ALTERNATIVE ACCREDITATION BILL

U.S. Senators Michael Bennet (D-CO) and Marco Rubio (R-FL) introduced S. 2111 to establish an alternative, outcome-based quality review process to authorize “innovative, high-quality education providers” to participate in Title IV. Innovation authorizers must meet measures established by USDE for student outcomes and undergo a review similar to, but less complex than the current federal recognition process for accrediting organizations.

The authorizers would review “eligible entities,” new providers described in the bill as offering education in the form of course bundles or leading to industry-recognized credentials. These providers may offer certificates or degrees as well. The description in the bill suggests that private companies offering coursework, but not degrees or companies that offer massive open online courses as well as degree-granting colleges and universities could be eligible entities. The bill also includes proposed changes in student aid.

The bill can be accessed at http://www.gpo.gov/fdsys/pkg/BILLS-114s2111is/pdf/BILLS-114s2111is.pdf.

INSTITUTIONAL PROFILE SURVEY

The data collection period for ASAHP’s 2015 iteration of the Institutional Profile Survey opened on September 8. The deadline for submitting data is November 30. Deans and Directors, especially those individuals whose schools or colleges have joined ASAHP in the last 12 months, are encouraged to make every effort to have their institutions included in this important study.

The 2015 study is administered by staff at Creighton University. Technical assistance regarding how to interpret survey questions and enter data can be obtained by contacting Associate Dean Brenda Coppard at bcoppard@creighton.edu.

Each school has an ID Code, which can be furnished by contacting Jacoby Lawrence of the ASAHP staff at jacoby@asahp.org.

POPULATION HEALTH RESOURCES

Population Health: Behavioral and Social Science Insights, a new publication that was produced jointly by AHRQ and NIH’s Office of Behavioral and Social Sciences Research, is a collection of papers highlighting the varied contributions of the behavioral and social sciences to population health. While much health research seeks to improve the health of an individual, there is much to be learned by understanding the context in which individual and community health problems develop.

This understanding may lead to interventions developed from collaborations from the behavioral and social sciences that improve health and well-being both for individuals and populations with common systemic risk factors. Each chapter in this newly released publication considers an area of investigation and ends with suggestions for future research and implications of current research for policy and practice.


A related consideration is that the health sector has a growing need to use modeling to inform policy decisions and for selecting and refining potential strategies (e.g., ranging from interventions to investments) to improve the health of communities and the nation. As a means of exploring how modeling can inform strategies to improve population health, the National Academy of Medicine’s Roundtable on Population Health Improvement held a public workshop on April 9, 2015.

The event featured a number of presentations and discussions, beginning with an overview of how modeling has been applied in multiple fields to inform policymaking and followed by an in-depth exploration of several examples and potential future uses of modeling.

The workshop report can be accessed at http://iom.nationalacademies.org/.
LEADERSHIP DEVELOPMENT PROGRAM

In 2005, the Association’s Board of Directors approved the creation of a leadership development program aimed at individuals in ASAHP member institutions. The sixth iteration of this offering will occur in 2016 with Part I scheduled for March 15-16 in Louisville, KY immediately preceding the start of the Association’s 2016 Spring Meeting, which is on March 17-18. Part II will take place in New Orleans, LA on October 17-18 immediately prior to the 2016 Annual Conference, which is on October 19-21.

Individuals who are accepted for the program also will be expected to register and participate in both the Spring Meeting and the Annual Conference. They also will pay the full registration fees to attend these events.

The program will feature outstanding guest speakers who possess significant expertise and experience in various aspects of higher education administration. The period between March and October will be devoted to a combination of team and individual projects. Participants will have the opportunity to pursue issues of interest while also developing personal leadership skills.

- No fewer than 10 and not more than 15 participants will be selected. Normally, no more than one person will be chosen from any single member institution.

- Eligible applicants: Priority will be given to department chairpersons/directors, associate/assistant deans, and new deans (appointed within the previous 24 months at the time of applying). Others would be considered based on space availability. Self-nominations are permissible.

- The registration fee for each participant is $1,000. Expenses for lodging, travel, and meals will be the responsibility of either the individual participant or the institution.

- Applications must be submitted electronically by the close of business on November 30, 2015 to Jacoby@asahp.org


STUDENT RESEARCH PAPER CONTEST

The Preventing Chronic Disease (PCD) “2016 Student Research Paper Contest” now is open for submissions. The journal is looking for high school, undergraduate, and graduate students as well as medical residency and recent post-doctoral fellows to submit papers relevant to the prevention, screening, surveillance, and population-based intervention of chronic disease, including but not limited to arthritis, asthma, cancer, depression, diabetes, obesity, and cardiovascular disease.

Papers must be received electronically no later than 5:00 PM EST on January 18, 2016. Additional information and detailed submission guidelines can be accessed at http://www.cdc.gov/pcd/announcements.htm.

REVISED CURRICULUM FRAMEWORK

The Healthy People Curriculum Task Force has revised the Clinical Prevention and Population Health Curriculum Framework, which is the first structured and comprehensive curriculum guide designed to assist with the integration of clinical prevention and population health content into the education of students across the health professions. The academic community is encouraged to apply this Framework to curriculum design, evaluation, and accreditation efforts.

First released in 2004 and revised in 2009, the 2015 Framework includes common, core subject matter and increases the opportunity for education and training in interprofessional teams. The Framework revision consists of 23 domains within four updated components: 1) Foundations of Population Health; 2) Clinical Preventive Services and Health Promotion; 3) Clinical Practice and Population Health; and 4) Health Systems and Health Policy. The revision process took place over the course of one year with three draft revisions and web-based public comment. It is a key product of a Task Force that has worked together since 2002 to advance prevention education for all clinicians.

The Clinical Prevention and Population Health Curriculum Framework is part of an agenda that seeks to integrate prevention and population health into K-12, college, health professions, and continuing education programs. The Task Force collects data for a series of objectives that form an educational underpinning for Healthy People 2020. Kenneth Johnson (Weber State University) has represented ASAHP in the work of this group over the years.