UConn Graduate Programs in Public Health
MPH Competency Checklist

Date _____   Student Name _____   Empl.ID _____

Major Advisor _____   Secondary Advisor _____

Degree sought   ☐ MPH   ☐ MD/MPH   ☐ DMD/MPH   ☐ JD/MPH   ☐ MSW/MPH   ☐ MS Nursing/MPH   ☐ PharmD/MPH

The curriculum of the UConn MPH program assures that all graduates will be grounded in public health knowledge and capable of addressing the essential functions and services of interprofessional public health practice. The following 22 foundational and 5 concentration-specific competencies reflect the vision, mission and objective inherent in the UConn MPH Program. For each, the program must document at least one specific, required assessment activity (e.g., component of an existing course, paper, presentation, test) pertaining to the program's required competencies. (CEPH, 3/16/2018, Criterion D2).

This checklist is to be used by students in self-assessing their mastery while matriculating toward the MPH of every program competency. Brief examples are to be noted of work done to master these expectations. You will be asked annually to submit interim reports of activities undertaken and required to submit the checklist for final review and approval as program requirement for graduation.

Foundational competencies	Examples of how a competency was mastered (Mastery can be demonstrated by performance in coursework, class assignments, experientials and extramural activities).
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	

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	
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	
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	
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	
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	

21.	Perform effectively on interprofessional teams	
22.	Apply systems thinking tools to a public health issue	

Concentration-specific competencies

1.	Define skills, knowledge and abilities of health-related professions relevant to effective interprofessional public health practice.	
2.	Communicate one's skills, knowledge and ability when engaging with community partners in interprofessional public health practice.	
3.	Demonstrate high personal and professional ethical conduct in contributing to team-based activities.	
4.	Employ legal-ethical reasoning to advance interprofessional public health policy & practices.	
5.	Demonstrate use of Systems Thinking (ST) in promoting effective public health programs and policies.	

Version   Date completed