

MPH.1 Foundational Knowledge

All MPH students complete coursework that specifically addresses each of the following concepts.

Students with verified completion of a previous degree from a CEPH-accredited unit, including a bachelor's degree, can be considered to have completed coursework that addresses these concepts, if the unit desires.

Public Health Landscape

- FK1. ~~Public health as “the art definition: orientation toward prevention, promotion, and science of preventing disease, prolonging life and promoting health well-being through the organized societal efforts of society.”⁴~~
- FK2. ~~Public health history~~
- FK3. ~~Public health ethics~~
- FK3.FK4. ~~10 Essential Public Health Services~~
- FK4.FK5. ~~Comparison of U.S. public health systems to other nations' systems~~
- FK5.FK6. ~~Major causes of disability, morbidity, and mortality locally, nationally, regionally, or locally globally~~
- FK6.FK7. ~~Primary, secondary, and tertiary prevention definitions~~
- FK8. ~~Cross-sectoral collaborations to address population health~~
- FK7.FK9. ~~Legislative and other processes for passing/advancing or changing laws that affect public health laws~~

~~Determinants of~~ Factors that Influence Health

- FK8.FK10. ~~Environmental factors~~
- FK9.FK11. ~~Biological factors~~
- FK10.FK12. ~~Ecological factors, including climate change factors~~
- FK11. ~~Behavioral factors~~
- FK12.FK13. ~~Social factors~~
- FK14. ~~Globalization/Cultural factors~~
- FK15. ~~Structural factors~~
- FK13.FK16. ~~Global interdependence~~

Required documentation:

- 1) List the coursework and other learning experiences required for the school or program's MPH degrees, including the required curriculum for each concentration in the format of Template MPH.1.1 (single- and multi-concentration formats available). (self-study document)
- 2) Document, in the format of Template MPH.1.2, how each of the indicated concepts is covered. (self-study document)
- 3) Provide a syllabus, detailed course outline, or equivalent set of documents for each course listed in Template MPH.1.2. The syllabus, course outline, or equivalent set of documents must outline ALL of the following. If the syllabus or course outline format does not contain all of this information, the unit must assemble multiple documents that present all of the following for each class:
 - Course goals and/or learning outcomes

⁴Winslow CEA. The untilled fields of public health. Sci 1920 Jan 9;51(1306):23-33.
Acheson D. Public health in England. The report of the committee of inquiry into the future development of the public health function. London: HMSO; 1988.

- Topics for each course meeting or session (or the equivalent for asynchronous courses)
- Assigned readings
- Significant assignments and course activities, including sufficient detail to understand the requirements for major course projects, as applicable

Highlight the portion(s) that demonstrate coverage of the knowledge areas; this must include information beyond course goals, learning outcomes, and/or a restatement of the knowledge areas. This is not required if the full course is dedicated to the content area.

(electronic resource file)

3) ~~Provide documentation of the coverage presented in Template MPH.1.2 that includes both of the following:~~

- ~~a document for each referenced course that includes an outline of the course's weekly topics and assignments (e.g., course outline or syllabus)~~
- ~~supplementary documentation for each specific facet(s) of content coverage referenced in Template MPH1.2. This is not required if the full course is dedicated to the content area.~~

4) If alignment with the knowledge area is not fully documented by the highlighted text provided in documentation request 3, provide supplementary documentation (e.g., excerpt from lecture slides) for each specific facet(s) of content coverage referenced in Template MPH1.2. (electronic resource file)

MPH.2 Foundational Competencies

The MPH curriculum provides instruction in and assessment of each of the following competencies through didactic coursework.

Each MPH student must have an opportunity to demonstrate their ability to perform each competency and to receive feedback on their performance, as appropriate. Therefore, assignments or products produced by a group of students may not serve as the sole method of assessing a competency; when group projects are used for competency assessment, they must be supplemented with other methods designed to distinguish individual students' ability to perform the competency.

Methods & Data

- FC1. Apply epidemiological methods to address public health questions
- FC2. Analyze quantitative data using statistical methods
- FC3. Analyze qualitative data
- FC4. Assess the quality/credibility of data sources ~~for potential bias or misinformation~~
- FC5. Interpret results of data analysis for public health research, policy, or practice

Community Context

- ~~FC6. Analyze the factors that create disparate health outcomes~~
- ~~FC7.~~ **FC6.** Assess needs, assets, and capacities that affect a community's health
- FC7.** Examine systemic factors that contribute to challenges in achieving optimal population health for a given community or communities
- FC8. Propose strategies to ~~build coalitions~~ collaborate across groups for influencing public health outcomes

Public Health Interventions

- FC9. Design a population-based program or policy, taking into consideration ~~cultural~~ social and/or community contexts
- FC10. Design a plan to evaluate a public health ~~intervention~~ program or policy, taking into consideration ~~cultural~~ social and/or community contexts
- FC11. Advocate for policies to improve health

FC12. Assess the impact of policies on public health

Communication

~~FC13. Communicate public health content in academic or professional writing~~

~~FC14.~~FC13. Communicate audience-appropriate public health content orally

~~FC15.~~FC14. Translate public health science for ~~a lay audience~~the general public

~~FC16.~~FC15. Apply communication strategies to address ~~inaccurate or misleading~~ public health ~~disinformation or misinformation~~information

Leadership & Systems Thinking

~~FC17.~~FC16. Apply leadership principles to address an organizational challenge

~~FC18.~~FC17. Develop a project or organizational budget, with justification

~~FC18.~~ ApplyUse a systems thinking tool to ~~diagram~~visually represent and explain a public health issue

Required documentation:

1) Provide a matrix, in the format of Template MPH.2, that indicates the course and assessment activity for each of the foundational competencies listed above. (self-study document)

2) Provide supporting documentation for each assessment activity listed in Template MPH.2. Documentation must include the following, as relevant, for each listed assessment:

- assignment instructions or guidelines as provided to students
- writing prompts provided to students
- sample exam question(s)

(electronic resource file)

3) Provide a syllabus, detailed course outline, or equivalent set of documents for each course listed in Template MPH.2. The syllabus, course outline, or equivalent set of documents must outline ALL of the following. If the syllabus or course outline format does not contain all of this information, the unit must assemble multiple documents that present all of the following for each class:

- Course goals and/or learning outcomes
- Topics for each course meeting or session (or the equivalent for asynchronous courses)
- Assigned readings
- Significant assignments and course activities, including sufficient detail to understand the requirements for major course projects, as applicable

(electronic resource file)