

## D2. MPH Foundational Competencies (SPH and PHP)

All MPH graduates demonstrate the following competencies.

The school or program documents at least one specific, required assessment activity (eg, component of existing course, paper, presentation, test) for each competency below, during which faculty or other qualified individuals (eg, preceptors) validate the student's ability to perform the competency.

Assessment opportunities may occur in foundational courses that are common to all students, in courses that are required for a concentration or in other educational requirements outside of designated coursework, but the school or program must assess all MPH students, at least once, on each competency. Assessment may occur in simulations, group projects, presentations, written products, etc. This requirement also applies to students completing an MPH in combination with another degree (eg, joint, dual, concurrent degrees). For combined degree students, assessment may take place in either degree program.

These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

### **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 public 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 or practice

### **Public Health and Health Care Systems**

- 5) Compare the organization, structure and function of health care, public health and regulatory 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 organizational, community and societal levels

### **Planning and 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 policies or programs
- 9) Design a population-based policy, program, project or intervention
- 10) Explain basic principles and tools of budget and resource management
- 11) Select methods to evaluate public health programs

### **Policy in Public Health**

- 12) Discuss multiple dimensions of the policy-making process, including the roles 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
- 17) Apply negotiation and mediation skills to address organizational or community challenges

## **Communication**

- 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 competence in communicating public health content

## **Interprofessional<sup>1</sup> Practice**

- 21) Perform effectively on interpersonal teams

## **Systems Thinking**

- 22) Apply systems thinking tools to a public health issue

### *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 and combined degree option.**

Information may be provided in the format of Template D2-1 or in hyperlinks to student handbooks or webpages, but the documentation must present a clear depiction of the requirements for each MPH degree.

#### **2) Provide a matrix, in the format of Template D2-2 that indicates the assessment activity for each of the foundational competencies listed above (1-22).**

If the school or program addresses all of the listed foundational competencies in a single, common core curriculum, the school or program need only present a single matrix. If combined degree students do not complete the same core curriculum as students in the standalone MPH program, the school or program must present a separate matrix for each combined degree. If the school or program relies on concentration-specific courses to assess some of the foundational competencies listed above, the school or program must present a separate matrix for each concentration.

#### **3) Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus.**

#### **4) If applicable, assess the strengths and weaknesses related to this criterion and plans for improvement in this area**

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<sup>1</sup> "Interprofessional" refers to engagement with professionals outside of public health (eg, architects, nurses), rather than to engagement with individuals from other public health disciplines (eg, biostatisticians, health promotion specialists).