



**UNIVERSITY OF  
GEORGIA**  
College of Public Health

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**MPH FIELD PLACEMENT  
STUDENT MANUAL  
2018-2019**

*Updated August 2018*

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## PROGRAM RATIONALE

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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 Practice experience that is relevant to your area of concentration. The Practice 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 Practice 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.

Practice 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 Practice 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 Practice 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 Practice experience and in turn, the site supervisor will have the opportunity to evaluate your quality of work.

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

Effective training principles must be followed to insure sound educational experiences. The following principles are starting points for planning sound practical 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. Practical 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 their 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 practice 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. Practical 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 practice 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 experience, 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 a 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

## FIELD PLACEMENT PREREQUISITES

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The Field Placement is a requirement for all MPH students and must be completed **in an agency with a community focus**. In general, the student will arrange for the experience to be completed during one semester for **six (6) credit hours**. All students must be in good academic standing and are considered only after they have:

1. Completed at least two semesters in the MPH program,
2. Completed a minimum of 18 hours of coursework, including all five MPH core courses with a 3.0 or above,
3. Demonstrated professionalism and maturity during coursework,
4. Met departmental requirements and received approval from their advisor.

Different Departments may have additional policies on when it is appropriate for a student to be eligible for field placement. As a general rule, these are the departmental policies on experiences that must be met in addition to completion of the FIVE MPH Core Courses:

Department	Practice Semester
Health Promotion and Behavior	Spring of second year and completion of HPRB 7920 (theory) and HPRB 7470 (evaluation)
Environmental Health Science	Upon Advisor's 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

Once the above prerequisites have been met, the student must begin the proposal and approval process in order to be cleared for the PBHL 7560 class.

## FIELD PLACEMENT PROCESS

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As a part of the protocol for any student entering the field, two steps must be completed. In order to ensure successful placement, the **pre-placement** steps must be completed before the Midpoint of the semester prior to placement. In order to ensure that assessment takes place, **post-placement** steps must be followed when the student is on-site.

### PRE-PLACEMENT

1. Review MPH Field Placement Manual to ensure knowledge of policies, procedures and practices;
2. Make an advisement appointment with both departmental advisor and Practice Coordinator and attend one Field Placement Briefing no later than the beginning of the semester before placement;
3. Complete the *MPH Proposal and Approval Form* (See Appendix A). This paperwork will serve as the student's Syllabus for their specific placement. Each placement is different, **and it is the responsibility of the student to design his/her own syllabus via the *Proposal and Approval Form* after consulting with**

- the site supervisor and the academic advisor.** Using the form's template, the student will;
- a. Describe the site,
  - b. Describe the projects and activities that the student will accomplish at the site to achieve those objectives,
  - c. Identify five MPH competencies (two from MPH core and three from concentration competencies) that the Placement will cover, and define related learning objectives;
4. Complete the Memorandum of Understanding (*MOU*) with the site;
  5. Submit the *Proposal and Approval Form, Applied Learning Agreement* and *Release of Records* forms. All forms must have appropriate signatures prior to submission.
  6. Attend Field Placement Briefing (attendance is mandatory for registration of PBHL 7560 to occur).
  7. Develop a *LinkedIn Page* and connect with the College of Public Health. The student will update the profile throughout the semester and provide the link to the Practice Coordinator and Advisor with the *Midterm Evaluation*.
  8. Institutional Review Board (IRB) Approval. If the student is collecting data from human subjects (via phone survey, focus group, pen and paper survey, etc), and intends of publishing his/her work at any point, she/he 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/](http://www.ovpr.uga.edu/compliance/hso/training/). Please check with your advisor immediately upon accepting the placement to determine if this will be needed; these approvals can take weeks, and you don't want to delay your placement for IRB purposes.



## POST-PLACEMENT

Students must insure that several evaluation components are met. All evaluation forms can be found on the CPH website, and in Appendices below:

### **Midpoint Evaluation:**

1. *Midterm Evaluation* is completed, signed and then submitted to the MPH Practice Coordinator by the midpoint of the semester (Fall semester- October; Spring semester- March; Summer semester- June).
2. The Student is required to provide the deadline and link for the forms, to the site supervisor.

### **Final Evaluation:**

3. *Final Evaluation* is completed, signed, and then submitted to the MPH Practice Coordinator by the last day of classes, per [UGA's Academic Calendar](#). The Student is responsible for providing the deadline and the link to the forms, to the Site Supervisor.

### **Final Report**

4. *Final Report* is due by the last day of classes. The report should be sent to the MPH Practice Coordinator as well as the student's academic advisor. Please see the section "**Grading of the Practice**" for details.

### **Time Log**

5. *Time-Log* is due with the *Final Report*. The Student is responsible for keeping a time log that documents all work hours committed to the Site. The Site Supervisor is asked to sign the time log, ensuring the student met the required 300 contact hours.

Table 1: Practice Time Line

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

A. 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 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.**

B. 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.hpsso.com](http://www.hpsso.com)
- **MARSH** – [www.proliability.com](http://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 their own coverage options prior to placement.

C. *Deadlines. The deadline for submitting the MPH Practice Proposal and Approval Form is the midpoint of the semester before entering into your placement.*

Students should check for the “Midpoint Withdrawal Deadline” in the graduate school calendar for the actual date. 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>)

D. 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.

E. **NOTE:** Students wishing to be placed at a site without an existing MOU can request to start the MOU process with the site. This 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. However, if you are considering this option, you will need to have the waiver granted by appeal to the College's Graduate Education Committee no later than the mid-point of the semester before placement.

- F. Sites understand that you may be applying with multiple sites. **However, it is your responsibility to let the prospective sites know this during your interview and negotiations.**

## RESPONSIBILITIES

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### ACADEMIC ADVISOR RESPONSIBILITIES

The academic advisor will:

1. Assist the student in finding a suitable site of their choice,
2. Insure the student is being placed in an appropriate site,
3. Approve the student's proposal,
4. Insure that the student has appropriate IRB approval if needed,
5. Supervise the internship,
6. Grade the internship.

### MPH FIELD PRACTICE COORDINATOR RESPONSIBILITIES

MPH Practice Coordinator will:

1. Assist the student in finding a suitable Practice site of their choice,
2. Insure the student is being placed in an appropriate site,
3. Route the Memorandum of Understanding (MOU) from site to UGA Legal Affairs Office and CPH Dean for signatures,
4. Approve the student's proposal,
5. Clear the student to register for PBHL 7560.
6. Maintain a tracking system of the Practice sites and student performance.

## SITE SUPERVISOR RESPONSIBILITIES

1. Meet and interview students as potential interns and discuss specific possibilities for their experience and related on-site projects.
2. If the student is selected as an intern, negotiate with the student a proposal for an acceptable 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 their site supervisor, departmental advisor and MPH Practice 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 Practice Coordinator by the midpoint of the previous semester and approved by the MPH Practice Coordinator before the student may begin the Practice experience. **Students are required to spend a minimum of 300 hours total at the Practice experience site.**
3. Arrange for office or work space for the student.
4. Provide a structured orientation period at the beginning of the experience.
5. 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.
6. Contact the MPH Practice Coordinator if, for some reason that cannot be resolved, it is felt the student should not continue the Practice experience.
7. Complete all evaluations for the student's record including:
  - a. the midterm evaluation (student will provide)
  - b. the final evaluation form (student will provide)

## ASSESSMENT

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The Field Placement grade is comprised of the deliverables, Final Report, both the Midterm and Final Evaluations, and the Time-Log. All materials must be submitted to your advisor and the Practice Coordinator by the final Day of Classes for the semester of Placement. The submissions will consist of:

1. *Final Report*: Due the **final day of class by 5pm**. students will submit an electronic copy of their comprehensive report of the Practice 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 the public health relevance of the work. Reports 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. The student is responsible for providing links to the *Midterm* and *Final Evaluation* form to the site supervisor for completion. Both forms must be emailed to the advisor and Practice Coordinator.
3. *Time sheet*: Each student will record their time spent at the site (See Appendix ???). This log should have the site supervisor and student signatures.
4. *Exit Evaluation*: All students must complete the Field Placement Exit Survey, which will be distributed by the Practice Coordinator, via email.

## PLACEMENT SITES

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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.**

## CRITERIA

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 experience.
5. The site has an available preceptor who is qualified and free to provide guidance to the student.

## EXAMPLES OF SITES

- 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

## SITE REQUIREMENTS

- 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 SITES

INTERNATIONAL 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 Placement. Please consider the following:

1. 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.
2. It is advisable that you travel to a site that has a prior UGA connection to ensure a planned experience. Some courses or meetings may be offered for you to take prior to beginning an international placement.
3. No new Memorandums of Understanding for international placements will be initiated AFTER the beginning of the semester before your placement



4. 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

**Contacts:**

<p><b>Mumbi Okundaye</b>          MPH Program Coordinator          105E Rhodes Hall          Health Sciences Campus  <a href="mailto:mph@uga.edu">mph@uga.edu</a>          706-583-0059</p>	<p><b>Laura Paris</b>          Education Abroad Advisor          Office of International Education          (706) 542-2900  <a href="http://international.uga.edu/education_abroad/">http://international.uga.edu/education_abroad/</a>  <a href="mailto:laparis@uga.edu">laparis@uga.edu</a></p>
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## FREQUENTLY ASKED QUESTIONS

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**Q: What is a Learning Objective?**

A: 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.

Examples:

<p>1: Competency: Planning effective health education programs.  <i>Learning Objective:</i> Recruit volunteers, community members and community organizations to participate in a focus group as a needs assessment tool for planning sexual violence prevention programs.</p>
<p>2: Competency: Apply epidemiologic methods to the measurement of disease rates.  <i>Learning Objective:</i> Compile and research data on disease rates (prevalence, incidence) of HIV/AIDS in at risk populations in 3 health districts.</p>

**Q: What if I fail my Field Placement?**

A: A student may fail the Practice several reasons, including:

- Insufficient hours in the field;
- Incomplete or insufficient work on the deliverable;
- Violation of rules or policies of the Practice site. E.g. failure to submit documents in a timely manner;
- Failure to communicate tardies, absences, or other work-related delinquencies.

If the problem for failing is serious, it may be a cause for dismissal from the MPH Program. If the problem is less serious and there are paths to correcting the behavior, the student will have one more opportunity to do another. The student must first meet with their advisor and the MPH Practice 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 placement in a different site, etc.

## ADDITIONAL RESOURCES

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<b>Pre-Internship (beginning 2 semesters before)</b>	<b>In Progress</b>	<b>Complete</b>
1. Advisement with Academic Advisor to approve/discuss Practice 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 PRACTICE. NO NEW INTERNATIONAL MOUS AFTER THE BEGINNING OF THE SEMESTER BEFORE)		
3. Development of LinkedIn Page		
<b>Pre-Placement (beginning 1 semester before placement)</b>	<b>In Progress</b>	<b>Complete</b>
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) <b>DUE BY MID-TERM OF SEMESTER BEFORE GOING INTO INTERNSHIP</b>		
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)		
<b>Post-Placement</b>	<b>In Progress</b>	<b>Complete</b>
1. Check the Registrar's website for important dates (Mid-		

term, last day of class) <a href="http://www.reg.uga.edu/or.nsf/html/Academic_Calendar">http://www.reg.uga.edu/or.nsf/html/Academic_Calendar</a>		
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		
<b>Assessment (Last day of class by 5pm)</b>	<b>In Progress</b>	<b>Complete</b>
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. Practice Experience Survey completed		

# Appendix A:

## Competencies

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### **MPH Core Competencies**

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

#### **Evidence-based Approaches to Public Health**

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

#### **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
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

#### **Planning & Management to Promote Health**

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation 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
11. Select methods to evaluate public health programs

#### **Policy in Public Health**

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
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**

16. Apply principles of leadership, governance and management, which 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**

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

### **Interprofessional Practice**

21. Perform effectively on interprofessional teams

### **Systems Thinking**

22. Apply systems thinking tools to a public health issue

## 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.

## Disaster Management Core Competencies

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

1. Explain methods of insuring community health and safety preparedness
2. Demonstrate proficiency in the use of an all-hazards framework for disaster planning and mitigation
3. Apply strategies for sharing information with internal and external partners

4. Apply principles of crisis and risk communication
5. Identify the roles and relationships among federal, tribal, state, and local governments and non-governmental organizations
6. Describe psychosocial consequences likely to be experienced by public health workers and community members
7. Demonstrate proficiency in the use of triage systems in a disaster or public health emergency
8. Demonstrate proficiency in the provision of health system surge capacity for the management of mass casualties in a disaster or public health emergency
9. Demonstrate proficiency in the management of mass fatalities in a disaster or public health emergency
10. Demonstrate proficiency in the initiation, deployment, and coordination of national, regional, state, local and institutional incident command and emergency operations systems
11. Analyze the ethical challenges faced by public health workers and public health organizations

### 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.

### 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.

## Gerontology Competencies

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

1. Apply the basic terminology and definitions of gerontology in oral presentations and written reports.
2. Appraise public health problems in terms of magnitude, person, time, and place.
3. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
4. Describe the cultural, social, and behavioral determinants of aging.
5. Utilizes appropriate methods for interacting sensitively, effectively, and professionally
6. with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences
7. Assess evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.
8. Explain how professional ethics and practices relate to equity and accountability in diverse community settings.

## 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.
1. Critically assess and design programs for strategic planning and marketing in public health.
  2. Analyze and evaluate quality and performance improvement initiatives at the system, organization and provider levels.
  3. Design quality and performance improvement programs that employ “systems thinking”.

## 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.