|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MPH COMPETENCY | 520 | 548 | 575 | 578 | 580 | 581 | 582 | 584 | 587 | 591 |
| Evidence-based Approaches to Public Health | Biostats | Comm Org | Pro Plan | He Disp | Intro | Applied M | Epi | Enviro He | He Behav | Prog Eval |
| 1. Apply epidemiological methods to the breadth of settings and situations in public health practice |  |  |  |  |  | ✓ | ✓ |  |  |  |
| 2. Select quantitative (QN) and qualitative (QL) data collection methods appropriate for a given public health context  Methods: interviewing, focus groups | ✓ QN |  | ✓  foc |  |  | ✓  int |  |  |  | ✓  foc |
| 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate NOTE: Students do not get exposure to qualitative software | ✓ QN, soft |  |  |  |  | ✓ QL |  |  |  | ✓ QN, soft |
| 4. Interpret results of data analysis for public health research, policy or practice | ✓ QN |  | ✓ QL |  |  |  | ✓ QN |  |  | ✓ QN |
| Public Health & Health Care Systems | 520 | 548 | 575 | 578 | 580 | 581 | 582 | 584 | 587 | 591 |
| 5. Compare the organization, structure and function of health 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. |  |  |  | ✓ | ✓ |  |  |  |  |  |
| Planning & Management to Promote Health | 520 | 548 | 575 | 578 | 580 | 581 | 582 | 584 | 587 | 591 |
| 7. Assess population needs, assets and capacities that affect communities’ health |  |  | ✓ |  |  |  |  |  |  |  |
| 8. Apply awareness of cultural values and practices to the design, implementation, or critique 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, specifically after funding for a project is secured |  |  | ✓ |  |  |  |  |  |  |  |
| 11. Select methods to evaluate public health programs |  |  | ✓ |  |  |  |  |  |  | ✓ |
| Policy in Public Health | 520 | 548 | 575 | 578 | 580 | 581 | 582 | 584 | 587 | 591 |
| 12. Discuss the policy-making process. |  | ✓ |  |  |  |  |  |  |  |  |
| 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 | 520 | 548 | 575 | 578 | 580 | 581 | 582 | 584 | 587 | 591 |
| 16. Apply leadership and/or management principles to address a relevant issue; such principles may 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 | 520 | 548 | 575 | 578 | 580 | 581 | 582 | 584 | 587 | 591 |
| 18. Select communication strategies for different audiences and sectors |  |  | ✓ |  |  |  |  |  |  |  |
| 19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation | ✓ | ✓ |  |  |  | ✓ |  |  |  |  |
| 20. Describe the importance of cultural competence in communicating public health content |  |  | ✓ |  |  |  |  |  |  |  |
| Interprofessional and/or Intersectoral Practice | 520 | 548 | 575 | 578 | 580 | 581 | 582 | 584 | 587 | 591 |
| 21. Integrate perspectives from other sectors and/or professions to promote and advance population health  \*Interact with someone outside of Public Health |  | ✓ |  | ? |  | ? |  |  |  |  |
| Systems Thinking (waiting on technical assistance paper from CEPH) | 520 | 548 | 575 | 578 | 580 | 581 | 582 | 584 | 587 | 591 |
| 22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative |  |  | ? |  | ✓ |  |  |  |  | ? |
| WKU MPH Program Competencies | 520 | 548 | 575 | 578 | 580 | 581 | 582 | 584 | 587 | 591 |
| 23. Apply health behavior theories and models to address public health problems. |  |  |  |  |  |  |  |  | ✓ |  |
| 24. Locate, cite, and integrate credible and/or peer-reviewed literature into professionally written products. |  |  |  | ✓ | ✓ |  |  |  |  |  |
| 25. Field epi |  |  |  |  |  | ✓ |  |  |  |  |
| 26. Describe the impact and importance of social determinants of health. |  |  | ✓ |  | ✓ |  |  |  |  |  |
| 27. Identify the direct and indirect population health effects of environmental hazards (biological, chemical and physical) on humans, animals and the ecology. |  |  |  |  |  | ✓ |  | ✓ |  |  |