic public health training in South Florida. From its start, the Graduate Programs has worked closely with local communities to support the health needs of the South Florida community. The Graduate Programs professional community of interest is the South Florida region, specifically working with communities in Miami-Dade, Broward and Palm Beach counties on research and service projects aligned with the mission, vision, and goals of the program, the Department and the University. Within these communities, the Graduate Programs targets health professionals (e.g., medical professionals--physicians, nurses, administrators) and public health professionals (health department/governmental employees, health educators, community health organization employees, administrators, researchers) and community stakeholders for delivery of professional development.

Acknowledging the importance of global health and being part of a hemispheric university, the Graduate Programs also recognizes communities outside the United States that are partners and of interest for professional development purposes. These communities include, but are not limited to, Mexico, Brazil, Colombia, Haiti, Panama, and the Dominican Republic. Our location in Miami gives us a distinct geographic capacity to connect across the Americas. The Department's research and practice areas (e.g., HIV prevention and treatment, cancer, vector-borne disease, tobacco control, substance abuse, COVID-19, built environment) address health disparities and inequities in our local and global communities. Within these communities, the Graduate Programs aims to reach health professionals and community stakeholders for delivery of workforce/professional development and for engagement in research and public health practice initiatives.

2) Describe how the school or program periodically assesses the professional development needs of its priority community or communities, and provide summary results of these assessments. Describe how often assessment occurs. Include the description and summary results in the self-study document, and provide full documentation of the findings in the electronic resource file.

Each meeting of the Community Academic Advisory Committee includes query and discussion on their organizations' professional development needs. The CAAC members are each leaders in their field and respective organizations, representing academic/research institutions, health systems and governmental and non-profit sectors serving the public. Workforce development and collaboration is a recurring agenda item for each CAAC meeting. Information obtained from these discussions helps inform the professional development initiatives the Graduate Programs can provide. Most recently, at the Community Academic Advisory Committee meeting in October 2020, members indicated the current areas of professional development need are data analytics (analysis, data visualization and data interpretation), communication to different audiences, group facilitation and negotiation, and community engagement.

In Fall 2020 (November 2020 - January 2021), the Graduate Programs began a needs assessment survey with the CAAC membership/organizations and this survey was then expanded in Summer 2021 to include a larger group of community partners (both domestic and international). The survey results will be used to inform the Graduate Programs of skills community partner members wish to see of our graduates, and skills community partner members wish to acquire in their own institution. The survey questions cover importance level of professional skills, ranking of skill areas currently in demand in their

organization, motivation of their employees to seek workforce development training and the preferred mode of delivery for workforce development training. Preliminary results (n = 13 organizations) indicate the skills of the highest importance level are implementation (*ensure the successful implementation of an organizational strategic plan and implement an organizational strategic plan*); communication (*communicate in a way (written and oral) that different audiences (e.g., public, community organizations, external partners, the scientific community) can understand*); and building cross sectional partnerships to address social determinants of health (*e.g., agencies or organizations supporting transportation, housing, education, and law enforcement*). Asked to identify and rank the top five skill areas in demand at their organization, respondents identified grant writing/grant preparation, needs assessment, program planning, community engagement, evaluation and budget planning.

CAAC meeting documentation is provided in ERF F1.4. The workforce development survey (survey copy and preliminary summary report) is provided in ERF F3.2.

Identification and dissemination of nationally collected data regarding workforce training needs is another way the Graduate Programs has assessed workforce development needs. The Graduate Programs began a partnership with the de Beaumont Foundation in 2014 to address an area of perceived need—the absence of essential business skills in the public health workforce. In collaboration with the University of Miami Herbert Business School, grant funding from de Beaumont was first obtained in 2015. The Department of Public Health Sciences and the Herbert Business School held a convening meeting focused on the innovation, delivery and adoption of public health business skills training. Participants included representatives from the de Beaumont Foundation, educators and leaders from the University in public health, business and music, as well as local and national public health experts. The two-day meeting included a presentation of findings from the Public Health Workforce Interests and Needs Survey (PH WINS), conducted by the Association of State and Territorial Health Officials (ASTHO) and the de Beaumont Foundation. The survey was administered to state and local health department employees and was designed to provide an assessment of workforce knowledge, skills and attitudes related to key challenges for the public health workforce. Training needs identified included applying quality improvement concepts, interpreting public health data, financial and resource management, policy development, community engagement and communication and writing skills.

Based on the results of the information gathered at the University convening meeting and the specific recommendations provided in terms of content and delivery, the Graduate Programs in Public Health and the Herbert Business School engaged in the planning and development of business skills coursework and a flexible training program to enhance the application and integration of business skills in the public health workforce. Additional grant funding was obtained from the de Beaumont Foundation for a pilot project to develop a non-credit, fully online certificate program. The end result, in 2018, was BEAM, the Building Expertise in Administration and Management certificate program; the first business course designed by public health professionals for public health professionals. Details of the certificate program, including its pilot testing (2019) and current enrollment (2020 and 2021) are provided in criterion F4.

The University of Miami and de Beaumont Foundation meeting materials and supporting summary documentation are provided in ERF F3.2.

3) If applicable, assess the strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)

Strengths: The Graduate Programs seeks information and conducts assessment on public health professional development needs in our priority communities of interest. Access to and consultation with our community academic advisory committee strengthens our program; the CAAC, and our numerous community partners domestic and abroad, serve as a valuable resource for professional development information and opportunity.

Weaknesses: Building, and maintaining, a community of skilled public health workers is a challenge, which requires ongoing assessment, planning and maintenance of strong community partner relationships. Surveying community partners has, to date, yielded limited results (low response rate). The Graduate Programs will continue to conduct outreach and survey assessment with our community partners to gather additional data.

Plans for Improvement: The Graduate Programs will continue to offer the BEAM certificate program, continue to engage with our community advisory board and domestic and international community partners, and will work to develop a strategic plan for meeting identified community professional development needs from preliminary survey results.

F4. Delivery of Professional Development Opportunities for the Workforce (SPH and PHP)

The school or program advances public health by addressing the professional development needs of the current public health workforce, broadly defined, based on assessment activities described in Criterion F3. Professional development offerings can be for-credit or not-for-credit and can be one-time or sustained offerings.

Required documentation:

- 1) Describe the school or program's process for developing and implementing professional development activities for the workforce and ensuring that these activities align with needs identified in Criterion F3. (self-study document)**

The Graduate Programs in Public Health offers professional development opportunities to the public health workforce through an established online, non-credit certificate program and through faculty designed and delivered programs. Opportunities vary from sustained formal activities (e.g., certificate program) to one-time or a limited series of offerings. Professional development need and opportunity is first established through sources such as the community academic advisory committee, preceptors and community collaborators, and community organizations requesting particular trainings. The workforce development survey data obtained in Fall 2020 and Summer 2021 from the CAAC members and domestic and international community partners is preliminary and will be used to inform professional development planning and efforts for the coming academic year (2021 - 2022).

The Graduate Programs, Department faculty, and the Department centers and research groups work collaboratively in developing and implementing professional development activities to meet needs as outlined in Criteria F3. The Graduate Programs is currently reviewing preliminary survey data from community partners and in the planning stages of determining the next offering/opportunity for workforce/professional development. Survey results will first be discussed at the Graduate Administration and Operations Committee (GAOC), and once a professional development initiative is formulated, this will be brought to the Executive Committee for consideration, as professional development initiatives may result in investments from the departmental operating budget. Once an initiative is considered financially feasible, details are discussed with the Curriculum Committee (when applicable), circulated for general faculty input (when applicable), and then approved by the Graduate Executive Policy Committee (GEPC).

The Building Expertise in Administration and Management (BEAM) certificate program was developed in collaboration with the University of Miami Herbert Business School and the de Beaumont Foundation to address a lack of training in budget and financial management in the public health workforce. Identified as a gap skill area in the public health workforce (PH WINS 2014 and 2017), the certificate program was designed for professionals who have formal or informal public health leadership responsibilities. The certificate is a 20-hour, non-credit, independent study consisting of 6 online modules examining basic budgeting in public health, finance, accounting, contracts, resource management and strategic thinking. The BEAM certificate program was pilot tested in 2019 and launched in 2020. Additional professional development certificate programs with the BEAM program are in planning and development including a collaboration with the CDC and the UM School of Law (*Leveraging the Law for Public Health Impact*), expected in 2022.

Please see ERF F4.1 for additional documentation on implementing (pilot testing) the BEAM certificate program.

The Department includes several centers and research groups that provide professional development as part of their mission and research. These include the Brief Strategic Family Therapy Program, Familias Unidas, the Florida Node Alliance (part of the National Drug Abuse Treatment Clinical Trials Network), the Fecal Immunochemical Test (FIT) program, the Florida Institute for Health Innovation (FIHI), the Occupational Health Research Group, the South Florida Center to Reduce Cancer Health Disparities (SUCCESS), the PROGRESO Lab (Programa de Redes Sociales), and the Prevention Education and Research in Latin America Group (PERLA). Each of these centers/groups provides conferences and

trainings and organizes educational opportunities for professionals and the general public as part of their work.

- 2) Provide two to three examples of education/training activities offered by the school or program in the last three years in response to community-identified needs. For each activity, include the number of external participants served (i.e., individuals who are not faculty or students at the institution that houses the school or program). (self-study document)**

Example 1

The BEAM certificate program launched in 2020 and a total of 112 participants have enrolled in the certificate program (February, May and September 2020 offerings). External participants have included employees of state public health departments (ex., New York, Texas, Florida), members of the NNPHI (Strategic Scholars Group) and local health agencies and foundations (Miami, FL). An additional 38 public health students from the Graduate Programs in Public Health enrolled in the certificate program, free of charge, as a course requirement in *EPH 632 US Health Systems* during Spring 2020. For 2021, the BEAM program will be offered as an open timeline format where participants can begin the program at the time of registration (vs. 3 structured offerings only in February, May and September). Enrollment numbers for 2021, to date, include 177 participants.

A brief summary of the 6 online models comprising the online certificate program is provided below.

Module 1 Strategic Problem Definition: Four lessons (8 video lectures) based in scenarios/case-study vignettes of a fictional MCH Program Manager (Salima) with a new job at a health department and the challenges faced to illustrate financial and resource management issues in a public health context. Assessment activities/exercises include creating an action plan for allocating limited resources based on identified priorities.

Module 2 Budgeting: Three lessons (3 video lectures) based in scenarios/case-study vignettes of Salima responding to a home visiting services grant opportunity. Assessment activities/exercises include developing a program budget and constructing a budget narrative.

Module 3 Procurement: Five lessons (5 video lectures) based in scenarios/case-study vignettes of Salima developing and evaluating her home visiting services RFP. Assessment activities/exercises include the development of requests for proposals (RFPs) and the evaluation of RFP responses.

Module 4 Contracts: Five lessons (10 video lectures) providing an introduction to contracts, including the principles of Outcomes-Based Contracting (OBC).

Module 5 Contract Monitoring: Two lessons (3 video lectures) based in scenarios/case-study vignettes of Salima and the contract monitoring process.

Module 6 Financial Health: Three lessons (2 video lectures) providing an introduction to the principles and techniques used in agency and program financial analysis.

Example 2

In collaboration with the Florida Institute for Health Innovation (Dr. Joseph West), the University of Miami Department of Public Health Sciences is partnering with the University of West Indies to offer a Climate Change and Health Leaders Fellowship training program. This fellowship program will be one of the first initiatives under UM President Julio Frenk's newly created MOU with the University of West Indies. Initially planned for launch in May 2021 (delayed due to COVID-19), the 12-month blended-learning, directed fellowship training program is now scheduled to begin in November 2021. Eligible Caribbean countries include Antigua and Barbuda, Bahamas, Barbados, Belize, Cuba, Dominica, Dominican

Republic, Grenada, Guyana, Haiti, Jamaica, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago. Applications are currently under review, with fellow selection complete by Summer 2021.

The Climate Change and Health Leaders fellowship training program will focus on creating a cohort of inter-sectorial, multi-disciplinary leaders with the necessary skills to turn plans and policy into action. The goal of the program is to develop strong, effective climate change leadership among government officials, civil society, communities, and private sector, championing and implementing the One Health approach. Fellows will be furnished with the knowledge and skills to enable them to support national Caribbean governments in the inclusion of health elements in the national adaptation plans (NAPs) for climate change and will be able to lead in the development and implementation of these plans. The training fellowship will prepare fellows to return to their country with the skills and knowledge to support the process of implementing change, empowering communities and supporting youth engagement.

The 12-month, blended learning, curriculum-directed fellowship program will include:

- A five-day introductory face-to-face kick-off workshop; participants will be able to explain the relationship between climate change and health, using a socio-ecological perspective and One Health lens to see the complex interactions of human, animal and environmental health on human population health
- Weekly themed online learning/discussion sessions
- A four-day summative face-to-face workshop at the conclusion of the fellowship; to generate a list of opportunities for action to assist Caribbean countries in advancing their preparedness for mitigation against and adaptation to climate change
- Completion of a nationally relevant climate change and health focused project; fellows will develop, implement and report on a national project which addressed a climate change and health issue in their home country
- A workshop/symposium related to the national project
- A week-long rotation in a CARICOM (Caribbean Community) climate change regional agency.

Example 3

The Graduate Programs, and individual faculty, are also asked to routinely provide education and training to various audiences outside the university. Recent national and international examples are detailed below:

- In Spring 2020, Dr. Mariano Kanamori provided three 4-hour long in-person trainings to personnel from the community partners Caridad Center and Latinos Salud. Participants trained included administrative personnel and community health workers from the HIV/STD program (Caridad Center) and case managers, outreach workers, test counselors and intervention specialists (Latinos Salud) (approximately 10 participants per training). These trainings were comprised of best practices and ethical practices in conducting responsible research. Further, Caridad Center and Latinos Salud were trained on how to use social network analyses to address health disparities in underserved Latino communities. Using community-based participatory research approaches, the trainings reviewed recruitment strategies using venue-intercept strategies and posters, data collection strategies using quantitative surveys delivered by a facilitator, data collection using REDCap surveys administered on iPads, and an introduction to data collection using ArcGIS, administered on iPads. In addition, the trainings included how to correctly conduct, collect and report a urine substance use test using iCups and test strip validation.
- In March 2021, faculty from the Department contributed to professional development trainings with the Clinical Trials Network. Dr. Jose Szapocznik co-chaired a workshop on “Reducing Disparities in Substance Use Disorder (SUD) Treatment Among African Americans”. The CTN workshop had 140 participants, including professionals working in drug abuse treatment and drug

abuse research ranging from social service providers, research associates and assistants and behavioral therapists.

- The United Nations Office of Drug and Crime (UNODC) provides family therapy training focused on adolescents with drug and other substance use disorders. Dr. Jose Szapocznik has contributed to the development of the training curriculum, *Treatnet Family*, and training to the professional workforce. To date (through 2020), the UNODC has trained over 100 professionals with the *Treatnet Family* therapy curriculum, including drug counselors, social workers, welfare and juvenile justice service providers, psychologists and family therapy workers. International training sessions are planned for September 2021, in Ecuador, Peru and Panama (25 participants expected per session).
- Dr. Eric C. Brown, in collaboration with AB InBev Foundation, provided a series of training sessions in Zacatecas, Mexico to the local business community in prevention science, program implementation, and communication skills as part of the “*Businesses That Care*” coalition group for the prevention of youth alcohol use. Sessions consisted of training, discussions and tools focused on community mobilization for the assessment and implementation of evidence-informed preventive interventions (30 participants trained, September 2019 – February 2020).
- In March 2020, the Centers for Disease Control and Prevention (CDC) released community mitigation strategies to slow the spread of COVID-19, though these recommendations generated confusion at the state and county level. In Miami-Dade County, Florida, a “Safer-At-Home” mandate was adopted in April 2020. The Surveillance Program Assessing Risk and Knowledge of Coronavirus (SPARK-C) disseminated information and offered COVID-19 screenings, training and education during this period of elevated public confusion. Under the direction of Dr. Alberto Caban-Martinez, four virtual trainings were provided (April – June 2020) to approximately 140 participants. Participants trained included researchers, scientists, first responders, firefighters, and public health students.
- In November 2019, Dr. Eric C. Brown conducted an informed selection and implementation of evidence-based prevention program training for reducing substance use in adolescents at the 66th Regular Session of the Organization of American States (OAS), Inter-American Drug Abuse Control Commission (CICAS) in Miami, Florida. Over 100 participants representing Departments of State, Ministries of Health and National Security, federal police and federal government officials from 24 countries and the United States participated in the training.
- In 2018, Dr. David Lee and UM MPH alumna Ms. Debra Annane (course instructors of *EPH 611 Mindfulness in Public Health and Medicine*) delivered a 4-week mindfulness-based stress reduction training to physician residents and fellows at the University of Miami and Jackson Memorial Hospital (JMH) (74 participants). In 2021, Dr. Lee and Ms. Annane delivered a half-day mindfulness retreat to University of Miami Rehabilitative Medicine residents. In both training events, instruction focused on the benefits of these practices for personal stress management and as tools that can be offered to patients.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)

Strengths: The BEAM certificate program launched in 2020 and has attracted enrollment from a variety of public health workers. Faculty from the Department and Graduate Programs conduct a wide variety of workforce development training, at the local, national and international level.

Weaknesses: The workforce development survey was expanded in Summer 2021 to include MPH community preceptors and other domestic and international community partners, but results are limited/preliminary (low response rate).

Plans for Improvement: The Graduate Programs will continue surveying local community partners to enhance a workforce development plan beyond the current certificate program (BEAM) and individual faculty efforts. We will continue to offer the BEAM certificate program and continue to support our community partners with workforce needs, training and professional development.