### Competency 1: Epidemiology

1.1 Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues.

1.2 Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of epidemiologic data.

1.3 Apply the basic terminology and definitions of epidemiology.

1.4 Calculate basic epidemiology measures.

1.5 Communicate epidemiologic information to lay and professional audiences.

1.6 Draw appropriate inferences from epidemiologic data.

1.7 Evaluate the strengths and limitations epidemiologic reports.

### Competency 2: Health Policy & Management

2.1 Apply the principles of program planning, development, budgeting, management, and evaluation in organizational and community initiatives.

2.2 Apply principles of strategic planning and marketing to health settings.

2.3 Apply quality and performance improvement concepts to address organizational performance issues.

2.4 Apply “systems thinking” for resolving organizational problems.

2.5 Communicate health policy and management issues using appropriate channels and technologies.

2.6 Demonstrate leadership skills for building partnerships.

### Competency 3: Social & Behavioral Sciences

3.1 Describe steps and procedures for the planning, implementation, and evaluation of public health programs, policies, and interventions.

3.2 Describe the role of social and community factors in both the onset and solution of health problems.

3.3 Describe the merits of social and behavioral science interventions and policies.
3.4 Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.

3.5 Apply ethical principles to health program planning, implementation, and evaluation.

3.6 Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

**Competency 4: Leadership**

4.1 Engage in dialogue and learning from others to advance health of clients.

4.2 Demonstrate team building, negotiation, and conflict management skills.

4.3 Demonstrate transparency, integrity, and honesty in all actions.

4.4 Use collaborative methods for achieving organizational and community goals.

4.5 Apply social justice and human rights principles when addressing community needs.

4.6 Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.

**Competency 5: Professionalism**

5.1 Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of health.

5.2 Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making.

5.3 Apply to core functions of assessment, policy development, and assurance in the analysis of problems and solutions.

5.4 Promote high standards of personal and organizational integrity, compassion, honesty, and respect for all people.

5.5 Analyze determinants of health and disease using an ecological framework.

5.6 Analyze the potential impacts of legal and regulatory environments on the conduct of ethical research and practice.

5.7 Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of various types of programs.

5.8 Embrace a definition of 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.

5.9 Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies, and organizations).
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<tr>
<th>5.10 Value commitment to lifelong learning and professional service including active participation in professional organizations.</th>
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<tbody>
<tr>
<td>Competency 6: Systems Thinking</td>
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<tr>
<td>6.1 Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of health problems.</td>
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<td>6.2 Explain how systems models can be tested and validated.</td>
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<td>6.3 Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within health systems.</td>
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<td>6.4 Illustrate how changes in health systems (including input, processes, and output) can be measured.</td>
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<td>6.5 Analyze inter-relationships among systems that influence the quality of life of people in their communities.</td>
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<td>6.6 Analyze the effects of political, social, and economic policies on health systems at the local, state, national, and international levels.</td>
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<td>6.7 Analyze the impact of global trends and interdependencies on health-related problems and systems.</td>
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<td>6.8 Assess strengths and weaknesses of applying the systems approach to health problems.</td>
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**Foundational Studies Learning Goals**

- FS2. Evaluate ideas.
- FS3. Learn and apply knowledge and skills.
- FS4. Demonstrate appreciation for the arts.
- FS5. Embrace civic duty.
- FS6. Understand diversity.

**Graduate Student Learning Goals**

- G1. Demonstrate professional communication proficiencies.
- G2. Engage in and meaningfully contribute to diverse and complex communities and professional environments.
- G3. Recognize and act on professional and ethical challenges that arise in their field or discipline.
- G4. Achieve mastery of the knowledge required in their discipline or profession.
- G5. Achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.