

Lessons Learned from a Health Equity Review of an MPH Program

Ellyn Mulcahy, Ph.D., MPH, and Susan Rensing, Ph.D.

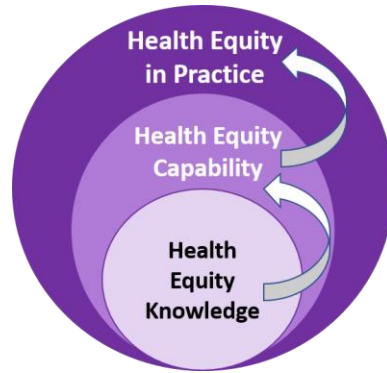


Health Equity is at the Center of Public Health

- **BUT** is too often at the margins of public health curricula
- To address this, we are conducting a health equity review of the MPH program at Kansas State University, enabled by a grant from the U.S. Health Resources and Services Administration

3 Components of the Health Equity Review:

- **Infusing** health equity concepts, principles, and theories into curricula
- **Enhancing** pedagogy to ensure student success for diverse learners
- **Equipping** students with skills to communicate about equity as public health professionals



Lessons Learned from the Review In-Progress

- **Norming before Infusion**—Before curricular infusion of health equity concepts, principles, and theories can begin, instructors need to engage in a collaborative norming process to account for divergent understandings of health equity.
- **Be Adaptive**—As the work of curricular infusion begins, make sure to allow enough time for instructors to reflect on where and how best to make adjustments in their course(s). Affirm the unique nature of the MPH program and its curricular array to successfully build on programmatic strengths.
- **Focus on skills, not only content**—Health equity is not only a content area; it is a goal for public health professionals to continuously work toward. Curricular reform needs to focus on developing skills for future public health professionals to communicate the urgency and necessity of health equity to a wide array of audiences in communities throughout Kansas and beyond.