

# Certificate Assessment Plan: Certificate in One Health

College of Public Health and Health Professions

*Office of the Provost*

*University of Florida*

*Institutional Assessment*

*Continuous Quality  
Enhancement Series*

Certificate in One Health

College of Public Health  
and Health Professions

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# Certificate in One Health

## College of Public Health and Health Professions

### *2018-19 Certificate Assessment Plan*

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#### **A. Rationale**

The Certificate in One Health is a 12-credit hour graduate certificate program that was developed to address the growing need for a *One Health* approach to health needs globally.

Emerging infectious diseases, food safety, and environmental problems are increasingly recognized as global and regional issues, with potentially serious impacts on human health, animal health, the environment, and national economies. Often these problems are difficult to control because they require interdisciplinary and international partnerships and there are many barriers to such collaborations. The *One Health* approach seeks to break down those barriers and to engage diverse professionals in problem solving. The One Health approach has been endorsed by numerous professional organizations and institutions and is considered the best strategy to tackle some of today's most troubling problems.

The primary purpose of the One Health Certificate is to provide One Health training to a broad array of professionals and students who wish to follow such careers.

This Certificate was designed to support individuals, companies, organizations, and governmental agencies in providing One Health training to a future generation of multi-domain thinkers, their employees and international partners. In addition to the knowledge individual students gain, the Certificate will increase the professional capacities of their organizations and often improve their organization's international relationships. The certificate proposes a truly interdisciplinary model to address complex health issues faced by human, animal, and plant populations in a changing environment.

Additional benefits of the Certificate in One Health:

- Helps to meet the training needs of US and international professionals;
- Strengthens international relationships for the sponsoring organizations that will nominate students for scholarships to complete the certificate;

- Enhances the performance of international professionals;
- Assist foreign countries train and retain their most promising new scientists with an educational strategy that will not demand their long-term absence;
- Facilitate international students in establishing an academic track record of excellence such that they might compete and win external scholarships for more formal degree training (MS, MPH, and PhD through organizations such as Fogarty, USAID, etc.).

## B. Mission

This certificate aligns with the Departmental mission by meeting the training needs of public health professionals by strengthening relationships with US government officials, enhancing the performance of foreign nationals collaborating with US government investigators, and fortifying the University of Florida's local and international connections with US government agencies and industries.

This certificate also supports the College and University mission. The University of Florida has a threefold mission: teaching, research and service. The College of Public Health and Health Professions embraces these three key elements of the University's mission as they apply to human health, to preserve, promote, and improve the health and wellbeing of populations, communities, and individuals. To fulfill this mission, we foster collaborations among public health and the health professions in education, research, and service.

Consistent with its mission, the College has three primary goals:

- Provide **excellent educational programs** that prepare graduates to address the multifaceted health needs of populations, communities, and individuals
- Conduct **quality research** and disseminate findings that are responsive to priority health needs
- **Lead and actively participate in serving** our university, our professions, individuals, and communities

The Certificate in One Health is consistent with the missions of both the University and College. Our faculty teach students critical concepts and new developments in the field. Students are venues for dissemination of research and often participate in the faculty's research. When they complete the certificate, they are better-informed and more highly skilled contributors to improving the health of populations and reducing health disparities.

### C. Program Goals (SLOs) 2018-2019

The One Health Certificate has four SLOs in the Knowledge category:

1. Demonstrate a thorough understanding and comprehension of the One Health concept.
2. Obtain a thorough understanding of how One Health is used to tackle complex public health problems.
3. Gain knowledge for building the public health infrastructures of developing countries.
4. Strengthen global surveillance and knowledge of interventions to reduce infectious disease public health threats.

Additionally, the One Health Certificate has one SLO in the Skills category:

5. Enhance problem-solving skills by applying, analyzing, and synthesizing knowledge in epidemiology, virology and environmental science and their application to One Health.

### D. Student Learning Outcomes (SLOs) 2018 - 2019

The One Health Certificate has one SLO in the Knowledge category:

1. Explain how One Health is used to tackle complex public health problems.

[Direct Assessment: Successful completion of final paper in required certificate course PHC 6313 Environmental Health Concepts](#)

### E. Assessment Timeline for Certificate- Revised 2018-2019

Time of Assessment SLOs	Assessment Method
<p style="text-align: center;">Knowledge</p> <p>Explain how One Health is used to tackle complex health problems</p>	<p>Successful completion of final paper in required certificate course PHC <del>6515</del>-6313 <a href="#">Environmental Health Concepts An Introduction to Entomology, Zoonotic Diseases, and Food Safety</a> (Direct)</p>

## F. Assessment Cycle Chart for Certificates

One Health Certificate

Public Health and Health Professions

Analysis and Interpretation:	Annually in August, after completion of summer C semester
Improvement Actions:	Drafted annually in August upon completion of analysis and interpretation
Dissemination:	Disseminated, discussed and revised annually in September during the fall meeting of the Public Health Executive Committee

SLOs	Year	13-14	14-15	15-16	16-17*	17-18*
#1		✓	✓	✓		

*\*Certificate did not run*

## G. Methods and Procedures

### Indirect Method

The indirect method we use to assess the success of our certificate program is the average of our student’s cumulative GPAs. Our target is to achieve a level of 90% or more students with a 3.0 or greater GPA at the completion of the certificate program.

### Direct Method

Each student is assigned a final paper in PHC 6313 Environmental Health Concepts in Public Health. In this final paper students are asked to demonstrate how their knowledge of One Health can be used to tackle complex environmental health problems. This final paper gives certificate students an opportunity to apply the knowledge they have acquired from all two of their required certificate courses to a specific complex health problem. A grade of 80% or better on the final paper is needed in order to successfully complete this assignment.

ProctorU, an online proctoring, will be used as a platform to verify the identity of the students.

Please see the attached rubric in section H. Our target is to achieve a level of 90% or more students achieving a grade of 80% or higher on their final paper.

## H. Assessment Oversight

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Caronne Rush	Academic Coordinator - Department of Environmental and Global Health	<a href="mailto:crush@phhp.ufl.edu">crush@phhp.ufl.edu</a>	352-294-5316
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## I. Final Paper Rubric

### PHC 6313 Environmental Health Concepts - Term Paper Rubric

#### Scoring Values

0 = Missing
1-4 = Present, but does not meet expected standards
5-8 = Some improvement possible
9-10 = Exemplary demonstration of criteria

Criteria	Score	Comments
<b>Introduction and Background</b>		
Clear problem statement	10	
Relevant literature cited	10	
Clear statement of significance to the particular region and public health relevance	20	
<b>Format</b>		
Use of correct manuscript format (font, spacing, headers, pg numbers, etc.)	10	
References cited using correct format	10	
<b>Content</b>		
Clear description of how One Health can be used to address identified problem	20	
Clear feasibility and gap analysis	10	
Original thought present in manuscript	10	
<b>Total Possible (100 pts. max)</b>	<b>100</b>	
<b>Target for Passing 80/100 (80%)</b>		

## J. Figure 1. University of Florida Certificate Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:

Year:

Component	Criteria	Comments
<b>Rationale</b>	The Rationale is clear. The value-added for students is clear.	
<b>Mission Statement</b>	The certificate supports the department, college, and university missions.	
<b>Student Learning Outcomes (SLOs)</b>	SLOs are stated clearly. SLOs focus on demonstration of student learning. SLOs are measurable.	
<b>Assessment Timeline</b>	The Assessment Timeline indicates the times in the program where the SLOs are assessed and measured. The Assessment Timeline identifies the assessments used for each SLO.	
<b>Assessment Cycle</b>	The assessment cycle is clear. All student learning outcomes are measured. Data is collected at least once in the cycle. The cycle includes a date or time period for data analysis and interpretation. The cycle includes a date for planning improvement actions based on the data analysis. The cycle includes a date for dissemination of results to the appropriate stakeholders.	



## University of Florida Certificate Assessment Plan Review Rubric, continued

Component	Criteria	Comments
<b>Methods and Procedures</b>	Methods and procedures are clear.	
	Measurements occur at appropriate times in the certificate program.	
	Measurements are appropriate for the SLOs.	
	Methods and procedures reflect an appropriate balance of direct and indirect methods.	
	The report presents examples of certificate assessment tools.	
<b>Assessment Oversight</b>	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified	