

Competencies Applicability Checklist

Preceptors, please select all of the competencies students would be able to practice at your site/organization.

FOUNDATIONAL COMPETENCIES		
Evidence-based Approaches to Public Health		
1	Apply epidemiological methods to the breadth of settings and situations in public health practice	
2	Select quantitative and qualitative data collection methods appropriate for a given health context	
3	Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software as appropriate	
4	Interpret results of data analysis for public health research, policy of practice	
Public Health & Health Care Systems		
5	Compare the organization, structure and function of health care and public health systems across national and international settings	
6	Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at the at organizational, community and societal levels	
Program Planning & Management to Promote Health		
7	Assess population needs, assets and capacities that affect communities' health.	
8	Apply awareness of cultural values and practices to the design or implementation of public health programs	
9	Design a population-based project, program, policy, or intervention	



10	Explain basic principles and tools of budget and resource management	
11	Select methods to evaluate public health programs or policies	
Policy in Public Health		
12	Discuss multiple dimensions of the policy- making process, including the role of ethics and evidence	
13	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	
14	Advocate for political, social or economic policies and programs that will improve health in diverse populations	
15	Evaluate policies for their impact on public health and health equity	
Leadership		
16	Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and , guiding decision making	
Communication		
17	Apply negotiation and mediation skills to address organization or community challenges	
18	Select communication strategies for different audiences and sectors	
19	Communicate audience-appropriate public health content, both in writing and through oral Presentation	
20	Describe the importance of cultural competency in communicating public health content	
21	Perform effectively on interprofessional* teams * Interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes." From: Framework for Action on Interprofessional Education & Collaboration Practice (WHO/HRH/HPM/10.3).	



Systems Thinking

22	Apply systems thinking tools to a public health issue	
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PROGRAM-SPECIFIC COMPETENCIES: BIostatISTICS MPH PROGRAM

1	Collaborate in the design of research studies of human health and disease	
2	Implement tabular and graphical displays of quantitative information in ways that are clear to non-statistical scientists	
3	Draw inferences from quantitative data and communicate those inferences and their interpretation to non-statistical scientists	
4	Write programs in two or more statistical packages {in my view they would only need to use one package in any given field experience or internship}	
5	Address a public health or medical research question with statistical analysis and/or a simulation study	

PROGRAM-SPECIFIC COMPETENCIES: COMMUNITY HEALTH PROMOTION MPH PROGRAM

Area 1

1	Apply theories in the development of effective public health programs and policies.	
2	Critically review the research literature to identify individual-and/or environmental-level factors that can be changed through interventions to address significant public health issues.	
3	Use assessments to identify intervention needs.	
4	Critically assess existing interventions, evaluations, and/or public health organizations.	
5	Create effect theory conceptual models to guide intervention development.	
6	Develop implementation plans for public health interventions, including timelines, budgets, and resource requirements.	



7	Develop intervention skills and materials to use during development and/or implementation of public health interventions.	
8	Understand importance of getting ongoing feedback from and engagement with targeted community and other stakeholders during intervention development and implementation.	
9	Communicate effectively using multiple frames and formats.	
10	Develop effective grant proposals to apply for funding to support public health interventions and evaluations.	

Area 2

1	Explain why evaluating interventions is important for public health.	
2	Develop and critique logic models for evaluations of public health interventions.	
3	Understand formative, process, and outcome evaluation and how to answer questions for each type of evaluation.	
4	Be able to identify, critique, and develop different types of evaluation (i.e., study) designs.	
5	Conduct analyses to assess intervention needs	
6	Understand how to conduct analyses to evaluate effects of interventions.	
7	Develop evaluation material, such as protocols and data collection tools.	
8	Understand importance of getting ongoing feedback from and engagement with stakeholders during evaluation development and implementation.	
9	Critique evaluation reports and/or scientific papers.	
10	Communicate effectively using multiple frames and formats.	
11	Develop effective grant proposals to apply for funding to support public health interventions and evaluations.	



PROGRAM-SPECIFIC COMPETENCIES: ENVIRONMENTAL HEALTH MPH PROGRAM

1	Recognize hazards in various environments	
2	Describe factors that influence the presence and magnitude of hazards	
3	Identify pathways of exposure to environmental hazards	
4	Integrate exposure and health effects knowledge to investigate health risk and inequity	
5	Propose risk management strategies, such as education, policy, and technology, directed toward environmental health stakeholders, including government, industry, and community groups.	

PROGRAM-SPECIFIC COMPETENCIES: EPIDEMIOLOGY MPH PROGRAM

1	Demonstrate a basic understanding of the distribution, by person, place and time, and the risk factors for the major public health problems now facing humans.	
2	Conduct a literature search and critically evaluate the published epidemiologic research with regard to internal and external validity as well as public health importance.	
3	Use the information derived from the literature search to develop a research question, formulate testable hypotheses and perform sample size calculations.	
4	Design a valid epidemiologic study that reflects an understanding of: (a) the best temporal design for the data, (b) the pathophysiology of the disease, and (c) principles of good ethical and legal practice as they relate to study design and data collection, dissemination, and use.	
5	Collect and/or manage data from screening, surveillance and public databases and from epidemiologic investigations including outbreak investigations.	
6	Use statistical software to analyze epidemiologic data using appropriate statistical techniques.	
7	(a) Summarize and present the results of an epidemiologic study in both tabular and figure formats. (b) Identify potential sources of confounding and bias. (c) Describe effect modification if applicable and draw appropriate conclusions.	
8	Communicate the study findings in oral and written reports appropriate for both lay and professional audiences.	



PROGRAM-SPECIFIC COMPETENCIES: MATERNAL AND CHILD HEALTH MPH PROGRAM

1	Use publically available data to appraise and/or prioritize important health issues for specific MCH populations, including place, race, and status disparities in health and wellness.	
2	Describe and weigh the role of social determinants of health as they affect women, infants, children, adolescents, and/or pregnant and parenting families, including their contribution to disparities in health.	
3	Select appropriate evidence-based US (e.g., CDC) and global (e.g., WHO) guidelines, recommendations, programs and initiatives to promote newborn, child, adolescent, maternal, paternal reproductive, and women's health, including Title V programs.	
4	Explain concepts and elements of the life course health development framework and argue for its integration in MCH programs or policies.	
5	Demonstrate family-centered philosophical constructs and use these constructs to critique practices, programs, or policies that affect MCH population groups, including children and youth with special health care needs (CYSHCN).	
6	Locate and use scientific literature sources to formulate an important MCH practice, research, or policy question, and/or to present a rationale for MCH policies and programs.	
7	Develop, edit, or use surveys, questionnaires, indicators, or other qualitative or quantitative tools to help assess MCH population needs or evaluate the effectiveness of an existing program for specific MCH population groups.	
8	Identify federal, state, local or philanthropic grant funding sources to support interventions, programs, and research in MCH populations and develop elements of an effective grant proposal.	
9	Describe ethical issues faced by MCH populations in different settings, including clinical care, community based settings, research, or public health practice.	
10	Demonstrate the ability to work effectively in group discussions, meetings, and projects with individuals from diverse groups, and with cultural and linguistic proficiency.	
11	Communicate with diverse audiences about MCH populations, issues, and/or services through oral presentations, website content, social media, or written scholarship and reports.	
12	Conduct an environmental scan or other community needs assessment to identify systems, stakeholders, programs, practices or other features that impact the health of MCH populations in a given location.	



13	Identify factors that facilitate or impede implementation of evidence-based programs in MCH or otherwise assist in MCH program implementation.	
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PROGRAM-SPECIFIC COMPETENCIES FOR THE FOLLOWING PROGRAMS:

- PUBLIC HEALTH ADMINISTRATION AND POLICY MPH
- EXECUTIVE PUBLIC HEALTH ADMINISTRATION AND POLICY MPH

1	Theoretical and practical knowledge of the history and principles of delivery systems relevant to public health policy and administration.	
2	Manage and lead public and population health care organizations, programs and systems.	
3	Apply high quality, scientifically rigorous research to address problems in public health policy and administration.	
4	Develop and analyze public health policy.	
5	Communicate effectively as a leader, manager, and advocate.	

PROGRAM-SPECIFIC COMPETENCIES: PUBLIC HEALTH NUTRITION MPH PROGRAM

Area 1: Develop, Adapt, and/or Implement Policy or Programmatic Interventions or Services that Address Significant Public Health Nutrition Issues

1	Understand and utilize theoretical and/or skill-based knowledge of nutrition science needed for PHN practice.	
2	Identify and apply current, evidence based best practices for dietary, biochemical and/or anthropometric methods for assessing nutritional status.	
3	Utilize scientific literature effectively and efficiently by understanding how to locate, access and use reliable resources for evidence-based diet and nutrition information.	
4	Understand evidence-based dietary guidelines and nutrition recommendations issued to the public in the US and utilize them to develop nutrition communications and/or guide applied PHN practice.	
5	Identify the components of effective nutrition messaging from a public health perspective, including how nutrition messaging strategies may vary by target population or community demographics.	



6	Understand the importance, value and limitations of using an evidence-based framework in public health nutrition practice	
7	Delineate how social determinants of health affect the nutritional status of individuals and/or populations, including their contribution to disparities in nutrition-relevant health outcomes.	
8	Design and implement a needs assessment to inform the development of a nutrition or physical activity program or policy, systems or environmental intervention.	
9	Develop theory-informed goals, objectives, and implementation plans for the design of a nutrition or physical activity program or policy, systems or environmental intervention.	
10	Prepare a budget for the development and evaluation of a nutrition or physical activity intervention.	
11	Analyze nutrition policy, advocacy and/or other similar initiatives, including analysis of engagement strategies for different stakeholder groups.	
12	Analyze how policy, systems changes and environmental changes affect the health and nutritional status of populations.	

Area 2: Develop and/or Implement a Needs Assessment or Evaluation of Policy or Programmatic Interventions or Services that Address Significant Public Health Nutrition Issues

1	Understand and utilize theoretical and/or skill-based knowledge of nutrition science needed for PHN practice.	
2	Identify and apply current, evidence based best practices for dietary, biochemical and/or anthropometric methods for assessing nutritional status.	
3	Utilize scientific literature effectively and efficiently by understanding how to locate, access and use reliable resources for evidence-based diet and nutrition information.	
4	Understand evidence-based dietary guidelines and nutrition recommendations issued to the public in the US and utilize them to develop nutrition communications and/or guide applied PHN practice.	
5	Identify the components of effective nutrition messaging from a public health perspective, including how nutrition messaging strategies may vary by target population or community demographics.	



PROGRAM-SPECIFIC COMPETENCIES: PUBLIC HEALTH PRACTICE MPH PROGRAM

Students enrolled in the Public Health Practice program are pursuing a dual degree; an MPH and one of the following:

1. Doctor of Nurse Practice
2. Doctor of Veterinary Medicine
3. Doctor Pharmacy
4. Doctoral in Dental Surgery
5. Executive Program in Public Health Practice
6. Juris Doctor
7. Master of Public Policy
8. Master of Urban and Regional Planning
9. Public Health Medicine

1	<p>Identify the rational and key steps for policy development: assessment, planning, implementing, advocacy and evaluation.</p> <p>Policy Development/Program Planning skills focus on determining needed policies and programs; advocating for policies and programs; planning, implementing, and evaluating policies and programs; developing and implementing strategies for continuous quality improvement; and developing and implementing community health improvement plans and strategic plans.</p>	
2	<p>Develop skills in systemic thinking and understand how systems are connected and interdependent, and understand the potential consequences that systems may have on communities.</p> <p>Systems Thinking and Leadership skills focus on incorporating ethical standards into the organization; creating opportunities for collaboration among public health, health care, and other organizations; mentoring personnel; adjusting practice to address changing needs and environment; ensuring continuous quality improvement; managing organizational change; and advocating for the role of governmental public.</p>	
3	<p>Explain the effects of policies, programs, community-based interventions that promote improving health for different populations in communities.</p> <p>Cultural Competency skills focus on understanding and responding to diverse needs, assessing organizational cultural diversity and competence, assessing effects of policies and programs on different populations, and taking action to support a diverse public health workforce.</p>	
4	<p>Demonstrate how to turn data into information and action to influence public health policies and programs.</p> <p>Analytical/Assessment skills focus on identifying and understanding data, turning data into information for action, assessing needs and assets to address community health needs, developing community health assessments, and using evidence for decision-making.</p>	
5	<p>Demonstrate how data and information is developed and conveyed to different audiences (professionals and the public) using a variety of media approaches.</p> <p>Communication skills focus on assessing and addressing population literacy; soliciting and using community input; communicating data and information; facilitating communications; and communicating the roles of government, health care, and others.</p>	