

**Guidelines for Consortium of Eastern Ohio Master of Public Health  
Independent Study**

**Catalog description**

Independent Studies in Public Health (1-3 credits): Research or other individual project designed jointly by student and instructor. Intended to cover topics not available in electives list. May only be taken for a maximum of 3 credits. Prerequisite: Permission of academic advisor and faculty preceptor. Taken for a grade.

**Course objectives**

- Research a public health topic under academic faculty supervision.
- Produce a written paper resulting from your research.

**Process**

1. Establish a faculty preceptor—you can discuss who would be appropriate with your academic advisor.
2. Establish a community preceptor—this is someone who works in the community who may have a project for you (*optional*).
3. Develop objectives with your preceptor(s)—these are goals that you and your preceptor(s) would like to have accomplished by the end of the independent study. These objectives should be agreed upon by you and your preceptor(s). Send a copy of this completed form to your campus director and the MPH program office ([pubhlth@neomed.edu](mailto:pubhlth@neomed.edu) or fax 330-325-5907). *At minimum*, your final product should be a written paper with literature search, study findings and references.
4. Complete the independent study competency template—the first column should be completed at the beginning of the practicum and the second column should be completed at the end of the practicum. Turn in the completed template to your preceptor(s) and MPH program office.
5. Complete a “journal” for your experience (the template is at the end of this form). Turn in the completed journal with your competencies to your preceptors and the MPH program office.
6. Have your faculty preceptor turn in a letter grade (whole letter grade only, no pluses or minuses) when you have completed your independent study (see second page of this form). Preceptor(s) should agree on the final grade. If your faculty preceptor is at your home university, they can turn it into your campus director. If your faculty preceptor is not located at your home university, he/she should turn it in to the MPH office ([pubhlth@neomed.edu](mailto:pubhlth@neomed.edu) or fax 330-325-5907).

**Other guidelines**

- The independent study may only be taken once for no more than 3 credit hours.

**Independent Study Form**

|  |  |
|--|--|
| Student name   |  |
| Student email address  |  |
| Study topic  |  |
| Faculty preceptor  |  |
| Faculty email address  |  |
| Community preceptor<br>(name & title) ( <i>optional</i> )          |  |
| Community preceptor email<br>address                               |  |
| Semester   |  |
| Number of credits  |  |
| Describe final product:  |  |
| List your objectives:  |  |
| List student qualifications<br>(core courses completed):           |  |
| Other comments (e.g., if<br>worked with an<br>organization, etc.): |  |

**To be completed at the end of the Independent Study by preceptor(s)**

|       |  |
|-------|--|
| Grade |  |
|-------|--|

- Grade must be whole letter only (e.g. A, B, C)
- If there is more than one preceptor, please confer and agree on a grade.
- Criteria:
  - i. Quality of written product
  - ii. Ability to complete objectives
  - iii. Ability to achieve competencies
  - iv. Quality of journal
  - v. Professionalism demonstrated.
- Please submit grade to the MPH office on this form at [pubhlth@neomed.edu](mailto:pubhlth@neomed.edu) so that it can be routed to the appropriate school (if appropriate).

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|--|
| <b>Comments</b> <i>(please offer the student feedback—thank you!):</i> |
|  |

## Consortium of Eastern Ohio Master of Public Health Independent Study Competencies

**Instructions:** At the *beginning* of the independent study, indicate the competencies that you believe you will achieve in the independent study in the first column. At the *end* of the independent study, reflect on how you did in achieving these competencies (what did you achieve and how did you do it?) and add any additional competencies that you may not have marked at the beginning of the independent study. Turn this finalized set of competencies into your preceptors and the MPH program office ([pubhlth@neomed.edu](mailto:pubhlth@neomed.edu) or fax 330-325-5907) at the end of the independent study.

|      |  | <b>[COMPLETE AT BEGINNING OF INDEPENDENT STUDY]</b><br><b>Which competencies do you think you might try to address?</b><br><b>Please indicate with an "X" in this column</b> | <b>[COMPLETE AT THE END OF THE INDEPENDENT STUDY]</b><br><b>Reflection on your success in achieving the competency.</b><br><b>What was achieved and how did you do it?</b> |
|------|--|--|--|
|      | <b>DISCIPLINE-SPECIFIC COMPETENCIES</b>  |  |  |
|      | <b>A. BIOSTATISTICS</b><br><br>Biostatistics is the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health; health care; and biomedical, clinical and population-based research.<br><br><b>Competencies:</b> Upon graduation a student with an MPH should be able to... |  |  |
| A.1. | Describe the roles biostatistics serves in the discipline of public health.  |  |  |
| A.2. | Describe basic concepts of probability, random variation and commonly used statistical probability distributions.  |  |  |
| A.3. | Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.  |  |  |
| A.4. | Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.   |  |  |
| A.5. | Apply descriptive techniques commonly used to summarize public health data.  |  |  |
| A.6. | Apply common statistical methods for inference.  |  |  |
| A.7. | Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.  |  |  |
| A.8. | Apply basic informatics techniques with vital statistics and public health records in the description of public health   |  |  |

|       |  | <p><b>[COMPLETE AT BEGINNING OF INDEPENDENT STUDY]</b><br/> <b>Which competencies do you think you might try to address?</b><br/> <b>Please indicate with an "X" in this column</b></p> | <p><b>[COMPLETE AT THE END OF THE INDEPENDENT STUDY]</b><br/> <b>Reflection on your success in achieving the competency.</b><br/> <b>What was achieved and how did you do it?</b></p> |
|-------|--|---|---|
|       | characteristics and in public health research and evaluation.  |   |   |
| A.9.  | Interpret results of statistical analyses found in public health studies.  |   |   |
| A.10. | Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.  |   |   |
|       | <p><b>B. ENVIRONMENTAL HEALTH SCIENCES</b></p> <p>Environmental health sciences represent the study of environmental factors including biological, physical and chemical factors that affect the health of a community.</p> <p><b>Competencies:</b> Upon graduation a student with an MPH should be able to...</p> |   |   |
| B.1.  | Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.  |   |   |
| B.2.  | Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.  |   |   |
| B.3.  | Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.   |   |   |
| B.4.  | Specify current environmental risk assessment methods.   |   |   |
| B.5.  | Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.   |   |   |
| B.6.  | Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.   |   |   |
| B.7.  | Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.   |   |   |
| B.8.  | Develop a testable model of environmental insult.  |   |   |

|       |   | <p><b>[COMPLETE AT BEGINNING OF INDEPENDENT STUDY]</b><br/> <b>Which competencies do you think you might try to address?</b><br/> <b>Please indicate with an "X" in this column</b></p> | <p><b>[COMPLETE AT THE END OF THE INDEPENDENT STUDY]</b><br/> <b>Reflection on your success in achieving the competency.</b><br/> <b>What was achieved and how did you do it?</b></p> |
|-------|---|---|---|
|       | <p><b>C. EPIDEMIOLOGY</b></p> <p>Epidemiology is the study of patterns of disease and injury in human populations and the application of this study to the control of health problems.</p> <p><b>Competencies:</b> Upon graduation a student with an MPH should be able to...</p>   |   |   |
| C.1.  | Identify key sources of data for epidemiologic purposes.  |   |   |
| C.2.  | Identify the principles and limitations of public health screening programs.  |   |   |
| C.3.  | Describe a public health problem in terms of magnitude, person, time and place.   |   |   |
| C.4.  | Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.   |   |   |
| C.5.  | Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.   |   |   |
| C.6.  | Apply the basic terminology and definitions of epidemiology.  |   |   |
| C.7.  | Calculate basic epidemiology measures.  |   |   |
| C.8.  | Communicate epidemiologic information to lay and professional audiences.  |   |   |
| C.9.  | Draw appropriate inferences from epidemiologic data.  |   |   |
| C.10. | Evaluate the strengths and limitations of epidemiologic reports.  |   |   |
|       | <p><b>D. HEALTH POLICY AND MANAGEMENT</b></p> <p>Health policy and management is a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. This definition assumes both a managerial and a policy concern with the structure, process and outcomes of health services including the costs, financing, organization, outcomes and accessibility of care.</p> <p><b>Competencies:</b> Upon graduation a student with an MPH should be able to...</p> |   |   |
| D.1.  | Identify the main components and issues of the organization,  |   |   |

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|-------|--|---|---|
|       | financing and delivery of health services and public health systems in the US.   |   |   |
| D.2.  | Describe the legal and ethical bases for public health and health services.  |   |   |
| D.3.  | Explain methods of ensuring community health safety and preparedness.  |   |   |
| D.4.  | Discuss the policy process for improving the health status of populations.   |   |   |
| D.5.  | Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.   |   |   |
| D.6.  | Apply principles of strategic planning and marketing to public health.   |   |   |
| D.7.  | Apply quality and performance improvement concepts to address organizational performance issues.   |   |   |
| D.8.  | Apply "systems thinking" for resolving organizational problems.  |   |   |
| D.9.  | Communicate health policy and management issues using appropriate channels and technologies.   |   |   |
| D.10. | Demonstrate leadership skills for building partnerships.   |   |   |
|       | <p><b>E. SOCIAL AND BEHAVIORAL SCIENCES</b></p> <p>The social and behavioral sciences in public health address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.</p> <p><b>Competencies:</b> Upon graduation a student with an MPH should be able to...</p> |   |   |
| E.1.  | Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.   |   |   |
| E.2.  | Identify the causes of social and behavioral factors that affect health of individuals and populations.  |   |   |
| E.3.  | Identify individual, organizational and community concerns,  |   |   |

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|-------|---|---|---|
|       | assets, resources and deficits for social and behavioral science interventions.   |   |   |
| E.4.  | Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.   |   |   |
| E.5.  | Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.  |   |   |
| E.6.  | Describe the role of social and community factors in both the onset and solution of public health problems.   |   |   |
| E.7.  | Describe the merits of social and behavioral science interventions and policies.  |   |   |
| E.8.  | Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.   |   |   |
| E.9.  | Apply ethical principles to public health program planning, implementation and evaluation.  |   |   |
| E.10. | Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.   |   |   |
|       | <b>INTERDISCIPLINARY/CROSS-CUTTING COMPETENCIES</b>   |   |   |
|       | <p><b>F. COMMUNICATION AND INFORMATICS</b></p> <p>The ability to collect, manage and organize data to produce information and meaning that is exchanged by use of signs and symbols; to gather, process, and present information to different audiences in-person, through information technologies, or through media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.</p> <p><b>Competencies:</b> Upon graduation, it is increasingly important that a student with an MPH be able to...</p> |   |   |
| F.1.  | Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data.  |   |   |

|       |  | <p><b>[COMPLETE AT BEGINNING OF INDEPENDENT STUDY]</b><br/> <b>Which competencies do you think you might try to address? Please indicate with an "X" in this column</b></p> | <p><b>[COMPLETE AT THE END OF THE INDEPENDENT STUDY]</b><br/> <b>Reflection on your success in achieving the competency. What was achieved and how did you do it?</b></p> |
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| F.2.  | Describe how societal, organizational, and individual factors influence and are influenced by public health communications.  |   |   |
| F.3.  | Discuss the influences of social, organizational and individual factors on the use of information technology by end users.   |   |   |
| F.4.  | Apply theory and strategy-based communication principles across different settings and audiences.  |   |   |
| F.5.  | Apply legal and ethical principles to the use of information technology and resources in public health settings.   |   |   |
| F.6.  | Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs.   |   |   |
| F.7.  | Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.  |   |   |
| F.8.  | Use information technology to access, evaluate, and interpret public health data.  |   |   |
| F.9.  | Use informatics methods and resources as strategic tools to promote public health.   |   |   |
| F.10. | Use informatics and communication methods to advocate for community public health programs and policies.   |   |   |
|       | <p><b>G. DIVERSITY AND CULTURE</b></p> <p>The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.</p> <p><b>Competencies:</b> Upon graduation, it is increasingly important that a student with an MPH be able to...</p> |   |   |
| G.1.  | Describe the roles of, history, power, privilege and structural inequality in producing health disparities.  |   |   |
| G.2.  | Explain how professional ethics and practices relate to equity and accountability in diverse community settings.   |   |   |
| G.3.  | Explain why cultural competence alone cannot address health disparity.   |   |   |



|       |   | <p><b>[COMPLETE AT BEGINNING OF INDEPENDENT STUDY]</b><br/> <b>Which competencies do you think you might try to address? Please indicate with an "X" in this column</b></p> | <p><b>[COMPLETE AT THE END OF THE INDEPENDENT STUDY]</b><br/> <b>Reflection on your success in achieving the competency. What was achieved and how did you do it?</b></p> |
|-------|---|---|---|
| G.4.  | Discuss the importance and characteristics of a sustainable diverse public health workforce.  |   |   |
| G.5.  | Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities.   |   |   |
| G.6.  | Apply the principles of community-based participatory research to improve health in diverse populations.  |   |   |
| G.7.  | Differentiate among availability, acceptability, and accessibility of health care across diverse populations.   |   |   |
| G.8.  | Differentiate between linguistic competence, cultural competency, and health literacy in public health practice.  |   |   |
| G.9.  | Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.   |   |   |
| G.10. | Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.   |   |   |
|       | <p><b>H. LEADERSHIP</b></p> <p>The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.</p> <p><b>Competencies:</b> Upon graduation, it is increasingly important that a student with an MPH be able to...</p> |   |   |
| H.1.  | Describe the attributes of leadership in public health.   |   |   |
| H.2.  | Describe alternative strategies for collaboration and partnership among organizations, focused on public health goals.  |   |   |
| H.3.  | Articulate an achievable mission, set of core values, and vision.   |   |   |
| H.4.  | Engage in dialogue and learning from others to advance public health goals.   |   |   |
| H.5.  | Demonstrate team building, negotiation, and conflict management skills.   |   |   |
| H.6.  | Demonstrate transparency, integrity, and honesty in all actions.  |   |   |

|       |  | <p><b>[COMPLETE AT BEGINNING OF INDEPENDENT STUDY]</b><br/> <b>Which competencies do you think you might try to address? Please indicate with an "X" in this column</b></p> | <p><b>[COMPLETE AT THE END OF THE INDEPENDENT STUDY]</b><br/> <b>Reflection on your success in achieving the competency. What was achieved and how did you do it?</b></p> |
|-------|--|---|---|
| H.7.  | Use collaborative methods for achieving organizational and community health goals.   |   |   |
| H.8.  | Apply social justice and human rights principles when addressing community needs.  |   |   |
| H.9.  | Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.  |   |   |
|       | <p><b>I. PUBLIC HEALTH BIOLOGY</b></p> <p>The ability to incorporate public health biology – the biological and molecular context of public health – into public health practice.</p> <p><b>Competencies:</b> Upon graduation, it is increasingly important that a student with an MPH be able to...</p> |   |   |
| I.1.  | Specify the role of the immune system in population health.  |   |   |
| I.2.  | Describe how behavior alters human biology.  |   |   |
| I.3.  | Identify the ethical, social and legal issues implied by public health biology.  |   |   |
| I.4.  | Explain the biological and molecular basis of public health.   |   |   |
| I.5.  | Explain the role of biology in the ecological model of population-based health.  |   |   |
| I.6.  | Explain how genetics and genomics affect disease processes and public health policy and practice.  |   |   |
| I.7.  | Articulate how biological, chemical and physical agents affect human health.   |   |   |
| I.8.  | Apply biological principles to development and implementation of disease prevention, control, or management programs.  |   |   |
| I.9.  | Apply evidence-based biological and molecular concepts to inform public health laws, policies, and regulations.  |   |   |
| I.10. | Integrate general biological and molecular concepts into public health.  |   |   |

|      |  | <p><b>[COMPLETE AT BEGINNING OF INDEPENDENT STUDY]</b><br/> <b>Which competencies do you think you might try to address? Please indicate with an "X" in this column</b></p> | <p><b>[COMPLETE AT THE END OF THE INDEPENDENT STUDY]</b><br/> <b>Reflection on your success in achieving the competency. What was achieved and how did you do it?</b></p> |
|------|--|---|---|
|      | <p><b>J. PROFESSIONALISM</b></p> <p>The ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.</p> <p><b>Competencies:</b> Upon graduation, it is increasingly important that a student with an MPH be able to...</p> |   |   |
| J.1. | Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.  |   |   |
| J.2. | Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.   |   |   |
| J.3. | Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.   |   |   |
| J.4. | Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.   |   |   |
| J.5. | Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people.   |   |   |
| J.6. | Analyze determinants of health and disease using an ecological framework.  |   |   |
| J.7. | Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice.  |   |   |
| J.8. | Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.  |   |   |
| J.9. | Embrace a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated and rooted in social justice) and how these contribute to professional practice.   |   |   |

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|-------|---|---|---|
| J.10. | Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations).   |   |   |
| J.11. | Value commitment to lifelong learning and professional service including active participation in professional organizations.  |   |   |
|       | <p><b>K. PROGRAM PLANNING</b></p> <p>The ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.</p> <p><b>Competencies:</b> Upon graduation, it is increasingly important that a student with an MPH be able to...</p> |   |   |
| K.1.  | Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes.   |   |   |
| K.2.  | Describe the tasks necessary to assure that program implementation occurs as intended.  |   |   |
| K.3.  | Explain how the findings of a program evaluation can be used.   |   |   |
| K.4.  | Explain the contribution of logic models in program development, implementation, and evaluation.  |   |   |
| K.5.  | Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.  |   |   |
| K.6.  | Differentiate the purposes of formative, process, and outcome evaluation.   |   |   |
| K.7.  | Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses, and emphases on reliability and validity.  |   |   |
| K.8.  | Prepare a program budget with justification.  |   |   |
| K.9.  | In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.   |   |   |
| K.10. | Assess evaluation reports in relation to their quality, utility, and impact on public health.   |   |   |

|       |  | <p><b>[COMPLETE AT BEGINNING OF INDEPENDENT STUDY]</b><br/> <b>Which competencies do you think you might try to address? Please indicate with an "X" in this column</b></p> | <p><b>[COMPLETE AT THE END OF THE INDEPENDENT STUDY]</b><br/> <b>Reflection on your success in achieving the competency. What was achieved and how did you do it?</b></p> |
|-------|--|---|---|
|       | <p><b>L. SYSTEMS THINKING</b></p> <p>The ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.</p> <p><b>Competencies:</b> Upon graduation, it is increasingly important that a student with an MPH be able to...</p> |   |   |
| L.1.  | Identify characteristics of a system.  |   |   |
| L.2.  | Identify unintended consequences produced by changes made to a public health system.   |   |   |
| L.3.  | Provide examples of feedback loops and "stocks and flows" within a public health system.   |   |   |
| L.4.  | Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems.   |   |   |
| L.5.  | Explain how systems models can be tested and validated.  |   |   |
| L.6.  | Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems.  |   |   |
| L.7.  | Illustrate how changes in public health systems (including input, processes, and output) can be measured.  |   |   |
| L.8.  | Analyze inter-relationships among systems that influence the quality of life of people in their communities.   |   |   |
| L.9.  | Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.  |   |   |
| L.10. | Analyze the impact of global trends and interdependencies on public health related problems and systems.   |   |   |
| L.11. | Assess strengths and weaknesses of applying the systems approach to public health problems.  |   |   |
|       |  |   |   |

|     |  | <p><b>[COMPLETE AT BEGINNING OF INDEPENDENT STUDY]</b><br/> <b>Which competencies do you think you might try to address?</b><br/> <b>Please indicate with an "X" in this column</b></p> | <p><b>[COMPLETE AT THE END OF THE INDEPENDENT STUDY]</b><br/> <b>Reflection on your success in achieving the competency.</b><br/> <b>What was achieved and how did you do it?</b></p> |
|-----|--|---|---|
|     | <p><b>M. GENERALIST COMPETENCIES</b></p> <p>The generalist competencies are additional knowledge and skills that the MPH student should achieve, along with the above core and cross-cutting competencies. These competencies are considered important by the program for students in any public health discipline.</p> <p><b>Competencies:</b> Upon graduation, it is increasingly important that a student with an MPH be able to...</p> |   |   |
| M1. | Describes the policies and procedures for the ethical conduct of research.   |   |   |
| M2. | Describes public health informatics practices.   |   |   |
| M3. | Describes the dynamic forces that contribute to cultural diversity.  |   |   |
| M4. | Uses individual, team and organizational learning opportunities for personal and professional development.   |   |   |
| M5. | Identifies community assets and resources.   |   |   |
| M6. | Prepares proposals for funding from external sources.  |   |   |
| M7. | Describes how public health operates within a larger system.   |   |   |
| M8. | Participates with stakeholders in identifying key public health values and shared public health vision as guiding principles for action.   |   |   |

## Journal Template

- **Activity**—what you did e.g. attended a meeting, worked on brochure, did a literature search, discussed high bacteria counts at the local beaches with the registered sanitarian.
- **Reflection**—impressions that you had about the activity e.g. “this will be useful in my current job because …” or “I was impressed at the knowledge that the health commissioner displayed at the city council meeting.”

Please include descriptive detail. If you interacted with a person, please list their name (or at least their title). The contents of this journal will be shared with your preceptor(s), MPH program coordinator and MPH program director. Your permission will be requested to share this journal with anyone else.

| Date | Activity | Reflection | # Hours |
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