



MPH FIELD PLACEMENT PROGRAM

STUDENT HANDBOOK 2016-2017

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RATIONALE OF THE MPH FIELD PLACEMENT EXPERIENCE

Practical knowledge and skills are essential to successful practice as public health professionals. As professional degree students, you will have the opportunity to develop skills in basic public health concepts and demonstrate the application of these concepts through a Field placement experience that is relevant to your area of concentration. The Field placement in the MPH program is one phase, and arguably the most important, of the total degree program. The two parts, the program of study and the Field placement experience, are designed to contribute to the basic objective of providing opportunities for the student to develop the competencies and skills necessary to assume professional responsibilities in the field of public health.

Field placement experiences can take place in a variety of agencies or organizations and should include local and state public health agencies to the extent possible. A vital part of your Field placement experience will be finding a qualified site supervisor who is a public health professional. You will work closely with your site supervisor to plan a Field placement experience that is mutually beneficial to you and to the site. Additionally, you will work with your academic advisor to develop well-defined learning objectives to be accomplished during your experience. You will have the opportunity to evaluate your Field placement experience and in turn, the site supervisor will have the opportunity to evaluate your quality of work.

The Field placement experience is required of all students. **Waivers will not be granted for the Field placement requirement and placements cannot be counted retroactively.** You will complete a minimum of 300 contact hours for your Field placement. The Field placement experience must contribute to the MPH and concentration core competencies set forth by the College of Public Health.

Effective Field placement training principles must be followed to insure sound educational experiences. The following principles are starting points for planning sound Field placement training. In choosing a site, please keep these principles in mind. With each principle, ask the question "can this site provide me with this?"

1. Field placement training for an individual student must be planned in terms of his/her abilities, and needs and interests as an integral part of the total training experiences in which he/she is participating;
2. The student must be an active participant in planning his/her Field placement training experience making sure that their projects and activities are a quality contribution to the agency;
3. The experiences offered the student should meet real needs of the agency in their particular mission, goals and objectives. If at all possible, the student should be given the opportunity to function as a full-fledged staff member;
4. The Field placement experience should be so designed that the student has an opportunity for responsible participation in a significant project common to the activities of public health professionals. The resources available must be adequate for this purpose;
5. Field placement training must be under the guidance and supervision of an individual who is able to make a learning experience out of a work situation and who is professionally competent in the student's area of specialization;
6. The agency provides experiential learning to improve student competencies;
7. Evaluation of the Field placement experience must be in terms of:
 - a. The student's growth in understandings and abilities needed in situations faced by public health professionals;
 - b. The student's contributions to the agency's program.

During the Field Placement, the student should be able to:

1. Develop an understanding of the structure and functions of the participating public health agency;
2. Learn to function effectively in a work environment with existing staff members and administrators;
3. Develop an Field placement experience project which is consistent with the goals and objectives of the host agency and with the learning objectives set forth by the student;
4. Gain an understanding of the process of multi-program coordination;
5. Utilize basic related applied research and data gathering techniques as they apply to public health

GENERAL INFORMATION ABOUT THE FIELD PLACEMENT EXPERIENCE

- A. The Field placement experience is a requirement for all Masters of Public Health students and must be completed **in an agency with community focus with a non-faculty Site Supervisor.**
- B. In general, the student will arrange for the Field placement experience to be completed during one semester for **six (6) credit hours.** You may need to adjust these hours in Athena. **Any alteration of this will require prior approval from academic advisor and MPH Practice Coordinator.**
- C. All students must be in good academic standing. The student will be considered for enrollment in Field placement by the Practice Coordinator when they have:
 - 1 Completed at least two semesters in their respective program,
 - 2 Completed 18 hours of coursework which include **all five core MPH courses with a 3.0 or above**
 - 3 Demonstrated professionalism and maturity during coursework
 - 4 Received approval from their academic advisor and have met departmental requirements

5 The PBHL 7560 class will be loaded and the student will be cleared to register by the Practice Coordinator upon:

- i. Completion of Memorandum of Understanding with the site
- ii. Receipt of your Proposal, Applied Learning Agreement and Release of Records forms with signatures.

NOTE: Students wishing to be placed at a site without an MOU can request to start the MOU process with this site. Please note that the process can take up to 12 weeks to complete. Therefore, no new MOUs will be processed after Mid-point of the semester.

In cases where attempts to obtain an MOU have been exhausted and the site is relevant to the student's learning/practice experience, the student may appeal and request as an alternative a waiver for other mechanisms for successful placement in lieu of the MOU.

Be aware that if you are considering this option, you will need to have the waiver granted by appeal to the DrPH Committee no later than the mid-point of the semester before your Residency. These types of placements need to be primary for the student and not a last minute back-ups.

D. Departmental Policy on Field placements. Different Departments may have additional policies on when it is appropriate for a student to enter Field placement. Please make sure you are following departmental policy. As a general rule, these are the individual departmental policies on Field placement that must be met IN ADDITION TO ALL 7010 COURSES:

Department:	Field placement Semester
Health Promotion and Behavior	Spring of second year and completion of Theory HPRB 7920 and Evaluation HPRB 7470
Environmental Health Science	Upon Advisors approval
Epidemiology	Spring of second year or upon advisor approval
Biostatistics	Upon completion of Bios 7020 and

	8050
Health Policy and Management	Upon Advisor's approval

E. Institutional Review Board (IRB) Approval. If the student is collecting data from human subjects (via phone survey, focus group, pen and paper survey, etc) he/she must receive approval from the UGA IRB office. The student will need to complete the CITI training from the website: www.ovpr.uga.edu/compliance/hso/training/. The student will not be allowed to proceed with the Field placement project until the approval is on file. **Please check with your site supervisor immediately upon accepting the Field placement to determine if this will be needed; these approvals can take weeks, and you don't want to delay your Field placement because of this.**

RESPONSIBILITIES

ACADEMIC ADVISOR RESPONSIBILITIES

The academic advisor will:

- a. Assist the student in finding a suitable Field placement site of their choice
- b. Insure the student is being placed in an appropriate site
- c. Approve the Field placement proposal
- d. Insure that the student has appropriate IRB approval if needed

- e. Supervise the Field placement
- f. Grade the Field placement.

MPH FIELD PRACTICE COORDINATOR RESPONSIBILITIES

MPH Field placement Coordinator will:

- a. Assist the student in finding a suitable Field placement site of their choice
- b. Insure the student is being placed in an appropriate site
- c. Draft and route the Memorandum of Understanding (MOU) from site to UGA Legal Affairs Office and Dean Williams office for signatures
- d. Clear the student to register for the Field placement after MOU has been executed and Proposal form has been received with all signatures
- e. Maintain a tracking system of the Field placement sites and student performance

NOTE: The MOU routing process can require up to **3 months**. Students can request an MOU, even if they later decide to do the Field placement at another location. One MOU is required per site. Some sites may have standing MOUs for longer than one year. **No new MOU requests will be accepted after the mid-point of the Semester before your placement.**

STUDENT RESPONSIBILITIES

The student will:

- A. Insure that they are following departmental policy on the semester they are to complete their Field placement.
- B. Make Field Placement advisement appointment with both departmental advisor and Practice Coordinator and attend one Info session no later than the beginning of the semester before beginning the field placement.
- C. Field placement Proposal. Students will complete the *MPH Field placement Proposal and Approval Form* (See website). Why all of the paperwork? Think about it this way: in all of your courses you are given

a syllabus that tells you what the course will incorporate and what learning objectives will be covered. For your Field placement, you will also need a syllabus, as this is a course that you register for and receive credit. Each Field placement is different, **and it is the responsibility of the student to design his/her own syllabus via the *Proposal and Approval Form* for Field placement after consulting with the site supervisor and the academic advisor.** Using the template in the form, the student will:

1. Describe the site,
2. Describe the projects and activities that the student will accomplish at the site to achieve those objectives.
3. Identify five MPH competencies (two from MPH core and three from concentration competencies) that the Field placement will cover and define related learning objectives.

*Proposal form will be type written and you may be asked to make edits before it is signed off on.

*****You will not be cleared to register until your site's MOU is in place and your proposal is received by the Practice Coordinator with all signatures*****

- D. Applying for multiple Field placements. Sites understand that you may be applying for multiple Field placements. **However, it is your responsibility to let the prospective sites know this during your interview and negotiations.**
- E. Time Sheet. Each student will maintain a daily log of hours worked at each site. The Time Sheet will be submitted to your Site Supervisor or Preceptor for signature and then turned in with the Final Report and Final Evaluation. The template for the log can be found on eLC
- F. Agency or Site policies and procedures. The student is responsible for abiding by the policies and procedures of the agency or site in which they

are completing their Field Placement. This includes all HR policies such as background checks, drug screens and orientations. Adherence to HIPPA policies is especially important. . **If you fail a drug screen or a background check, one additional attempt will be made to find you another placement, but it cannot be guaranteed that one can be found.**

G. Professional Liability Insurance. Some sites will require you to purchase professional liability insurance before you can begin to work at the site. If you are an employee of the site, coverage is usually covered as part of your employment. You need to check with your site to determine if this coverage is needed. To purchase your own liability coverage, you can use the insurance company of your choice. In the past some students have used the following companies:

- **Healthcare Providers Services Organization** – www.hpdo.com
- **MARSH** – www.proliability.com

IMPORTANT: In order to ensure coverage, you MUST select a profession from the list of “covered” professions provided by the company of your choice. Several public health professions are not specifically listed (i.e epidemiology, biostatistics, etc.), however you should choose the profession that is closest to what you will be doing.

*Costs may vary between \$20-50 a year; therefore it is recommended that students research on their own.

H. Records Release and Applied Learning Experience Forms (Exhibits B and C). Students must complete and sign these two forms before entering into the Field placement site per the University MOU paperwork. These forms are on eLC.

- I. Attendance at one Field Placement session (scheduled Fall and Spring Semester)
- J. Attendance at the Field Placement Briefing before you start your Internship.
- K. Deadlines. *The deadline for submitting the MPH Field placement Proposal and Approval Form is the midpoint of the semester before entering into the Field placement.* Students should check for the “Midpoint Withdrawal Deadline” in the graduate school calendar for the No approvals will be accepted past the deadline unless you have been given prior approval by the Practice Coordinator specific day for each semester (<http://www.uga.edu/gradschool/academics/calendars.html>)
- L. Changes or revisions to signed proposals. Any changes or revisions to your proposal, either to the preceptor, projects, objectives or competencies must be communicated to the Practice Coordinator and instructor of record as soon as possible.
- M. Evaluations. Students must insure that several evaluation components are met. The student will download the forms from the Field Placement web page and give to the site supervisor for completion or complete on their own. At the end of the Field placement, the student will write a final report.
 - 1. *Midterm Evaluation of the Student Intern* (completed by supervisor by midterm of the semester)
 - 2. *Final Evaluation of the Student Intern* (completed by supervisor by last day of class of the semester)
 - 3. *Final Field placement Report* (paper completed by student by last day of class of the semester). Please see the section “**Grading of the Field placement**” for details.
 - 4. *Develop a LinkedIn Page* Each student will create a LinkedIn Profile and connect with the College of Public Health’s and Practice Coordinator’s page. The student will update the profile throughout the semester and provide the link to the Practice Coordinator and Advisor by Mid-term.

5. *Exit Evaluations.* Please see 'E' of section “**Grading of the Field placement**”.

Two Semesters Before	Semester Before	During Field placement
Advisement with Practice Coordinator and department advisor Intern Interviews MOU Agreements for international placements	Intern Selection Field placement Proposal and Approval Documents (Midpoint of semester) New MOU initiation for Domestic placements due at the mid-point of this semester	Midpoint Evaluation Final Evaluation Final Field placement Report

Field placement Time Line

SITE SUPERVISOR RESPONSIBILITIES

- A. Meet and interview students as potential Field placement experience interns and discuss specific possibilities for their Field placement experience and related on-site projects.
- B. If the student is selected as an intern, negotiate with the student a proposal for an acceptable Field placement experience. This proposal form is to be completed by the student and signed by the site supervisor. The student will submit the proposal with appropriate learning objectives to the MPH Field placement Coordinator for final approval. The proposal should be as specific as possible as to the nature of the interns' expected work. This proposal form must be submitted to the MPH Field placement Coordinator by the midpoint of the previous semester and approved by the MPH Field placement Coordinator before the student may begin the Field placement experience. **Students are required to spend a minimum of 300 hours total at the Field placement experience site.**
- C. Arrange for office or work space for the student.

- D. Provide a structured orientation period at the beginning of the Field placement experience.
- E. Be available, on an appointment basis if necessary, to provide guidance to the student on specific issues. Meeting with the student regularly to discuss progress, problems, and insights will benefit the student in his/her practical learning process.
- F. Contact the MPH Field placement Coordinator if, for some reason that cannot be resolved, it is felt the student should not continue the Field placement experience.
- G. Complete all evaluations for the student's record including:
 - 1. the midterm evaluation (student will provide)
 - 2. the final evaluation form (student will provide)

GRADING OF THE FIELD PLACEMENT

A. Supervision, deliverables and Final Evaluation. PBHL 7560 is graded Pass/Fail. All materials must be submitted to your advisor and the Practice Coordinator. The submissions will consist of:

1. Field placement report. Due the **final day of class by 5pm**. students will submit an electronic copy of their comprehensive report of the Field placement to the Practice Coordinator and their academic advisor (see CPH Website for template). At a minimum, the report must address how the student achieved the learning objectives and what is the public health relevance of the Field placement work. Report should include the following:
 - Cover page (student name, site name, date, course number)
 - Site description (physical location and employees)

- Project Description
- Competencies/Learning Objectives to be accomplished and rationale of how they were achieved
- Reflection on lessons learned, public health implications of the projects completed by the student, any other important information related to the public's health.

2. Evaluations by the site supervisor. The student will provide the midterm and final evaluation form link to the site supervisor for completion. Due Mid-point
3. Time sheet: Each student will record their time spent at the site (see field placement page on CPH website for template). This log should have site supervisor and student signatures

B. Policy for students who fail their Field placement. A student who fails the Field placement may have one more opportunity to do another Field placement. If the problem for failing the Field placement is serious, it may be a cause for dismissal from the program. The student who fails the Field placement will meet with their departmental advisor and with the MPH Field placement Coordinator to discuss the causes of the failure and develop a plan of action. The plan of action may include taking additional courses, taking a semester off, completing the Field placement in a different site, etc.

A student may fail the Field placement several reasons, including:

- The student quits the job.
- The student is fired.
- The student does something illegal.
- The student does not do the required work.
- The student violates rules or policies of the Field placement site. E.g. does not complete hours
- The quality of the work is not acceptable.

- C. Exit Evaluation. All students must complete the Field placement Experience evaluations which will be administered by email link.

Field Placement Sites

The College of Public Health faculty believes that a wide range of organizations and agencies can provide a valuable field residency experience for the MPH student. Therefore, the MPH Coordinator will work with the student to identify and arrange field sites that meet the specific needs of individual students in the terms of their own career interests and identities. In general, any organization that provides, plans for, coordinates, organizes, pays for, or regulates public health services is a valid training site. **Please be aware that sites external to the University may have policies that require criminal background inquiries and/or drug tests in order to participate in a field experience. Cost associated with those policies are the responsibility of the student.**

Examples of types of sites are listed below:

- Federal agencies: Department of Health and Human Services, Veterans Administration, Centers for Disease Control and Prevention, Health and Human Services, Occupational Safety and Health Administration
- State, County or City Health Departments
- Other State and Local Health and Social Service Agencies
- Managed Care Organizations
- Insurance Companies
- Neighborhood Health Centers and Community Clinics
- Hospitals (Public, Nonprofit, Profit, Psychiatric, Rehabilitation)
- Community Mental Health Centers
- Environmental Health Consulting Companies
- Industrial Settings
- Multi-Specialty Medical Practices
- International Sites

Criteria for Site Selection:

1. The site provides a model for public health practice that reflects the mission and curricula of the College of Public Health.
2. The site is community oriented
3. The site provides support and space for the student appropriate for the student's experience.

4. The environment of the site is safe for the student's field residency experience.
5. The site has an available preceptor who is qualified and free to provide guidance to the student.

Overall considerations in the selection of a site for each student are as follows:

- Availability of a preceptor who is willing and able to spend time with the student and provide guidance.
- Availability of other Public Health Practice role models at the site.
- An understanding of the educational needs of students, including the need to increase responsibility and independence gradually.
- Willingness to provide support, ranging from a desk and a phone to stipends or salary, transportation, and lodging.
- Appropriateness of experience as it relates to career goals and the student's area of concentration.

SPECIALIZED FIELD EXPERIENCES

- A. INTERNATIONAL FIELD PLACEMENTS: It is highly recommended that you begin communications between the practice coordinator, your advisor and site supervisor as soon as possible if you are considering an international Field placement. Please consider the following:
6. The advisor, practice coordinator and site supervisor should be in communication with each other at least a semester before your scheduled deployment to the site.
 7. It is advisable that you travel to a site that has a prior UGA connection to ensure a planned Field placement experience. Some courses or meetings may be offered for you to take prior to beginning an international Field placement.

8. No new Memorandums of Understanding for international placements will be initiated AFTER the beginning of the semester before your placement
9. Each student is responsible for completing all requirements of the Office of International Education. You will register for their course in addition to the PBHL 7560 and be given a person to contact in that office

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RESOURCES

A. *What is a Learning Objective?*

A learning objective is a statement of what students will be able to do when they have completed instruction. A learning objective has three major components:

1. A description of what the student will be able to do
2. The conditions under which the student will perform the task.
3. The criteria for evaluating student performance.

For Example:

Competency: Planning effective health education programs.

Learning Objective: Recruit volunteers, community members and community organizations to participate in a focus group as a needs assessment tool for planning sexual violence prevention programs.

Competency: Apply epidemiologic methods to the measurement of disease rates.

Learning Objective: Compile and research data on disease rates (prevalence, incidence) of HIV/AIDS in at risk populations in 3 health districts.

FIELD PLACEMENT CHECK LIST

Pre-Internship (beginning 2 semesters before)	In Progress	Complete
1. Advisement with Academic Advisor to approve/discuss Field Placement timing.		
2. Advisement with Practice Coordinator regarding site and MOU information and approval. (NO NEW MOUS WILL BE INITIATED AFTER THE MID POINT OF THE SEMESTER BEFORE YOU ARE TO ENTER INTO THE FIELD PLACEMENT. NO NEW INTERNATIONAL MOUS AFTER THE BEGINNING OF THE SEMESTER BEFORE)		
3. Development of LinkedIn Page		
Pre-Internship (beginning 1 semester before placement)	In Progress	Complete
4. Interview with site and acceptance into placement.		
5. Check with site supervisor about any IRB approval needed		
6. Approval and Proposal form completed with all signatures and sent to Practice coordinator (as PDF by email) DUE BY MID-TERM OF SEMESTER BEFORE GOING INTO INTERNSHIP		
7. Student Applied Learning Agreement and Release of Information forms (Exhibits B and C) signed and witnessed and sent to Practice Coordinator as a PDF via email.		
8. Obtain liability Insurance (information in handbook)		
9. Communicate with site about HR requirements. (e.g. background checks, paperwork, orientations, badges, parking)		
10. Register for 6 hours of Internship on Oasis (You will not be cleared to register unless you have your approval paperwork in and a MOU is in place. NO EXCEPTIONS		
Internship Mid-term (by mid-term date)	In Progress	Complete
1. Check the Registrar's website for important dates (Mid-term, last day of class) http://www.reg.uga.edu/or.nsf/html/Academic_Calendar		
2. Mid-term email from Practice Coordinator to Site Supervisor		
3. Update LinkedIn Page with complete projects		
4. Mid-term Evaluation completed with Site supervisor and sent to Practice Coordinator and Academic Advisor		
End of Semester (Last day of class by 5pm)	In Progress	Complete
1. Complete Final Evaluation with Site Supervisor and send to Practice Coordinator and Academic Advisor		
2. Final Report completed using template on website and sent electronically to Practice Coordinator and Academic Advisor. INCLUDE LINK TO LINKEDIN PAGE		
3. Field Placement Experience Survey completed		

Appendix A:

Competencies

A. MPH Core Competencies

Upon completion of the five core MPH courses, students should be able to:

1. Identify basic theories, concepts and models from a range of social, behavioral, and policy disciplines that are used in public health research and practice.
2. Describe the main components and issues of the history, organization, financing and delivery of public health.
3. Identify the basic mechanisms by which environmental and occupational hazards impact health (e.g., the linkage of pollutants' source, media, and receptor and health effects).
4. Describe a public health problem in terms of magnitude, person, time and place, including associated risk and protective factors.
5. Interpret results of statistical analyses in public health studies.
6. Promote public health strategies responsive to the diverse cultural values and traditions of the communities being served.
7. Apply scientific knowledge, law and ethics to critical evaluation and decision-making in public health.

B. Biostatistics Core Competencies

Upon completion of the Biostatistics core courses, students with a concentration in Biostatistics will be able to:

1. Use an understanding of public health research, practice and ethics to inform bio statistical practice.
2. Collaborate in the design of public health surveys and biomedical experiments.
3. Describe concepts of probability, random variation, and commonly used probability distributions.
4. Carry out and communicate exploratory data analyses including the production of tabular summaries, graphical displays and descriptive statistics.
5. Select the appropriate statistical procedure for statistical analysis based on study objectives, study design, and the types of variables involved.
6. Apply common statistical procedures including simple and multiple regression, analysis of variance, analysis of contingency tables,

- nonparametric methods, logistic regression, and survival analysis using at least one statistical software package.
7. Demonstrate knowledge of assumptions underlying common statistical procedures, apply appropriate diagnostic methods, and understand the consequences of violations of model assumptions.
 8. Communicate orally and in writing descriptions of common statistical procedures, results of statistical analyses, and conclusions from such analyses.

C. Environmental Health Core Competencies

Upon completion of the Environmental Health core courses, students with a concentration in Environmental Health will be able to:

1. Understand the basic mechanism by which environmental and occupational pollutants impact health (i.e., the linkage of pollutants' source, media, and receptor and health effects).
2. Understand the basic sciences deemed most relevant for the study of environmental and occupational health.
3. Be able to collect, analyze and interpret environmental and occupational data.
4. Demonstrate the ability to implement an occupational or environmental health investigation or project and clearly report on the result.
5. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
6. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
7. Specify current environmental risk assessment methods.
8. Describe relevant factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
9. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
10. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
11. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.

D. Epidemiology Core Competencies

Upon completion of the Epidemiology core courses, students with a concentration in Epidemiology will be able to:

1. Demonstrate a working knowledge of current and emerging major public health issues related to communicable and non-communicable disease.

2. Apply the basic terminology and definitions of epidemiology in oral presentations and written reports.
3. Critically review and summarize epidemiologic literature.
4. Access and utilize epidemiologic data available at the state, national and international level.
5. Demonstrate the understanding of basic epidemiologic study designs.
6. Identify and be able to apply surveillance methods used in both infectious and chronic diseases.
7. Be able to draw appropriate inference from epidemiologic data.
8. Be sensitive to social, cultural and ethnic differences that may influence the conduct and execution of epidemiologic studies.
9. Possess knowledge of the development of epidemiology and the historical contributions of the discipline to public health.

D. Health Policy and Management Core Competencies

Upon completion of the Health Policy and Management core courses, students with a concentration in Health Policy and Management will be able to:

Health Policy

1. Analyze the policy process for improving the health status of populations.
2. Critically assess current policies and design “systems thinking” approaches to address the health status of populations.
3. Design communication strategies, using appropriate channels and technologies, to address health policy issues.
4. Demonstrate and foster leadership skills for building partnerships.
5. Analyze the impact of global trends and interdependencies on public health related problems and systems.
6. Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, and other moral theories) to issues of public health practice and policy.
7. Analyze how professional ethics and practices relate to equity and accountability in diverse community settings.
8. Critically assess the legal and ethical bases for public health and health services.
9. Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.

Health Management

1. Critically assess organizations and design “systems thinking” approaches to address organizational opportunities and challenges.

2. Design communication strategies, using appropriate channels and technologies, to address health management issues.
3. Demonstrate and foster leadership skills for building partnerships.
4. Analyze and evaluate the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
5. Critically assess the legal and ethical bases for public health and health services.
6. Construct and evaluate models of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
7. Critically assess and design programs for strategic planning and marketing in public health.
8. Analyze and evaluate quality and performance improvement initiatives at the system, organization and provider levels.
9. Design quality and performance improvement programs that employ “systems thinking”.

E. Health Promotion and Behavior Core Competencies

Upon completion of the Health Promotion and Behavior core courses, students with a concentration in Health Promotion and Behavior will be able to:

Competency Area: Theory

1. Use theory of behavior and social change to inform the planning and evaluation of health interventions

Competency Area: Health Behavior Promotion Programs

2. Apply evidence-based approaches to identify effective individual, community, and policy level health promotion programs
3. Design and implement effective individual, community, and policy level health promotion programs

Competency Area: Methodological and Analytic Skills

4. Assess the health needs of a community
5. Utilize appropriate research design, data collection strategies, quantitative and qualitative methods to evaluate health promotion programs

Competency Area: Cultural Competency

6. Describe the cultural, social, and behavioral determinants of health and health disparities
7. Develop and adapt approaches to health promotion issues that take into account cultural differences

Competency Area: Leadership

8. Identify strategies for developing partnerships, community organizing, and coalition building to address health promotion issues
9. Integrate ethical considerations and values in all aspects of public health practice.

