**MPH Student Competency Checklist for the Applied Learning Experience I and II**

Competencies are statements describing the knowledge base and skill set MPH students should possess upon graduation. The following check list contains both MPH Core Competencies and Track Specific competencies.

Instructions: After selection of the ALE site, each student will indicate the competencies (under advisement with the ALE Faculty Advisor and ALE Site Supervisor) that will be addressed or enhanced through the Applied Learning Experience (ALE I and II). These competencies will be the focused competency areas during the completion of the assignments for ALE I and II. The student will need to select three MPH Core Competencies (for all MPH students) and three MPH Track Competencies. These competencies will be listed on the Major Project Plan Summary and Competency Selection Form. This checklist needs to be attached to the Major Project Plan Summary and Competency Selection Form. At the end of the ALE I and II students will have the opportunity to document progress in competency attainment through the ALE Assignment: Professional Practice Activities and Competency Attainment Report. This report is a self-evaluation of experiences that demonstrate student mastery of these competencies. Additionally, all students will be able to assess progress in mastering all of the MPH Core and Track Competencies through the MPH Exit Survey at the end of HEA650 ALE II. Students will continue to work on the same three MPH Core and Track Competencies during the completion of their Major Project and Professional Practice Activities in ALE I and II.

**Student Name:** **Track:** **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please attach completed checklist to the** **Major Project Plan Summary and Competency Selection Form.**

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| **MPH Core Competencies (Competencies for all MPH Students)\*** | | |
| **1. Biostatistics** | Apply the concepts of biostatistics in the collection, retrieval, analysis and interpretation of health data along with designing health related surveys/experiments and apply the concepts of statistical data analysis to community populations. |  |
| **2. Epidemiology** | Demonstrate knowledge of the principles of epidemiology through the study of distribution and determinants of disease, disabilities and death in human populations, the characteristics and dynamics of human populations along with the natural history of diseases in community populations |  |
| **3. Environmental**  **Health** | Interpret and analyze the impact of environmental issues including the biological, physical and chemical factors that affect the health of a community. |  |
| **4. Health Care**  **Management** | Understand the role of the health care delivery system in the organization, cost, financing, quality, policy issues and equity of health care along with the role of the health care delivery system in maintaining the health of populations. |  |
| **5. Social and**  **Behavioral**  **Aspects of Health** | Demonstrate knowledge of the concepts of social and behavioral theories relevant to the identification and solution to public health problems. |  |
| **6. Research** | Synthesize literature in an area of public health, including identification of gaps in knowledge and strengths and limitations in study design. |  |
| **7. Needs Assessment** | Analyze and synthesize various available resources and data to determine the public health needs in a community setting. |  |
| **8. Planning and**  **Evaluation** | Demonstrate proficiency in design, development, implementation and evaluation of public health projects/programs in the community setting. |  |
| **9. Communication**  **and Informatics** | Collect, manage and organize data to produce information and present information to different audiences through information technologies or through media channels to demonstrate how information and knowledge can be utilized to achieve specific objectives. |  |
| **10. Professionalism** | Subscribe to a professional code of ethics and apply ethical standards to public health issuesalong with demonstrating professional, culturally competent knowledge and practice. |  |

**\*MPH Core Competencies are adapted from the MPH Core Competency Model from the Association of Schools and Programs in Public Health (ASPPH).**

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| **Community Health Track Competencies\*** | | |
| CH TC 1 | Assess Needs, Assets and Capacity for Health Education |  |
| CH TC 2 | Plan Health Education |  |
| CH TC 3 | Implement Health education |  |
| CH TC 4 | Conduct Evaluation and Research Related to Health Education |  |
| CH TC 5 | Administer and manage health education. |  |
| CH TC 6 | Serve as a health education resource person. |  |
| CH TC 7 | Communicate and Advocate for Health and Health Education |  |

**\*Community Health competencies are adopted from The National Commission for Health Education Credentialing, Inc., Responsibilities and Competencies**

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| **Health Care Management Track Competencies\*** | | |
| HCM TC 1 | Effectively transfer information in oral, written, and non-verbal form to others, including the ability to judge what needs to be communicated, when it needs to be communicated, to whom, how and how much, and where this communication should take place. |  |
| HCM TC 2 | 2.    Formulate the right questions and answers, think logically and independently, conceptualize and problem solve in an unstructured environment. |  |
| HCM TC 3 | 3.    Develop an understanding of planning and decision-making, organizing, leading, and controlling an organization’s human, financial, physical, and information resources to achieve organizational goals in an efficient and effective manner. |  |
| HCM TC 4 | 4.   Recognize and analyze health system and sub-system properties, processes, and outputs, and the dynamic interactions within the system and with the external environment. |  |
| HCM TC 5 | Develop, implement, manage, and evaluate economic and financial models in order to plan and guide the organization to achieve its strategic goals and objectives. |  |

**\*The competencies for the Health Care Management Track follow the criteria set forth by the Commission on Accreditation of Healthcare Management Education (CAHME).**

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| **Environmental Health Track Competencies\*** | | |
| EH TC 1 | Identify illness and injury causing agents in workplaces, residences, health care facilities and other institutions, and the outdoor environment. |  |
| EH TC 2 | Measure biological, chemical and physical disease agents in any environment and assess compliance with environmental regulations and professional standards. |  |
| EH TC 3 | Analyze, interpret and evaluate toxicological, epidemiological and environmental exposure data. |  |
| EH TC 4 | Quantitatively assess risk using mathematical models. |  |
| EH TC 5 | Communicate risk information to the populations they serve. |  |
| EH TC 6 | Plan and manage emergency preparedness programs. |  |
| EH TC 7 | Integrate, implement and evaluate control strategies to reduce environmental risks. |  |
| EH TC 8 | Lead, manage and administer environmental health programs. |  |
| EH TC 9 | Apply appropriate research principles and methods in Environmental Health. |  |
| EH TC 10 | Advance the profession of Environmental Health. |  |

**\*The competencies for the Environmental Health Track are an adaptation of the requirements for industrial hygiene practice set up by the American Board of Engineering Technology (ABET) which accredits industrial hygiene programs. These industrial hygiene concepts have been broadened to include the whole field of environmental health and some aspects of emergency preparedness.**

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| **Nutrition Track Competencies\*** | | |
| NTD TC 1 | Apply the science of food and nutrition to support optimal nutritional status in individuals, groups and populations. |  |
| NTD TC 2 | Manage nutrition care for diverse population groups. |  |
| NTD TC 3 | Assesses and prioritizes nutritional problems of individuals, groups and populations using appropriate nutritional assessment techniques. |  |
| NTD TC 4 | Develop, implement and evaluate effective community-based food and nutrition programs that promote optimal health and disease prevention. |  |
| NTD TC 5 | Utilize the nutrition care process with individuals and groups. |  |
| NTD TC 6 | Apply appropriate research principles and methods in community and public health nutrition. |  |
| NTD TC 7 | Communicates accurate, evidence-based nutrition information at levels appropriate for various audiences. |  |
| NTD TC 8 | Advocate for public policy at local, state and national levels in food and nutrition areas. |  |
| NTD TC 9 | Advance the profession of community and public health nutrition. |  |

**\*Nutrition Track competencies are adapted from the Academy of Nutrition & Dietetics’, Public Health/Community Nutrition Practice Group guidelines and the Academy’s knowledge, skills and competencies for community nutrition emphasis.**