D2. MPH Foundational Competencies

The school documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each competency, during which faculty or other qualified individuals (e.g., 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 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 (e.g., joint, dual, concurrent degrees). For combined degree students, assessment may take place in either degree school.

1) **List the coursework and other learning experiences required for the school'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.**

   The MPH degree is offered with six distinct concentrations: Biostatistics, Environmental Health, Epidemiology, Population Health Management, Public Health Practice and Social and Behavioral Sciences. The Public Health Practice concentration offers more flexibility in choice of courses and is offered to students who have a prior health professional degree or who are enrolled in a graduate-level combination degree program. The 48-credit hour curriculum is the standard curriculum, while the 42-credit hour curriculum is available to students who hold a terminal degree in a health or health-related field.

Table D2-1.1: Requirements for MPH degree, Biostatistics Concentration (48 credit)		
Course number	**Course name***	**Credits**
PHC 6052	Introduction to Biostatistical Methods	3
PHC 6001	Principles of Epidemiology in Public Health	3
PHC 6313	Environmental Health Concepts in Public Health	3
HSA 6114	U.S. Health Care System	3
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3
PHC 6940	Master of Public Health Capstone	3
PHC 6053	Regression Methods for the Health and Life Sciences (online)	3
PHC 6059	Introduction to Applied Survival Analysis	3
PHC 6089	Public Health Computing	3
PHC 6000	Epidemiology Research Methods I	3
PHC 6941	MPH Applied Practice Experience	3 to 6
Varies	Concentration Electives	9 to 12
Varies	Public Health Electives	3 to 6

Table D2-1.2: Requirements for MPH degree, Biostatistics Concentration (42 credit)		
Course number	**Course name***	**Credits**
PHC 6052	Introduction to Biostatistical Methods	3

PHC 6001	Principles of Epidemiology in Public Health	3
PHC 6313	Environmental Health Concepts in Public Health	3
HSA 6114	U.S. Health Care System	3
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3
PHC 6940	Master of Public Health Capstone	3
PHC 6053	Regression Methods for the Health and Life Sciences (online)	3
PHC 6059	Introduction to Applied Survival Analysis	3
PHC 6089	Public Health Computing	3
PHC 6000	Epidemiology Research Methods I	3
PHC 6941	MPH Applied Practice Experience	3
Varies	Concentration Electives	6
Varies	Public Health Electives	3

Table D2-1.3: Requirements for MPH degree, Environmental Health Concentration (48 credit)

Course number	Course name*	Credits
PHC 6052	Introduction to Biostatistical Methods	3
PHC 6001	Principles of Epidemiology in Public Health	3
PHC 6313	Environmental Health Concepts in Public Health	3
HSA 6114	U.S. Health Care System	3
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3
PHC 6940	Master of Public Health Capstone	3
PHC 6304	Environmental Toxicology Applications in Public Health	3
PHC 6424	Environmental Policy and Risk Management in Public Health	3
PHC 6702	Environmental Monitoring and Exposure Assessment	3
PHC 6018	Environmental Ecology of Human Pathogens	3
PHC 6764	Global Public Health and Development I	3
PHC 6941	MPH Applied Practice Experience	3
Varies	Concentration Electives	9
Varies	Public Health Electives	3

Table D2-1.4: Requirements for MPH degree, Environmental Health Concentration (42 credit)

Course number	Course name*	Credits
PHC 6052	Introduction to Biostatistical Methods	3
PHC 6001	Principles of Epidemiology in Public Health	3
PHC 6313	Environmental Health Concepts in Public Health	3
HSA 6114	U.S. Health Care System	3
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3
PHC 6940	Master of Public Health Capstone	3
PHC 6304	Environmental Toxicology Applications in Public Health	3
PHC 6424	Environmental Policy and Risk Management	3
PHC 6702	Environmental Monitoring and Exposure Assessment	3
PHC 6018	Environmental Ecology of Human Pathogens	3
PHC 6764	Global Public Health and Development I	3
PHC 6941	MPH Applied Practice Experience	3
Varies	Concentration Electives	3
Varies	Public Health Electives	3

Table D2-1.5: Requirements for MPH degree, Epidemiology Concentration (48 credit)

Course number	Course name*	Credits
PHC 6052	Introduction to Biostatistical Methods	3
PHC 6001	Principles of Epidemiology in Public Health	3
PHC 6313	Environmental Health Concepts in Public Health	3
HSA 6114	U.S. Health Care System	3
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3
PHC 6940	Master of Public Health Capstone	3
PHC 6000	Epidemiology Research Methods I	3
PHC 6002	Epidemiology of Infectious Diseases	3
PHC 6003	Epidemiology of Chronic Disease	3
PHC 6011	Epidemiology Research Methods II	3
PHC 6053	Regression Methods for the Health and Life Sciences	3
PHC 6941	MPH Applied Practice Experience	3 to 6
Varies	Concentration Electives	6 to 9
Varies	Public Health Electives	3 to 6

Table D2-1.6: Requirements for MPH degree, Epidemiology Concentration (42 credit)

Course number	Course name*	Credits
PHC 6052	Introduction to Biostatistical Methods	3
PHC 6001	Principles of Epidemiology in Public Health	3
PHC 6313	Environmental Health Concepts in Public Health	3
HSA 6114	U.S. Health Care System	3
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3
PHC 6940	Master of Public Health Capstone	3
PHC 6000	Epidemiology Research Methods I	3
PHC 6002	Epidemiology of Infectious Diseases	3
PHC 6003	Epidemiology of Chronic Disease	3
PHC 6011	Epidemiology Research Methods II	3
PHC 6053	Regression Methods for the Health and Life Sciences	3
PHC 6941	MPH Applied Practice Experience	3
Varies	Concentration Electives	3
Varies	Public Health Electives	3

Table D2-1.7: Requirements for MPH degree, Population Health Management (48 credit)

Course number	Course name*	Credits
PHC 6052	Introduction to Biostatistical Methods	3
PHC 6001	Principles of Epidemiology in Public Health	3
PHC 6313	Environmental Health Concepts in Public Health	3
HSA 6114	U.S. Health Care System	3
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3
PHC 6940	Master of Public Health Capstone	3
PHC 6104	Evidence-Based Management of Public Health Programs	3
HSA 6436	Health Economics	3
HSA 7759	Quality and Outcomes in Health Services Research	3
PHC 6716	Survey Research Methods	3

PHC 6103	Systems Thinking for Public Health	3
PHC 6941	MPH Applied Practice Experience	3 to 6
Varies	Concentration Electives	6 to 9
Varies	Public Health Electives	3 to 6

Table D2-1.8: Requirements for MPH degree, Population Health Management (42 credit)		
Course number	**Course name***	**Credits**
PHC 6052	Introduction to Biostatistical Methods	3
PHC 6001	Principles of Epidemiology in Public Health	3
PHC 6313	Environmental Health Concepts in Public Health	3
HSA 6114	U.S. Health Care System	3
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3
PHC 6940	Master of Public Health Capstone	3
PHC 6104	Evidence-Based Management of Public Health Programs	3
HSA 6436	Health Economics	3
HSA 7759	Quality and Outcomes in Health Services Research	3
PHC 6716	Survey Research Methods	3
PHC 6103	Systems Thinking for Public Health	3
PHC 6941	MPH Applied Practice Experience	3
Varies	Concentration Electives	3
Varies	Public Health Electives	3

Table D2-1.9: Requirements for MPH degree, Public Health Practice (48 credit)		
Course number	**Course name***	**Credits**
PHC 6050 or PHC 6052	Statistical Methods for Health Sciences Research or Introduction to Biostatistical Methods	3
PHC 6001	Principles of Epidemiology in Public Health	3
PHC 6313	Environmental Health Concepts in Public Health	3
HSA 6114	U.S. Health Care System	3
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3
PHC 6940	Master of Public Health Capstone	3
Varies	Research Methods courses	3
Varies	Concentration Cores	12 to 24
Varies	Electives	0 to 12
PHC 6941	MPH Applied Practice Experience	3 to 6

Table D2-1.10: Requirements for MPH degree, Public Health Practice (42 credit)		
Course number	**Course name***	**Credits**
PHC 6050 or PHC 6052	Statistical Methods for Health Sciences Research or Introduction to Biostatistical Methods	3
PHC 6001	Principles of Epidemiology in Public Health	3
PHC 6313	Environmental Health Concepts in Public Health	3
HSA 6114	U.S. Health Care System	3
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3
PHC 6940	Master of Public Health Capstone	3
Varies	Research Methods courses	3

Varies	Concentration Cores	12 to 18
Varies	Electives	0 to 6
PHC 6941	MPH Applied Practice Experience	3 to 6

Table D2-1.11: Requirements for MPH degree, Social and Behavioral Sciences (48 credit)		
Course number	**Course name***	**Credits**
PHC 6050 or PHC 6052	Statistical Methods for Health Sciences Research or Introduction to Biostatistical Methods	3
PHC 6001	Principles of Epidemiology in Public Health	3
PHC 6313	Environmental Health Concepts in Public Health	3
HSA 6114	U.S. Health Care System	3
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3
PHC 6940	Master of Public Health Capstone	3
PHC 6700	Social and Behavioral Research Methods	3
PHC 6251	Assessment and Surveillance in Public Health	3
PHC 6405	Theoretical Foundations of Public Health	3
PHC 6146	Public Health Program Planning and Evaluation	3
PHC 6195	Health Information for Diverse Populations: Theory & Methods	3
PHC 6941	MPH Applied Practice Experience	3 to 6
Varies	Concentration Electives	6 to 9
Varies	Public Health Electives	3 to 6

Table D2-1.12: Requirements for MPH degree, Social and Behavioral Sciences (42 credit)		
Course number	**Course name***	**Credits**
PHC 6050 or PHC 6052	Statistical Methods for Health Sciences Research or Introduction to Biostatistical Methods	3
PHC 6001	Principles of Epidemiology in Public Health	3
PHC 6313	Environmental Health Concepts in Public Health	3
HSA 6114	U.S. Health Care System	3
PHC 6410	Psychological, Behavioral, and Social Issues in Public Health	3
PHC 6940	Master of Public Health Capstone	3
PHC 6700	Social and Behavioral Research Methods	3
PHC 6251	Assessment and Surveillance in Public Health	3
PHC 6405	Theoretical Foundations of Public Health	3
PHC 6146	Public Health Program Planning and Evaluation	3
PHC 6195	Health Information for Diverse Populations: Theory & Methods	3
PHC 6941	MPH Applied Practice Experience	3
Varies	Concentration Electives	3
Varies	Public Health Electives	3

2) Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each of the foundational competencies. If the school addresses all of the listed foundational competencies in a single, common core curriculum, the school 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 must present a separate matrix for each combined degree. If the school relies on concentration-specific courses to assess some of the foundational competencies listed above, the school must present a separate matrix for each concentration.

Table D2-2: Assessment of Competencies for MPH (All Concentrations)		
Competency	*** Course number(s) or other educational requirements**	**Specific assessment opportunity**
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	PHC 6001 Principles of Epidemiology in Public Health	Module 5 Lab – CDC Case Studies in Applied Epidemiology (No. 871-703) "Screening for Antibody to the Human Immunodeficiency Virus." In this case study, students apply principles of HIV screening, including sensitivity, specificity, positive predictive value and negative predictive value, to a blood bank population and to a population of intravenous drug users and make recommendations about screening in each population.
		Module 7 Assignment – Cohort study design: Students design a cohort study to investigate the association of alcohol use with arthritis. They must justify the choices of the study population, measurement of exposure, comparison group and outcome measurement.
		Module 8 Lab – CDC Case Studies in Applied Epidemiology (No. 731-703) "Cigarette Smoking and Lung Cancer," In this case study, students analyze a classic case control study that demonstrated the link between smoking and lung cancer. This includes discussion of the appropriateness of the study settings, selection of cases and controls and calculation and interpretation of odds ratios.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	PHC 6001 Principles of Epidemiology in Public Health	Module 1 Assignment – Students travel back in time to Salem, Massachusetts in 1692 to investigate cases of unusual behavior attributed to witchcraft, describing who they would interview, what data they would gather and how analysis of that data could help identify a true cause.
Evidence-based Approaches to Public Health		
2. Select quantitative and qualitative data collection	PHC 6410 Psychological, Behavioral, and Social Issues in Public Health	Exam #2 Question – Students, in connection with class modules and case studies on trauma and resilience, are asked how they could best use the 10 question Adverse Childhood Experiences (ACEs) screener tool to

Table D2-2: Assessment of Competencies for MPH (All Concentrations)		
Competency	*** Course number(s) or other educational requirements**	**Specific assessment opportunity**
methods appropriate for a given public health context		determine effects of ACEs within a community and negative health outcomes. Students are expected to offer both quantitative and qualitative methods to ascertain the effects of ACEs and how this information could then best be used to allocate community health resources.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	PHC 6050 Statistical Methods for Health Sciences Research I / PHC 6052 Introduction to Biostatistical Methods	Course project – Students analyze a dataset consisting of two quantitative variables, an explanatory variable and a response. They are required to: (1) perform univariate exploratory data analysis on these variables with output in SAS or SPSS; (2) complete bivariate analyses including simple linear regression, one-way ANOVA, two-sample t-test and chi-square tests of independence; and (3) interpret the results of the output obtained by identifying the needed pieces of the output to assess the assumptions for the statistical tests, identify p-values and confidence intervals and explain the conclusions based on the p-values and confidence intervals.
	PHC 6410 Psychological, Behavioral and Social Issues in Public Health	Students are taught foundational qualitative analysis theories and skills, along with appropriate sources of qualitative data. Students are instructed on the Constant Comparative Method using open coding as a means to practice qualitative data analysis. While the features of qualitative software (NVivo) are shown and discussed in class, this task uses hand coding. Students select a public health related (of their own choosing) hashtag from Twitter and code 100 tweets to determine initial themes and codes. Students then share their findings with the class, in addition to a self-reflection on their usage of qualitative data analysis methods and areas in which they could potentially use these methods.
Evidence-based Approaches to Public Health		
4. Interpret results of data analysis for public health research, policy or practice	PHC 6001 Principles of Epidemiology in Public Health	Module 6 Assignment – Students interpret the results of the study “Prevention of HIV-1 infection with early antiretroviral therapy” (NEJM 365(6):p.493); "Do you feel convinced that there is a benefit to using early antiretroviral therapy in HIV infected people? Why or why not?"
		Assignment 2 – Focuses on toxicology, with a particular emphasis on analyzing dose response data that are commonly used by public health

Table D2-2: Assessment of Competencies for MPH (All Concentrations)		
Competency	*** Course number(s) or other educational requirements**	**Specific assessment opportunity**
		professionals to understand the effects of chemicals on humans and wildlife populations. Students are provided with a dataset of doses and corresponding mortality data for multiple chemicals that they are expected to graph to generate a dose response curve. From this curve they must extrapolate multiple point estimates including the LC50 and threshold dose levels. From these point estimates, students determine which of the chemicals are more toxic.
	PHC 6313 Environmental Health Concepts in Public Health	Assignment 2 – Focuses on toxicology, with a particular emphasis on analyzing dose response data that are commonly used by public health professionals to understand the effects of chemicals on humans and wildlife populations. Students are provided with a dataset of doses and corresponding mortality data for multiple chemicals that they are expected to graph to generate a dose response curve. From this curve they must extrapolate multiple point estimates including the LC50 and threshold dose levels. From these point estimates, students determine which of the chemicals are more toxic.
Public Health & Health Care Systems		
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	HSA 6114 U.S. Health Care System	Assignment 3 – Comparative International Examples of Healthcare Delivery (Group Assignment). Design the Ideal U.S. Healthcare System. Students analyze an international health system against a U.S. health system and compare the organization, structure and function of health care, public health and regulatory systems of each.
6. Discuss the means by which structural bias, social inequities and racism undermine health	PHC 6410 Psychological, Behavioral, and Social Issues in Public Health	Prevention Group Project – In this project, students take a health topic from Healthy People 2020 and examine not only the epidemiological backgrounds of their selected issue, but also base a further examination of

Table D2-2: Assessment of Competencies for MPH (All Concentrations)		
Competency	*** Course number(s) or other educational requirements**	**Specific assessment opportunity**
and create challenges to achieving health equity at organizational, community and societal levels		the topic through the lens of a social ecological model to examine the social aspects driving this concern for all population groups.
Planning & Management to Promote Health		
7. Assess population needs, assets and capacities that affect communities' health	HSA 6114 U.S. Health Care System	Case Study 1 – Students propose a solution regarding excessive emergency department demand to a city hospital or a city memorial hospital. They are expected to include an assessment of the needs, assets and capacities of the population of people who are the most frequent users of the ED in Middleville, Ohio.
	PHC 6410 Psychological, Behavioral, and Social Issues in Public Health	Exam #2 Question – Part A. After being shown various needs assessment principles and techniques, students are asked how they would go into a neighboring county to determine, for a report, what the key informants and citizens feel are the three most important health issues affecting their county.
Planning & Management to Promote Health		
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	PHC 6410 Psychological, Behavioral, and Social Issues in Public Health	Exam Question – Students address the following scenario: A recent local intervention, where elementary school kids (from a Gainesville public school, low SES), grades K-5, were given a five minute mindfulness intervention every morning before classes began, showed great success in reducing behavioral issues, raised test scores, and lowered absentee rates. These mindfulness activities were conducted by the classroom teacher, after he/she received training from a local organization, Peace4Gainesville. Now that the program has been shown to be successful, at least as a pilot program, it has been recommended that the trainings should continue and more schools seek to incorporate this intervention, including: a rural school district in North Florida, a private school in the Tampa area, and several schools predominately of Latino population in Miami. If you were included in

Table D2-2: Assessment of Competencies for MPH (All Concentrations)		
Competency	*** Course number(s) or other educational requirements**	**Specific assessment opportunity**
		this effort, how would you research and determine cultural values from various communities that could impact the curriculum and implementation of this project, and use and cite various models used in class (social ecological models, etc.) which would guide your efforts to ensure you considered all potential factors from all perspectives.
9. Design a population-based policy, program, project or intervention	HSA 6114 U.S. Health Care System	Case Study 2 – E-cigarettes and public health. Students interact with diverse interest group representatives to design a public health policy related to e-cigarettes.
10. Explain basic principles and tools of budget and resource management	HSA 6114 U.S. Health Care System	Case Study 1 – Students propose a solution regarding excessive emergency department demand to a city hospital or a city memorial hospital. The solutions should explain tools of budget and resource management for a hospital the group chooses.
	PHC 6940 Master of Public Health Capstone	Public Health Finance Tutorial Series Module 3 – Financial Planning and Budgeting at the Tangelo County Health Department. Students are guided through the module in class and provide written answers to the self-test questions listed under "Operational Planning" and "The Basics of Budgeting." (see PH Finance Tutorial Module 3)
Planning & Management to Promote Health		
11. Select methods to evaluate public health programs	PHC 6410 Psychological, Behavioral, and Social Issues in Public Health	Exam #2 Question – Part B., After exposure to various public health evaluation principles and techniques, students describe how they would do a proper evaluation of local Area Health Education Center (AHEC) tobacco cessation efforts over a five year period.
Policy in Public Health		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	HSA 6114 U.S. Health Care System	Case Study 2 – E-cigarettes and public health. Relevant stakeholders will discuss the current e-cigarettes policy and the benefits, harms and ethical issues of that policy. Based upon the current policy evaluation, students analyze the current issues and design an alternative policy. After presenting the policy proposal, students evaluate policies that different stakeholders have proposed.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for	PHC 6410 Psychological, Behavioral, and Social Issues in Public Health	Exam Question #3 – Based on a case study examining trauma and resilience, students are asked if they were given the role of developing a plan for creating a coordinated community effort to make their community a "trauma-informed and resilient" community, how they would identify needs

Table D2-2: Assessment of Competencies for MPH (All Concentrations)		
Competency	*** Course number(s) or other educational requirements**	**Specific assessment opportunity**
influencing public health outcomes		and corresponding assets and organizations that could build a network to address this challenge.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	HSA 6114 U.S. Health Care System	Case Study 2 – E-cigarettes and public health. Students interact with diverse interest group representatives to design a public health policy related to e-cigarettes. They advocate for their policy proposal and rebut opposing viewpoints.
15. Evaluate policies for their impact on public health and health equity	HSA 6114 U.S. Health Care System	Case Study 2 – E-cigarettes and public health. Students interact with diverse interest group representatives to design a public health policy related to e-cigarettes. Students evaluate the policy for its 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	PHC 6940 Master of Public Health Capstone	1. Students attend a presentation by members of The David and Wanda Brown Center for Leadership and Service and work with each other, with faculty, and with center staff to develop their own leadership vision and share ideas on achieving that vision. 2. Students watch the SCR CONNECTions "Fostering Collaboration" presentation. Then student groups propose methods to address a public health concern within the community, such as a lack of primary care in low-income neighborhoods. Specifically, they identify the key stakeholders, create a plan to foster collaboration among those stakeholders and brainstorm five potential intervention options. They present their intervention options to the class and then guide the class through the process of deciding which option to implement first.

Table D2-2: Assessment of Competencies for MPH (All Concentrations)		
Competency	*** Course number(s) or other educational requirements**	**Specific assessment opportunity**
		Week 2 Assessment – Students are asked to write a personal vision statement; compare and contrast the vision statements of the capstone organization and another public health organization. Week 8 Assessment – Students apply their vision and leadership definition to state and national policy related to their capstone project. Given the ecological complexity of what makes populations sick, students are asked how they can implement concrete leadership strategies to empower others, foster collaboration and guide decision making that would have a local impact. Students are also asked what concrete and specific steps could be taken to grow that local impact to the state or national level.
Leadership		
17. Apply negotiation and mediation skills to address organizational or community challenges	PHC 6940 Master of Public Health Capstone	Program on Negotiation at Harvard Law School – How to Handle the Public Health Impacts of Climate Change: A Community Role Play Simulation. Students work through this role-play simulation in class in groups with a facilitator for each group. Students debrief after the simulation as a class, assessing their ability to apply negotiation and mediation skills to the scenario presented.
		Program on Negotiation at Harvard Law School – How to Handle the Public Health Impacts of Climate Change: A Community Role Play Simulation. Students work through this role-play simulation in class in groups with a facilitator for each group. Students debrief after the simulation as a class, assessing their ability to apply negotiation and mediation skills to the scenario presented. For the online course this is done as a live online session.
Communication		
18. Select communication strategies for different audiences and sectors	PHC 6313 Environmental Health Concepts in Public Health	All students are assigned a debate topic and stance. Students then participate in an oral debate (~1 hour) with their assigned team and turn in an individual 5-6 page paper detailing their arguments for the assigned stance. During the debate, members of both the pro and con teams communicate their assigned stance to a lay audience, which is a common task assigned to public health professionals. It also reinforces student

Table D2-2: Assessment of Competencies for MPH (All Concentrations)		
Competency	*** Course number(s) or other educational requirements**	**Specific assessment opportunity**
		ability to take a holistic view of controversial environmental health topics, as these issues are typically complex.
	PHC 6410 Psychological, Behavioral, and Social Issues in Public Health	Social Media Campaign Paper – In this assignment, students examine a delivered, historical or ongoing, health communication campaign where they are asked to dissect the strategies delivered through various health communication theories. They are expected to offer suggestions on how to better deliver these campaigns moving forward for various population groups, along with the pairing of these efforts with appropriate, and defended, health communication platforms.
Communication		
18. Select communication strategies for different audiences and sectors	PHC 6941 Master of Public Health Capstone	Students present the results of their Integrative Learning Experience project during the Capstone course. Communication strategy for the presentation is decided by the students based on their assessment of the best method of presenting the data, with a justification of why they chose that method
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	PHC 6001 Principles of Epidemiology in Public Health	"Epidemiology-in-the-News" Assignment – As a team, students present news and recent studies in epidemiology during an in-class oral presentation.
		Module 12 Assignment – As a group, students turn in a 4-page written assignment to critique an article "Acute alcohol consumption, article outlets, and gun suicide" (Subst Use Misuse. 2011;46 (13)).
	PHC 6050 Statistical Methods for Health Sciences Research/ PHC 6052: Introduction to Biostatistical Methods	Course Project - Students analyze a dataset consisting of two quantitative variables, an explanatory variable and a response. Several questions require conclusions to be drawn from p-values and confidence intervals from simple linear regression, two-sample t-test, one-way ANOVA and chi-square tests of independence.
	HSA 6114 U.S. Health Care System	Assignment 1 – ED demand case study. Students propose feasible solutions to a health care leader with a written document.

Table D2-2: Assessment of Competencies for MPH (All Concentrations)		
Competency	*** Course number(s) or other educational requirements**	**Specific assessment opportunity**
		Assignment 3 – Comparative International Examples of Healthcare Delivery (Group Assignment). Students design the ideal U.S. healthcare system and propose an effective strategy for this enhanced health care system with a visual presentation to a health care leader.
Communication		
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	PHC 6313 Environmental Health Concepts in Public Health	All students are assigned a debate topic and stance. Students then participate in an oral debate (~1 hour) with their assigned team and turn in an individual 5-6 page paper detailing their arguments for the assigned stance. During the debate, members of both the pro and con teams communicate their assigned stance to a lay audience, which is a common task assigned to public health professionals. It also reinforces student ability to take a holistic view of controversial environmental health topics.
	PHC 6410 Psychological, Behavioral, and Social Issues in Public Health	Prevention Project – This assignment integrates the theories and models of behavior change discussed in this course. To achieve this goal, groups of students design a theory-based, multi-level intervention in assigned topic areas. This project prepares students to be able to think through the processes necessary to develop a behavioral public health intervention. Specifically, the project is designed to help students: (1) identify the major health indicators that are associated with negative health outcomes in the U.S.; (2) specify appropriate theoretical perspectives to guide intervention development/selection; (3) identify appropriate intervention targets (risk factors) at multiple social ecological levels, and develop a multi-level intervention; (4) target an intervention appropriately for a specific subpopulation; (5) construct a plan for evaluating the outcome/success of this intervention; and (6) practice communication and presentation skills.
20. Describe the importance of cultural competence in communicating public health content	PHC 6410 Psychological, Behavioral, and Social Issues in Public Health	Social Media Campaign Paper – In the introduction section of this paper, students are asked to make connections from classwork, which highlight best practices in cultural competencies, to outline the need for this foundation in connection with the target audience for their chosen health

Table D2-2: Assessment of Competencies for MPH (All Concentrations)		
Competency	*** Course number(s) or other educational requirements**	**Specific assessment opportunity**
		campaign. Students must highlight how a culturally competent lens guides their suggestions for moving the campaign forward.
Interprofessional Practice		
21. Perform effectively on interprofessional teams	PHC 6601 Seminar in Contemporary Public Health Issues	Interprofessional Learning in Healthcare – Students in interprofessional teams (Campus: Medicine, Dentistry, Nursing, Occupational Therapy, Physical Therapy, Physician Assistant, Public Health; Online: Nursing, Physician Assistant, Public Health) work through a case-based learning exercise. Effective performance on interprofessional teams is measured by Comprehensive Assessment of Team Member Effectiveness (CATME).
Systems Thinking		
22. Apply systems thinking tools to a public health issue	HSA 6114 U.S. Health Care System	Assignment 4 – Article critique. Students apply a systems thinking tool, a causal loop diagram, to discuss a problem the article focuses on and provide feedback to improve the current U.S. health care system.

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.

See ERF D2-3 for syllabi.

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

Strengths:

- The Foundational Competencies are assessed in the core public health courses, with multiple assessment opportunities for several of the competencies.
- The assessments were created to directly address the competencies.

Weaknesses

- None identified

Plans for improvement:

- Not applicable