

MPH FOUNDATIONAL COMPETENCIES	ADDITIONAL DETAIL OF EXPECTATIONS
Evidence-based Approaches to Public Health	
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	<p>Assessment must include the application of various epidemiological study designs (e.g., cohort study) and principles (e.g., sample size, incidence, prevalence, morbidity, etc.).</p> <p>A single setting/situation is insufficient.</p>
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	"Select" = choose among methods. Students must be exposed to various methods so that they can distinguish between them. Must see that students can select among <u>both</u> quantitative and qualitative (e.g., focus groups, key informant interviews) data collection methods.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	<p>Assessment must address both parts of the competency statement: 1) qualitative (i.e., non-numerical) and 2) quantitative. Must see that students can analyze <u>both</u> types of data using the appropriate software.</p> <p>Appropriate software may be general (e.g., Excel or Word) or specific (e.g., NVivo or SPSS).</p>
4. Interpret results of data analysis for public health research, policy or practice	Students should understand and apply findings from data analysis for public health research, policy or practice. Students should have an understanding of the data findings and be able to draw linkages to how the results may influence decisions.
Public Health & Health Care Systems	
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	International health systems must be apparent for comparison to be possible.
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	Students should be able to discuss factors (including racism, specifically) that impact health equity at multiple levels for a particular health problem. Students should be able to discuss health disparities and differences among groups, as well as the ways in which organizations operate that may have inequitable influences on certain groups.
Planning & Management to Promote Health	
7. Assess population needs, assets and capacities that affect communities' health	Very concrete skill. Assess a specific community's strengths, challenges, and the desired outcomes that are necessary for community well-being.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	<p>Must see preparation of students in connecting concepts of culture to the assignment (e.g., cultural adaptation/tailoring, stakeholder involvement in planning, cultural humility).</p> <p>A standard program planning assignment in the traditional social & behavioral class is not sufficient without specific attention to cultural considerations.</p> <p>Assessment could be the critique of an existing policy/program rather than the actual design/implementation of something new.</p> <p>*Lack of evidence of instruction is common reason for non-compliant finding</p>
9. Design a population-based policy, program, project or intervention	Very concrete skill. Product could be a research project, plan for a program, policy statement, etc.

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10. Explain basic principles and tools of budget and resource management	<p>Must address the management part of budget & resource management, not only the development of a budget. The didactic preparation and assessment should focus on what happens AFTER funding or the project is in place. Writing a supplemental description to a budget is often insufficient unless there are other parameters around the task or assignment related to managing budgets and resources (e.g., staffing, space, multiple programs).</p> <p><i>*Lack of evidence of instruction is common reason for non-compliant finding</i></p>
11. Select methods to evaluate public health programs	<p>“Select” = choose among methods. Students should be able to consider a public health program and choose the appropriate evaluation method for the program. Types of evaluations may include formative evaluation (feasibility, appropriateness, acceptability), process/implementation evaluation (have activities been implemented as intended), outcome/effectiveness evaluation (effect in the target population), and impact evaluation (success in achieving ultimate program goals). Students do not have to actually evaluate, but must be able to identify the correct approach.</p>
Policy in Public Health	
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	<p>Broader than analyzing a specific policy. Students must be able to explain how policies (on a local, state, or national level) are created, such as how the policy may move from one legislative committee to another, the iterations a policy goes through, and incorporating feedback to garner enough legislative support for the final version. Students should consider how research or evaluation evidence and ethics influence the process.</p>
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	<p>Students should recognize the importance of community involvement and buy-in as instrumental to promoting community change and improvement and should think about how to bring relevant stakeholders together.</p> <p><i>*Lack of evidence of instruction is common reason for non-compliant finding</i></p>
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	<p>Students must understand how to advocate for a particular issue. For example, how do you influence policy? How do you develop legislative testimony? Students must produce a product that would be part of an advocacy effort (e.g., legislative briefing paper or fact sheet, op-ed for a targeted publication or audience).</p> <p><i>*Lack of evidence of instruction is common reason for non-compliant finding</i></p>
15. Evaluate policies for their impact on public health and health equity	<p>Assessment should focus on the evaluation of policies rather than the development of policies. Students should consider how groups are affected by policies, including both intended and unintended consequences with a focus on the impacts on equity.</p>
Leadership	
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	<p>Students must apply these principles by developing their own strategies or approaches to a given scenario, such as responding to a case study or scenario. It is insufficient to simply describe principles in an essay or exam, observe these skills in others, or have students self-reflect on their leadership style.</p> <p><i>*Lack of evidence of instruction is common reason for non-compliant finding</i></p>

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17. Apply negotiation and mediation skills to address organizational or community challenges	<p>Students need to know some ways to negotiate/mediate when another's goals are different from their own and there is a need to come to a common conclusion. Assessment must involve more than persuasive communication.</p> <p>*Lack of evidence of instruction is common reason for non-compliant finding</p>
Communication	
18. Select communication strategies for different audiences and sectors	<p>"Select" = determine how to communicate with different groups by considering the needs and usual practices of the target audience. Students should be able to discern between different media, consider levels of health literacy, etc. This competency is often conflated with #19, but it is different.</p>
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	<p>Students should communicate using words and images that are effective, accessible, and understandable for each audience. Students should consider the venues or methods of delivery (e.g., social media, press release, oral presentation, journal article) that best fit the circumstances.</p> <p>An audience of peers/fellow students or an academic audience is not sufficient.</p> <p>One assessment may be sufficient if it has written and oral components, or multiple assessments are needed.</p>
20. Describe the importance of cultural competence in communicating public health content	<p>Different from #8 – the focus is on <u>communicating</u> public health content and why cultural competence is an important consideration when crafting public health communications. Students should consider the importance of ensuring that different groups can easily relate to and apply public health information.</p>
Interprofessional Practice	
21. Perform effectively on interprofessional teams	<p>Must assess how students apply the skills inherent in interprofessional work. The product should not only reflect the outcome (did they come up with a good plan?) but also the process (what did the others bring that they didn't? how did the public health professional contribute unique knowledge and skills? what barriers or challenges were there? what synergies? etc.). Students should be familiar with concepts such as minimizing professional jargon, respecting the roles and backgrounds of other professionals, and finding common ground.</p> <p>Must actually interact with individuals outside of public health disciplines; however, direct, real-time observation is not required. Not acceptable to assess in typical internship by faculty.</p> <p>*Lack of evidence of instruction is common reason for non-compliant finding</p>
Systems Thinking	
22. Apply systems thinking tools to a public health issue	<p>Evidence of competency demonstration must be non-narrative. Describing how systems thinking might apply is not sufficient; students must show that they can actually apply systems thinking tools by constructing something like a concept map, causal loop diagram, etc.</p>