Consortium of Eastern Ohio Master of Public Health
Public Health Competencies

Core Course Competencies

The Consortium of Eastern Ohio Master of Public Health (CEOMPH) program is now using the new competencies and knowledge areas put forth by the Council on Education for Public Health, as part of their new accreditation criteria, which was introduced in November 2016.

The prior competency set was developed by CEOMPH faculty, which were approved November 2014. These 19 competencies were incorporated into the program in summer 2015. These new competences were a reduction from the previous 119 competencies. Faculty and committee members developed, reviewed and approved the new set, which focus on the competencies our program stakeholders wanted to see from our graduates.

The previous set competencies that CEOMPH used were the **Association of Schools of Public Health (ASPH) Education Committee Master's Degree in Public Health Core Competency Development Project competencies, Version 2.3**, which was finalized August 2006. The MPH Curriculum Committee examined these competencies and decided to adopt them in 2007, replacing the Council on Linkages Between Academia and Public Health Practice competencies that we have been using since 2001.

Throughout this MPH program, you will see these competencies. Here are the points that you will encounter them:

- During orientation, you will be introduced to these competencies.
- Your student prospectus lists the competencies on the last page.
- At the end of each core course syllabus, there will be a listing of the competencies that are covered in the course.
- Students will be asked to identify whether they have achieved the competencies in the course evaluations at the end of each course.
- When student apply for the capstone project, a template will need to be completed, indicating the competencies that will be achieved during your project.
- At the end of the program, students will need to include in their portfolio the "end of the program competencies listing" that will indicate the competencies that have been achieved during every course in the program.

We indicate in each core course syllabus what course directors believe students should be accomplishing in the course. Students will also notice the use of Bloom's taxonomy, where we indicate the level of competency course directors hope that students will achieve, based on the evaluation method being used. Students will define the competencies they hope to achieve in their capstone projects. Hopefully, by the end of the program, students will have at least attained the competencies that we have marked—and maybe even more!

Generalist Track Competencies

In addition, we have revised our own generalist track competencies, based on the new Council on Linkages Between Academic and Public Health Practice competencies and stakeholder input. These competencies are achieved in the three general track courses, Public Health Practice and Issues, Grant Writing in Public Health Practice, and Public Health Research and Evaluation. These competencies were discussed at a curricular strategic planning meeting and adopted fall 2010.

References:
- *Association of Schools of Public Health. MPH Core Competency Development Project, August 2006.Available at: http://www.aspph.org/educate/models/mph-competency-model/ Accessed August 15, 2016.*
- *Public Health Foundation. Core Competencies for Public Health Professionals, 2014. Available at: http://www.phf.org/resourcestools/pages/core_public_health_competencies.aspx Accessed August 15, 2016.*

PUBLIC HEALTH COMPETENCIES

Below is a summary of the public health competencies that we intend on covering in the MPH courses. We are using Bloom's taxonomy in each of your core course syllabi to indicate the level that the competency is covered in the course. We hope that you can accomplish what we have planned for you!

Bloom's Taxonomy Categories

- **Knowledge (K)**: Recall data or information.
- **Comprehension (C)**: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.
- **Application (AP)**: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.
- **Analysis (AN)**: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.
- **Synthesis (S)**: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.
- **Evaluation (E)**: Make judgments about the value of ideas or materials.

Consortium of Eastern Ohio Master of Public Health Competencies

(Adopted from the Council on Education for Public Health Accreditation Criteria, rev. 11/16)

	Competencies
C-EVI1	Apply epidemiological methods to the breadth of settings and situations in public health practice
C-EVI2	Select quantitative and qualitative data collection methods appropriate for a given public health context
C-EVI3	Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
C-EVI4	Interpret results of data analysis for public health research, policy or practice
C-HCS1	Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
C-HCS2	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
C-MGT1	Assess population needs, assets and capacities that affect communities' health
C-MGT2	Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
C-MGT3	Design a population-based policy, program, project or intervention
C-MGT4	Explain basic principles and tools of budget and resource management
C-MGT5	Select methods to evaluate public health programs
C-POL1	Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
C-POL2	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
C-POL3	Advocate for political, social or economic policies and programs that will improve health in diverse populations
C-POL4	Evaluate policies for their impact on public health and health equity
C-LEA1	Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
C-LEA2	Apply negotiation and mediation skills to address organizational or community challenges
C-COM1	Select communication strategies for different audiences and sectors
C-COM2	Communicate audience-appropriate public health content, both in writing and through oral presentation
C-COM3	Describe the importance of cultural competence in communicating public health content
C-IPP1	Perform effectively on interprofessional teams
C-SYS1	Apply systems thinking tools to a public health issue

	Generalist Track Competencies
G1	Prepare proposals for funding from external sources.
G2	Demonstrate the ability to design, implement and execute a research protocol.
G3	Consider the role of cultural and social factors in the planning and delivery of public health services and interventions.
G4	Demonstrate critical evaluation of ethical values, theories, and principles that guide public health inquiry and decision-making.
G5	Analyze the public health information infrastructure used to collect, process, maintain, and disseminate data in order to allow for decision-making at an administrative level.
G6	Apply theory and strategy-based communication principles adapted to different contexts.
G7	Identify factors that affect the context of how biological, chemical, and physical agents affect human health.

In addition, students will learn the following fundamental public health knowledge areas:

K-SCI1	Explain public health history, philosophy and values
K-SCI2	Identify the core functions of public health and the 10 Essential Services
K-SCI3	Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
K-SCI4	List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
K-SCI5	Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
K-SCI6	Explain the critical importance of evidence in advancing public health knowledge
K-HEA1	Explain effects of environmental factors on a population's health
K-HEA2	Explain biological and genetic factors that affect a population's health
K-HEA3	Explain behavioral and psychological factors that affect a population's health
K-HEA4	Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
K-HEA5	Explain how globalization affects global burdens of disease
K-HEA6	Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)