Systematic Assessment of a Problem-Based Learning Curriculum: Community-Oriented Public Health Practice Program, Department of Health Services

Program Overview

The Community-Oriented Public Health Practice (COPHP) program began in 2002 in the Department of Health Services with an emphasis on problem-based learning (PBL) to prepare graduate students to become public health practitioners. The curriculum is based on a case study model where students integrate discussion, research, writing, and analytical skills to learn about the core competencies of public health with an emphasis on community development. The COPHP program has incorporated systematic evaluation to gain a more thorough understanding of the learning process and incorporate changes into the curriculum. The evaluations have been developed through a partnership with the Center for Instructional Development and Research (CIDR).

COPHP Program & Evaluation Schedule

First Year Coursework

- Autumn Quarter
  - Introduction to Public Health Weeks 1 – 5
  - Community Development Weeks 6 – 10
  - Skills Seminar Weeks 1 – 10

- Winter Quarter
  - Epidemiology Weeks 1 – 5
  - Biostatistics Weeks 6 – 10
  - Skills Seminar Weeks 1 – 10

- Spring Quarter
  - Health Behav. & Promotion Weeks 1 – 7
  - Community Development Weeks 8 – 10
  - Skills Seminar Weeks 1 – 10

Second Year Coursework

- Autumn Quarter
  - Policy & Evaluation Weeks 1 – 10
  - Skills Seminar Weeks 1 – 10
  - Capstone Weeks 1 – 10

- Winter Quarter
  - Policy & Evaluation Weeks 1 – 4
  - Community Development Weeks 5 – 10
  - Skills Seminar Weeks 1 – 10

- Spring Quarter
  - Management Weeks 1 – 8
  - Summary Cases Weeks 9 – 10
  - Skills Seminar Weeks 1 – 10
  - Capstone Weeks 1 – 10

Evaluation Process

COPHP Students have a number of opportunities to provide feedback about the program. Students evaluate both the coursework and the faculty member, known as the facilitator, for each block of classes. Additionally, they evaluate the skills seminar each quarter and participate in an annual program evaluation. At the end of the second year, students also complete a self assessment that measures their confidence in knowledge of public health competencies.

Example Evaluation Questions:

- What aspects of this block (including the PBL process and the cases) helped your learning?
- What aspects of this block (including the PBL process and the cases) hindered learning or could be improved?
- What did this instructor do that was helpful to your learning?
- What did this instructor do that may have hindered learning or could be improved?
- Relative to non-PBL courses you have taken, the intellectual challenge presented was: much higher, higher, about the same, lower, or much lower?