

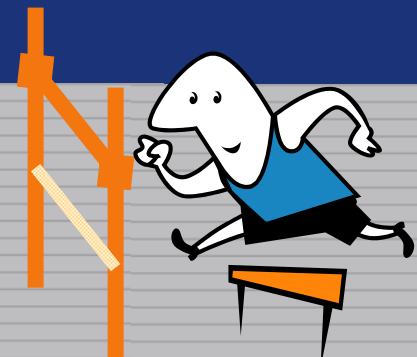
Raising the Quality Bar on Public Health Course Content

- *Stacy Baker, MEd, Public Health Foundation*
- *Leanne Jeffers, MPH, Regional Institute for Health and Environmental Leadership*
- *Karen Ngowe, MA, Michigan Department of Community Health*

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Raising the Quality Bar

At issue:

- Over 1,200 courses
- High stakes for poor choices and training
- How can people identify what is quality?
- How can we raise the quality of offerings?

Course Search

Tip: To sort by any column, click the column heading. Or use default order by Number Of Reviews

Tip: To view course description, click on the Course Title

Tip: Alphabetical page indexing is used when sorted by Title, Provider or Format.

Search returned **1275** courses. Too many? Try our [Advanced Search](#)

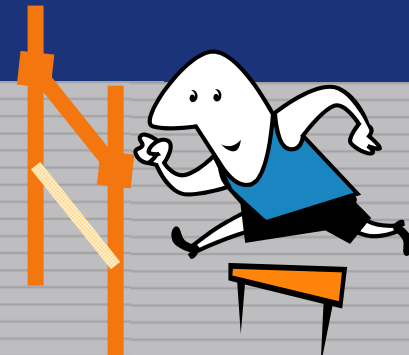
\$ = Fee associated with the course 🎓 = Credit is offered

🎓	Title	Provider	Format	Rating
	CT Pre-event Vaccination (PVS) System Database Training	CT Department of Public Health	On-Site - Classroom course or workshop	★★★★★ 62 reviews
	Introduction to Public Health	Connecticut Department of Public Health	On-Site - Classroom course or workshop	★★★★★ 39 reviews

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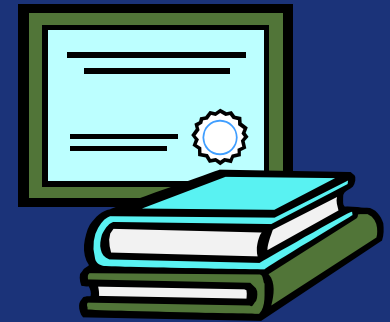
How other professions address C.E. quality

- Usually in context of licensure, certification, and C.E. requirements

Examples:

- Physicians, nurses
- Accountants
- Architects

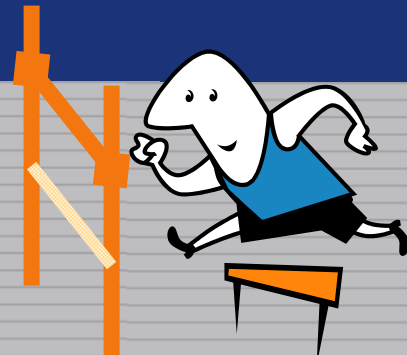
- Challenges for public health



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Survey methods

Online survey open to the 22 affiliates

Fifteen respondents (68%) – 10 complete; 5 partial

Questions addressed:

- Criteria and processes affiliates use to approve course providers and courses
- Effectiveness and feasibility of potential strategies for improving course quality

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Survey findings

Strategy Effectiveness and Feasibility

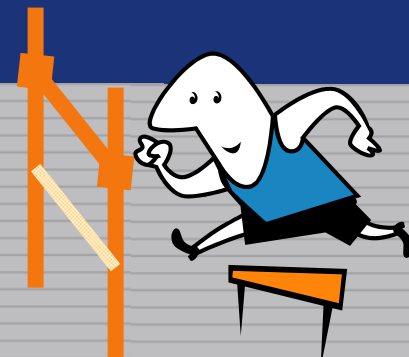
(See report, page 5)

- Only four strategies considered most effective AND most feasible by over 35% of respondents
- Only one strategy highly recommended by the majority of respondents



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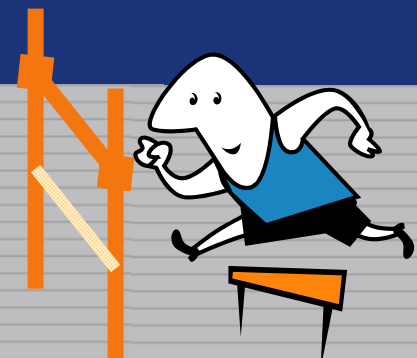
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Survey findings

Top Strategies and Surprises

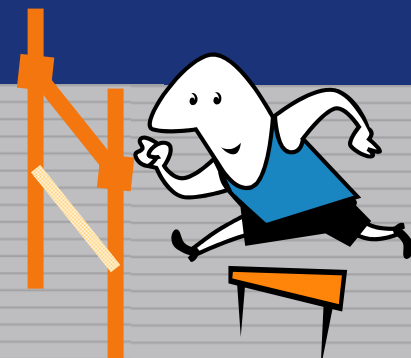
- (#1) Encourage providers to use existing accreditation options (CME, CNE, etc.) to demonstrate quality of material
- Raise standards for course providers to be approved to list courses on TRAIN



Survey findings

Top Strategies and Surprises (continued)

- Encourage providers to use existing instructional design standards (e.g., ASTD)
- Develop a mechanism for affiliates to request inspection copies
- 3rd Party Review not viewed as a particularly feasible option



Survey findings

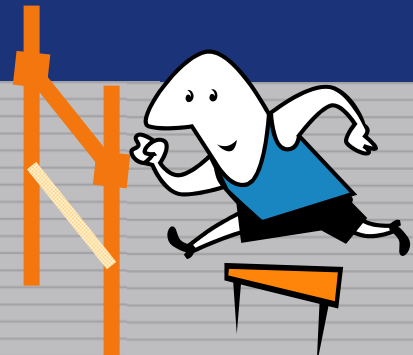
Top Concerns about QA Processes

- Staff & resource limitations
- Discouraging course providers
- Delays in posting courses
- Duplicating review efforts



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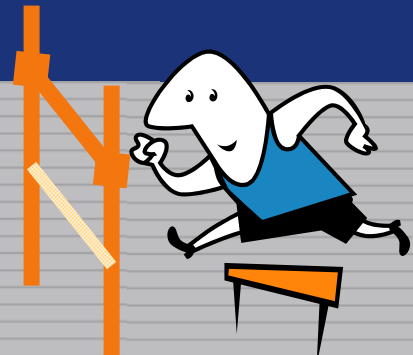
Survey recommendations

Informed by these survey findings, TRAIN affiliates endorsed the following seven recommendations from the Learning Content Workgroup:



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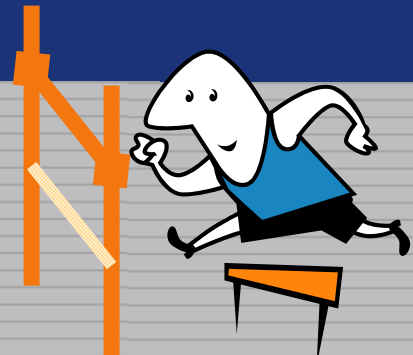
Survey recommendations

1. **Actively encourage more course providers to use existing accreditation options (such as CME, CNE, CEU, CLE, and CHES) for their continuing education programs targeting professionals who protect the public's health.**

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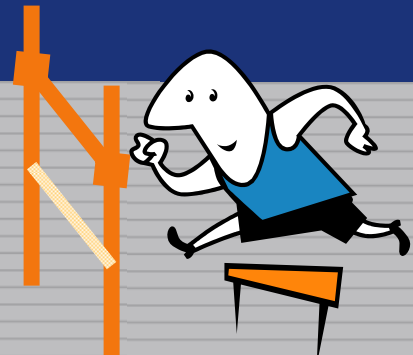
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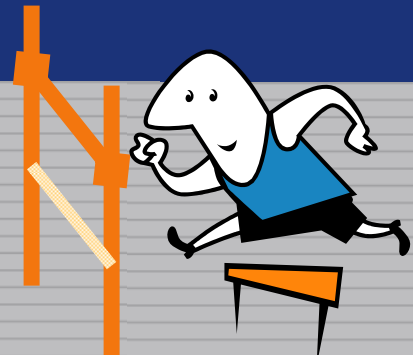
Survey recommendations

2. Encourage more providers to use existing instructional design standards set by organizations such as American Society for Training and Development (ASTD).



Survey recommendations

3. Explore potential mechanisms for affiliates or managers to request inspection copies of learning materials, guest user access, or the right to “try before you buy” through TRAIN.



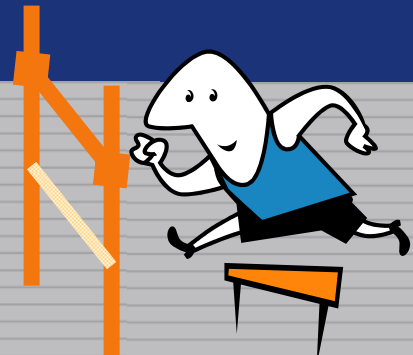
Survey recommendations

4. Facilitate the sharing of lessons learned among TRAIN affiliates that are piloting higher standards for course provider or course approval, and reconsider in 2006 whether system-wide standards changes are warranted.

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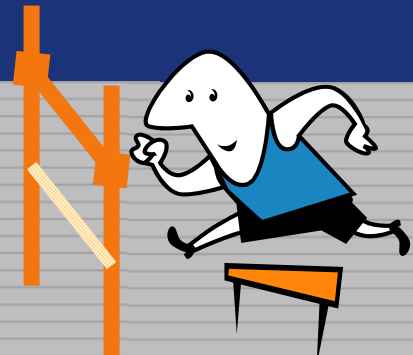
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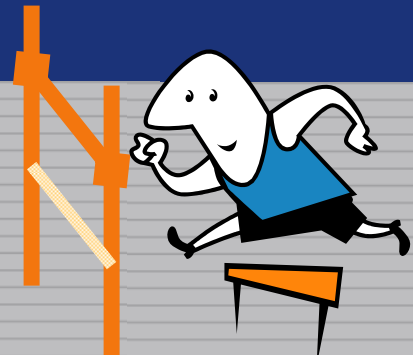
Survey recommendations

5. Affiliates should use and promote the existing "Accreditation" field on course listings to indicate approval by any review bodies.



Survey recommendations

- 6. Identify potential options to increase the feasibility of using third party review panels to rate and raise the quality of courses, and then reassess interests among affiliates, course providers, and learners.**



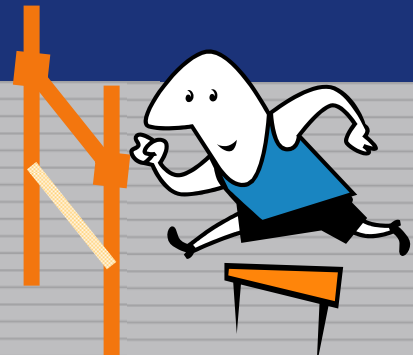
Survey recommendations

- 7. Federal and national organizations should explore the creation of a "Public Health CEU" accreditation type that would be voluntary for course providers and tied to certification, licensure, or other incentives for public health workers.**

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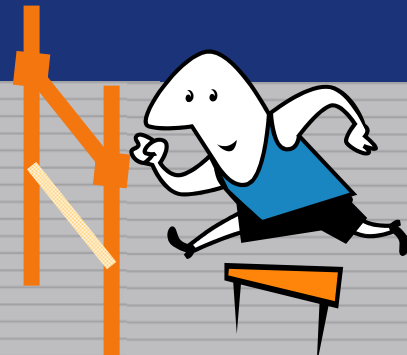
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Work group poll

TRAIN Learning Content Work Group incorporated recommendations into its action plans

- Combined with other work group interests (policy & funding strategies)
- Polled affiliates again to identify volunteers and priorities for the work group this year



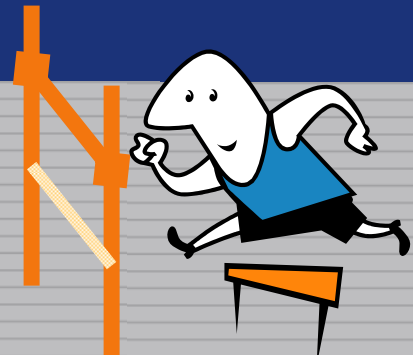
Work group action plans

Top 3 Priority Areas for Action:

1. ID and Promote Existing Quality Standards
2. Advocate for “National Public Health CE/CEU”
3. Encourage Funding & Policy Strategies

Opportunities for Involvement

– We Want YOU!



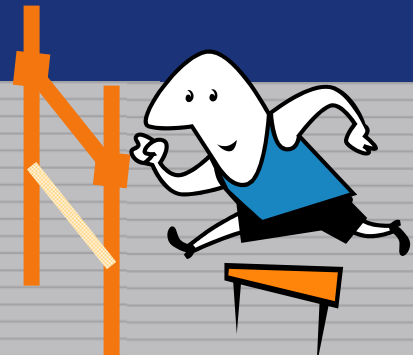
Questions? Comments?



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ACHIEVEMENT

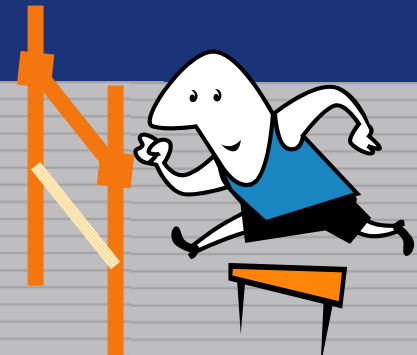
YOU CAN DO ANYTHING YOU SET YOUR MIND TO WHEN YOU HAVE VISION,
DETERMINATION, AND AN ENDLESS SUPPLY OF EXPENDABLE LABOR.

www.despair.com

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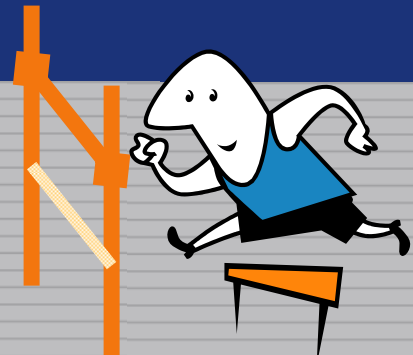
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Small group discussion

- These are Public Health training issues, NOT limited to TRAIN Affiliates
- We need input from all stakeholders
- Let's start with the top 3 priority items



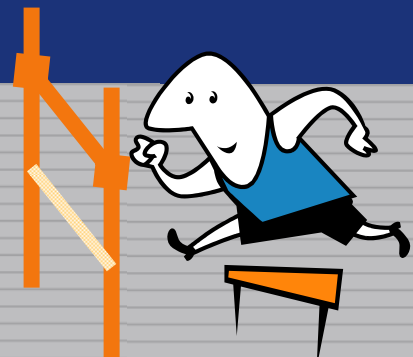
Small groups:

1. Instructional Design Standards
2. “National Public Health CE/CEU”
3. Funding & Policy Strategies

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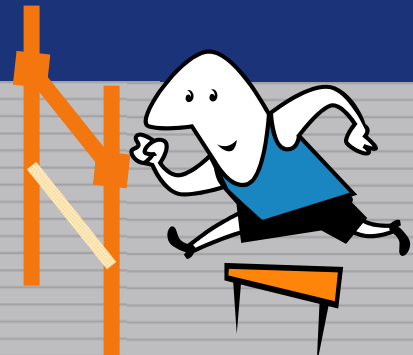
Small group directions

- Move to one of three groups
- Questions, handouts at each table
- Process (Facilitation; flip charts, need to record and report highlights)
- 20 min. for discussion + 5 min. each report
- All recorded ideas will be posted online

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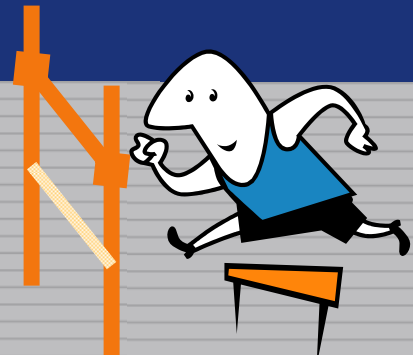
Discussion Questions

1. What opportunities already exist that could forward activities and efforts in this area?
2. What barriers will need to be considered and addressed in this area?
3. What actions can individuals (you) take now to begin to address course quality at the local, state and/or national levels?

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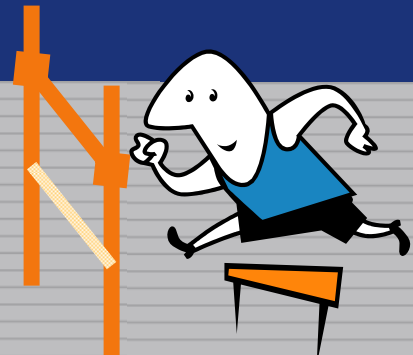
Breakout reports

- Instructional design standards group
- “Public health CEU” group
- Funding and policy strategies group

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Wrap up

- Opportunities for involvement in TRAIN Learning Content Work Group
- Other action steps

