

Planned PHAP/E-PHAP/D-PHAP Program Changes

June 2020

Updated 7/28/2020

Updated 12/20/2020

Racism is a public health emergency. To redouble Public Health Administration and Policy (PHAP) program efforts to overcome systemic structural racism, we commit to the following:

1. A 6th program competency requiring knowledge of and tools to address structural racism;
2. Expanding or incorporating content explicitly addressing structural racism in PHAP core courses, contextualized for that course.
 - a. Hire community-based experts to review syllabi as part of the revision process
 - b. Hire co-curricular instructors with lived experience of racism to augment classroom material;
3. Choosing community sites for the annual September E-PHAP on-campus;
4. Expanding recruiting efforts and redoubling scholarship awards for PHAP program applicants.

We will align program changes with Division of Health Policy & Management policy and School of Public Health changes as those changes are made. We endorse adding school- and/or division-level required training on structural racism, a plan for responding to incidents of racism in our professional/educational settings, and holding each other accountable.

1. Sixth program competency requiring knowledge and tools to address structural racism

Background on MPH Competencies

CEPH, the accrediting body for Schools of Public Health, prescribes 22 “foundational” competencies (available [here](#)) which all students of public health must meet. In addition, each program at the UMN SPH has its own program-specific competencies, which reflect the goals of the program

CEPH Competency 6 addresses structural racism.

Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.

PHAP has 5 program-level competencies, shown below.

By the end of the program, I will have the knowledge or skills to

1. Demonstrate theoretical and practical knowledge of the history and principles of delivery systems relevant to public health policy and administration.

2. Manage and lead public and population health care organizations, programs and systems.
3. Apply high quality, scientifically rigorous research to address problems in public health policy and administration.
4. Develop and analyze public health policy.
5. Communicate effectively as a leader, manager, and policy advocate.¹

The PHAP program will add a program competency on acquiring the knowledge, humility, and skills to end society's structural basis for health disparity.

6. By the end of the program, I will have the knowledge to identify organizational policies and practices that perpetuate racism and inequity and the skills to dismantle them.

The competency leverages the administration and policy focus of the program, and complements the knowledge-based CEPH competency. The 6th competency can be met by any of the following

- Taking a course which explicitly addresses structural racism, such as PubH 6737 Structural Racism and Health, PubH 6772 Health Disparities Capstone Seminar, PubH 6606 Children's Health: Life Course and Equity Perspectives, PubH 6244 American Indian Health and Wellness Equity
- Being a member of the [Health Equity Work Group](#)
- Minor in health equity²
- Selecting PHAP competency #6 as an applied practice experience focus
- Selecting PHAP competency #6 as a competency to demonstrate in the PHAP masters project
- Successful completion of PHAP core courses which have incorporated substantive content on structural racism and health disparity (see #2)

If the UMN SPH decides to add a school-level competency addressing structural racism, then we can revisit the PHAP competency.

Timeframe for implementation: PHAP competency #6 will apply to students entering the program in Fall 2020.

UPDATE (7/28/2020) : New competency has been incorporated in PHAP CEPH competencies and is being incorporated in syllabi.

¹ The school has told us that PHAP competency 5 -- Communicate effectively as a leader, manager, and policy advocate -- is too similar to CEPH competency 19:

- Communicate audience-appropriate public health content, both in writing and through oral presentation

so we are in the process of revising.

² Because few of the health equity minor courses are offered online, it is hard for an executive or distance PHAP student to participate in this minor.

UPDATE (12/20/2020)

The 6th program competency has been added to our documentation, our syllabi, and our every-6-months competency self-assessments.

2. Expand or incorporate content explicitly addressing structural racism in PHAP core courses, contextualized for that course content.

In addition to the applied practice experience and the master's project, there are 5 required core courses for PHAP

- PubH 6724 Health care systems and public health
- PubH 6727 Leadership and managing change
- PubH 6735 Introduction to health policy
- PubH 6755 Planning and budgeting
- PubH 6806 Introduction to public health research
- PubH 7784 Masters Project Seminar

Each of the instructors will review their syllabus and add where lacking contextualized content which addresses structural racism. Instructors will include the work of Black, Indigenous, and other scholars of color in the readings and other resource content. In addition, we will hire Minnesota community-based individuals with subject matter expertise to review syllabus content for these courses and provide input. We will seek to identify community-based (ie., non-academic) instructors who can provide substantive co-instruction on racism and health disparity relevant to the context of the course.

Timeframe for completion of syllabus review and revision: end of 2020.

Timeframe for identifying community-based instructors: first quarter of 2021.

UPDATE (7/28/2020) : The syllabus for PubH 6727 is currently undergoing review. A community instructor has been added to PubH 7740.

UPDATE (12/20/2020): All instructors of PHAP core courses have reviewed their syllabi to include content, including expanding readings and other resources by BIPOC and other marginalized authors, explicitly addressing structural racism in the context of their course. We hired community reviewers to look at course syllabi. Four of the 6 PHAP core course syllabi have been reviewed and their suggestions adopted as considered appropriate by instructors.

3. Choose community sites for the annual September E-PHAP on-campus

The E-PHAP program convenes on-campus twice a year, in early January and mid-September. One of the goals of the on-campus sessions is to minimize costs to students. In January, during winter break, we can easily get classroom space at no charge, but in September, we have

rented classrooms at Coffman. Going forward, we will strive to find classroom space for the September session at a community site so that the rent goes to the community. Organizations actively working to address structural racism and/or those owned by BIPOC folks would be prioritized. Timeframe: September 2020 (although this fall's oncampus will now be virtual).

UPDATE (7/28/2020) : The September 2020 E-PHAP oncampus session will take place virtually, but the program is purchasing supplies from community vendors, including having UMN facemasks made by a Lake St. seamstress, snacks purchased from Lake St. corner market, colored pencils purchased from a Lake St. school supply shop, and butter cookies from [Butter Cookies for Days](#).

UPDATE (12/20/2020) : For the September 2020 E-PHAP virtual on-campus, the program spent \$1700 at community sites (e.g., hiring a seamstress on Lake St to make UMN cloth masks, buying snacks from local vendors, hiring BIPOC speakers from the Twin Cities). Jason Sole, an community-based management coach, gave a lecture on leadership. We will be similarly community-focused for our January 2021 virtual on-campus.

4. Expand focused recruiting efforts and refocus scholarship awards.

The PHAP program has always looked at applicants holistically, and we were the first MPH program at the school to remove the GRE requirement for applications. We had started, and need to renew, discussions with the [Posse Foundation](#), to develop a focused recruiting program for BIPOC students. In addition, we have always prioritized scholarship funding for under-represented applicants, without much success. We will undertake efforts to understand why those efforts have been unsuccessful and correct any barriers we find.

We will work to identify practice-based and program alumni BIPOC mentors for our students and will pay them for their mentorship.

Timeframe: scholarship allocation already implemented for students entering Fall 2020; BIPOC mentor identification by the end of 2020.

UPDATE (7/28/2020) : Effective Fall 2020, the PHAP program will provide a full tuition waiver for up to 44 credits for students meeting the UMN-Morris definition of [Native American student](#). We will offer this full waiver for the next 5 years and reevaluate its efficacy at that time.

UPDATE (12/20/2020) : As of Fall 2020, two PHAP/E-PHAP students are receiving American Indian scholarships which cover the full cost of tuition, and third student will be entering the E-PHAP program with the AI scholarship in January. We are seeking funding to support these scholarships.

We are always open to suggestions and feedback on these efforts, as with all other program elements.