

**University of Florida  
College of Public Health and Health Professions**

**Public Health External Advisory Committee  
Summary of Small Group Discussions**

**January 18, 2008**

**Recommendations for improvements in the accreditation self-study document:**

A draft of the preliminary self-study for accreditation by the Council on Education in Public Health (CEPH) was posted on the College Web site on January 7, 2008. All committee members were asked to review Section 1: *The School of Public Health*. The remaining sections were divided for two small group discussions. One group reviewed key criteria in Section 2: *Instructional Programs*. The other group reviewed Section 3: *Creation, Application, and Advancement of Knowledge* and Section 4: *Faculty, Staff and Students*.

The committee was asked to address the following questions for each criterion:

- Is our message clear? Did we respond directly to the criterion (as described in the “interpretation”)?
- Are supporting tables understandable?
- Are there specific examples we should use to strengthen the section?
- Have we analyzed our strengths and weaknesses appropriately, give the information presented?
- Are our plans for the future consistent with the focus of the criterion and our own strengths and weaknesses?
- Can you identify additional specific plans we should consider?

Many detailed suggestions were made during the six hour meeting. The major recommendations are listed below.

**Recommendations for Section 1: The School of Public Health**

- Relate each criterion back to the mission, goals and objectives.
- Elaborate on the description of the new model the College is pursuing and how it will be manifested.
- Describe how public health and health professions disciplines enhance each other.
- Highlight partnerships with the Florida Department of Health.
- Expand on the contributions of the Public Health External Advisory Committee.
- Revise the descriptions of centers so each one addresses the same points.

## **Recommendations for Section 2: Instructional Programs**

- Explain the culminating experience more thoroughly in the beginning of 2.5.
- Emphasize relationships among internships, culminating experiences, and competencies.
- Be more specific about preceptor credentials and roles.
- Develop plans and procedures for:
  - a preceptor guide,
  - preceptor involvement with the MPH portfolio of the students with whom they work,
  - preceptor advice on achievement of competencies,
  - archiving student papers on the Web site for wide access by public health practitioners.

## **Section 3: Creation, application and advancement of knowledge**

- Indicate that some public research preceded formal establishment of public health in the College. The public health enterprise is strengthened by the preexisting health professions college and the public health research in which the faculty were involved.
- Expand section on the Medicaid Center and the Office on Disability and Health.
- In the Medicaid Center section, provide more description about accomplishment and community based research activities.
- Emphasize how public health training in the health professions program is expected to contribute to more collaborative research throughout the College.
- Clarify service contract information.

## **Section 4: Faculty, Staff, and Students**

- Emphasize diversity as a value of the College.
- Emphasize the College's focus on disabilities and how individuals with disabilities contribute to a broad definition of diversity.
- Rely on Public Health External Advisory Committee members to help with career counseling for MPH students.

## **Suggestions for the Entire Document**

- More foreshadowing and cross-referencing.
- State weaknesses in a positive manner and include a plan for each one.
- Develop plans that are specific and feasible.