

PUBLIC HEALTH COMPETENCIES

A. BIOSTATISTICS

Biostatistics is the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health; health care; and biomedical, clinical and population-based research.

Competencies: Upon graduation a student with an MPH should be able to...

- A. 1.** Describe the roles biostatistics serves in the discipline of public health.
- A. 2.** Describe basic concepts of probability, random variation and commonly used statistical probability distributions.
- A. 3.** Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
- A. 4.** Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
- A. 5.** Apply descriptive techniques commonly used to summarize public health data.
- A. 6.** Apply common statistical methods for inference.
- A. 7.** Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
- A. 8.** Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.
- A. 9.** Interpret results of statistical analyses found in public health studies.
- A. 10.** Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.

B. COMMUNITY HEALTH SCIENCES (URBAN AND IMMIGRANT HEALTH) {SOCIAL AND BEHAVIORAL SCIENCES}

Community health sciences in public health address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.

Competencies: Upon graduation a student with an MPH should be able to...

- B. 1.** Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- B. 2.** Identify the causes of social and behavioral factors that affect health of individuals and populations.
- B. 3.** Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
- B. 4.** Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
- B. 5.** Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
- B. 6.** Describe the role of social and community factors in both the onset and solution of public health problems.
- B. 7.** Describe the merits of social and behavioral science interventions and policies.
- B. 8.** Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
- B. 9.** Apply ethical principles to public health program planning, implementation and evaluation.
- B. 10.** Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

C. ENVIRONMENTAL HEALTH SCIENCES

Environmental health sciences represent the study of environmental factors including biological, physical and chemical factors that affect the health of a community.

Competencies: Upon graduation a student with an MPH should be able to...

- C. 1.** Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
- C. 2.** Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
- C. 3.** Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.
- C. 4.** Specify current environmental risk assessment methods.
- C. 5.** Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
- C. 6.** Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
- C. 7.** Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
- C. 8.** Develop a testable model of environmental insult.

D. EPIDEMIOLOGY

Epidemiology is the study of patterns of disease and injury in human populations and the application of this study to the control of health problems.

Competencies: Upon graduation a student with an MPH should be able to...

- D. 1.** Identify key sources of data for epidemiologic purposes.
- D. 2.** Identify the principles and limitations of public health screening programs.
- D. 3.** Describe a public health problem in terms of magnitude, person, time and place.
- D. 4.** Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
- D. 5.** Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
- D. 6.** Apply the basic terminology and definitions of epidemiology.
- D. 7.** Calculate basic epidemiology measures.
- D. 8.** Communicate epidemiologic information to lay and professional audiences.
- D. 9.** Draw appropriate inferences from epidemiologic data.
- D. 10.** Evaluate the strengths and limitations of epidemiologic reports.

E. Health Policy and Management

Health policy and management is a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. This definition assumes both a managerial and a policy concern with the structure, process and outcomes of health services including the costs, financing, organization, outcomes and accessibility of care.

Competencies: Upon graduation a student with an MPH should be able to...

- E. 1.** Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
- E. 2.** Describe the legal and ethical bases for public health and health services.
- E. 3.** Explain methods of ensuring community health safety and preparedness.
- E. 4.** Discuss the policy process for improving the health status of populations.
- E. 5.** Apply the principles of program planning, development, budgeting, management and evaluation in

organizational and community initiatives.

E. 6. Apply principles of strategic planning and marketing to public health.

E. 7. Apply quality and performance improvement concepts to address organizational performance issues.

E. 8. Apply "systems thinking" for resolving organizational problems.

E. 9. Communicate health policy and management issues using appropriate channels and technologies.

E. 10. Demonstrate leadership skills for building partnerships.

F. LEADERSHIP

The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to...

F. 1. Describe the attributes of leadership in public health.

F. 2. Describe alternative strategies for collaboration and partnership among organizations, focused on public health goals.

F. 3. Articulate an achievable mission, set of core values, and vision.

F. 4. Engage in dialogue and learning from others to advance public health goals.

F. 5. Demonstrate team building, negotiation, and conflict management skills.

F. 6. Demonstrate transparency, integrity, and honesty in all actions.

F. 7. Use collaborative methods for achieving organizational and community health goals.

F. 8. Apply social justice and human rights principles when addressing community needs.

F. 9. Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.

G. PROFESSIONALISM

The ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to...

G. 1. Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.

G. 2. Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.

G. 3. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.

G. 4. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.

G. 5. Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people.

G. 6. Analyze determinants of health and disease using an ecological framework.

G. 7. Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice.

G. 8. Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.

G. 9. Embrace a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated and rooted in social justice) and how these contribute to professional practice.

G. 10. Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations).

G. 11. Value commitment to lifelong learning and professional service including active participation in professional organizations.

H. PUBLIC HEALTH BIOLOGY

The ability to incorporate public health biology - the biological and molecular context of public health - into public health practice.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to...

- H. 1.** Specify the role of the immune system in population health.
- H. 2.** Describe how behavior alters human biology.
- H. 3.** Identify the ethical, social and legal issues implied by public health biology.
- H. 4.** Explain the biological and molecular basis of public health.
- H. 5.** Explain the role of biology in the ecological model of population-based health.
- H. 6.** Explain how genetics and genomics affect disease processes and public health policy and practice.
- H. 7.** Articulate how biological, chemical and physical agents affect human health.
- H. 8.** Apply biological principles to development and implementation of disease prevention, control, or management programs.
- H. 9.** Apply evidence-based biological and molecular concepts to inform public health laws, policies, and regulations.
- H. 10.** Integrate general biological and molecular concepts into public health.

Public Health Biology Illustrative Sub-competencies are available at
<http://www.asph.org/document.cfm?page=928>.

I. PROGRAM PLANNING

The ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to...

- I. 1.** Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes.
- I. 2.** Describe the tasks necessary to assure that program implementation occurs as intended.
- I. 3.** Explain how the findings of a program evaluation can be used.
- I. 4.** Explain the contribution of logic models in program development, implementation, and evaluation.
- I. 5.** Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.
- I. 6.** Differentiate the purposes of formative, process, and outcome evaluation.
- I. 7.** Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses, and emphases on reliability and validity.
- I. 8.** Prepare a program budget with justification.
- I. 9.** In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.
- I. 10.** Assess evaluation reports in relation to their quality, utility, and impact on public health.

J. SYSTEMS THINKING

The ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to...

- J. 1.** Identify characteristics of a system.
- J. 2.** Identify unintended consequences produced by changes made to a public health system.
- J. 3.** Provide examples of feedback loops and “stocks and flows” within a public health system.
- J. 4.** Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems.
- J. 5.** Explain how systems models can be tested and validated.
- J. 6.** Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems.
- J. 7.** Illustrate how changes in public health systems (including input, processes, and output) can be measured.
- J. 8.** Analyze inter-relationships among systems that influence the quality of life of people in their communities.
- J. 9.** Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.
- J. 10.** Analyze the impact of global trends and interdependencies on public health related problems and systems.
- J. 11.** Assess strengths and weaknesses of applying the systems approach to public health problems.

K. COMMUNICATION AND INFORMATICS

The ability to collect, manage and organize data to produce information and meaning that is exchanged by use of signs and symbols; to gather, process, and present information to different audiences in-person, through information technologies, or through media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to...

- K. 1.** Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data.
- K. 2.** Describe how societal, organizational, and individual factors influence and are influenced by public health communications.
- K. 3.** Discuss the influences of social, organizational and individual factors on the use of information technology by end users.
- K. 4.** Apply theory and strategy-based communication principles across different settings and audiences.
- K. 5.** Apply legal and ethical principles to the use of information technology and resources in public health settings.
- K. 6.** Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs.
- K. 7.** Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
- K. 8.** Use information technology to access, evaluate, and interpret public health data.
- K. 9.** Use informatics methods and resources as strategic tools to promote public health.
- K. 10.** Use informatics and communication methods to advocate for community public health programs and policies.

L. DIVERSITY AND CULTURE

The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to...

- L. 1.** Describe the roles of, history, power, privilege and structural inequality in producing health disparities.
- L. 2.** Explain how professional ethics and practices relate to equity and accountability in diverse community settings.
- L. 3.** Explain why cultural competence alone cannot address health disparity.
- L. 4.** Discuss the importance and characteristics of a sustainable diverse public health workforce.
- L. 5.** Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities.
- L. 6.** Apply the principles of community-based participatory research to improve health in diverse populations.
- L. 7.** Differentiate among availability, acceptability, and accessibility of health care across diverse populations.
- L. 8.** Differentiate between linguistic competence, cultural competency, and health literacy in public health practice.
- L. 9.** Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.
- L. 10.** Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

MPH CONCENTRATION PUBLIC HEALTH CORE COMPETENCIES

A. BIOSTATISTICS

- A. 1.** Apply basic probability theory and statistical methods to public health and biomedical research questions.
- A. 2.** Design observational and experimental studies to address public health and biomedical research questions.
- A. 3.** Manipulate actual public health databases using statistical software packages.
- A. 4.** Use statistical software packages for data processing, management and descriptive and inferential analyses.
- A. 5.** Effectively communicate results of statistical analyses both orally and in writing, to lay and professional audiences.
- A. 6.** Critically review and critique statistical methods and interpretations presented in published public health and biomedical research reports.
- A. 7.** Provide biostatistical advice as a member of a multidisciplinary, research team engaged in an epidemiologic research project.

B. COMMUNITY HEALTH SCIENCES [Urban and Immigrant Health] [Social and Behavioral Health Sciences]

- B. 1.** Identify individual, biological, social, community, organizational, and policy-level determinants of public health problems.
- B. 2.** Explain the processes involved in identifying public health priorities in urban and immigrant communities and collaborating effectively to prioritize goals and objectives.
- B. 3.** Characterize the roles of history, power, privilege and inequality in producing health disparities.
- B. 4.** Identify basic theories from a range of social and behavioral disciplines that are used in public health research and practice.
- B. 5.** Delineate key strategies for the planning and implementation of programs targeting urban public health issues.
- B. 6.** Apply evidenced-based methods and designs for evaluating public health interventions that target urban and immigrant populations.
- B. 7.** Effectively communicate issues, verbally and in writing, as they relate to the practice of public health behavioral and social interventions.
- B. 8.** Apply ethical principles and cultural competence to public health program planning, implementation and evaluation.

C. ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES

- C. 1.** Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
- C. 2.** Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.
- C. 3.** Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
- C. 4.** Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
- C. 5.** Identify social environmental factors, including socioeconomic status, neighborhood, and work organization, that influence health behaviors and contribute to health disparities.
- C. 6.** Evaluate the performance and impact of environmental and occupational health programs, policies, and legal systems.
- C. 7.** Identify strategies for assessment, prevention and control of injuries.
- C. 8.** Describe the impact of environmental and occupational hazards on vulnerable populations.

D. EPIDEMIOLOGY

- D. 1.** Identify types and sources of data used in epidemiologic research.
- D. 2.** Describe trends and patterns of incidence and prevalence for major diseases and factors affecting health status of immigrant and urban populations, and indicate major etiologic and prognostic factors.
- D. 3.** Draw appropriate inferences from epidemiologic data, including the relation to findings from other epidemiologic studies, limitations of the study and public health implications.
- D. 4.** Evaluate the strengths and weaknesses of major descriptive and analytic design strategies used in epidemiologic research.
- D. 5.** Explain the policy implications of epidemiologic research findings.
- D. 6.** Critically evaluate published epidemiologic literature for strengths and weaknesses.
- D.7.** Develop a scientific hypothesis and design an appropriate epidemiologic study to assess the research question.
- D. 8.** Use statistical software packages for data processing, management, and descriptive and inferential analyses.
- D. 9.** Effectively communicate epidemiologic research findings orally and in writing, to lay and professional audiences.

E. HEALTH POLICY AND MANAGEMENT

- E. 1.** Identify the main components and issues of the organization, financing and delivery of health, services and public health systems in the US.
- E. 2.** Describe the legal and ethical bases for public health and health, services.
- E. 3.** Explain methods of ensuring community health safety and preparedness.
- E. 4.** Discuss the policy process for improving the health status of populations.
- E. 5.** Apply the principles of program planning, development, budgeting, management and evaluation in, organizational and community initiatives.
- E. 6.** Apply principles of strategic planning and marketing to public health.
- E. 7.** Apply quality and performance improvement concepts to address organizational performance issues.
- E. 8.** Apply "systems thinking" for resolving organizational problems.
- E. 9.** Communicate health policy and management issues using, appropriate channels and technologies.
- E. 10.** Demonstrate leadership skills for building partnerships.
- E. 11.** Advocate for Evidence-based Healthcare Policies.
- E.12.** Apply organizational theory to understand how healthcare and public health organizations operate.
- E. 13.** Describe how access, cost and quality of care impact the health of populations and health disparities.

DrPH CONCENTRATION PUBLIC HEALTH CORE COMPETENCIES

A. ADVOCACY

- A. 1. Present positions on health issues, law and policy.
- A. 2. Influence health policy and program decision-making based on scientific evidence, stakeholder input, and public opinion data.
- A. 3. Utilize consensus-building, negotiation, and conflict avoidance and resolution techniques.
- A. 4. Analyze the impact of legislation, judicial opinions, regulations, and policies on population health.
- A. 5. Establish goals, timelines, funding alternatives, and strategies for influencing policy initiatives.
- A. 6. Design action plans for building public and political support for programs and policies.
- A. 7. Develop evidence-based strategies for changing health law and policy.

B. COMMUNICATION

- B. 1. Discuss the inter-relationships between health communications and marketing.
- B. 2. Explain communication program proposals and evaluations to lay, professional, and policy audiences.
- B. 3. Guide an organization in setting communication goals, objectives, and priorities.
- B. 4. Create informational and persuasive communication.
- B. 5. Integrate health literacy concepts in all communication and marketing initiatives.
- B. 6. Propose recommendations for improving communication processes.

C. COMMUNITY/CULTURAL ORIENTATION

- C. 1. Develop collaborative partnerships with communities, policy makers, and other relevant groups.
- C. 2. Engage communities in creating evidence-based, culturally competent programs.
- C. 3. Conduct community-based participatory intervention and research projects.
- C. 4. Design action plans for enhancing community and population-based health.
- C. 5. Assess cultural, environmental, and social justice influences on the health of communities.
- C. 6. Implement culturally and linguistically appropriate programs, services and research.

D. CRITICAL ANALYSIS

- D. 1. Apply theoretical and evidence-based perspectives from multiple disciplines in the design and implementation of programs, policies, and systems.
- D. 2. Interpret quantitative and qualitative data following current scientific/standards.
- D. 3. Design needs and resource assessments for communities and populations.
- D. 4. Develop health surveillance systems to monitor population health, health equity, and public health services.
- D. 5. Synthesize information from multiple sources for research and practice.
- D. 6. Evaluate the performance and impact of health programs, policies, and systems.
- D. 7. Weigh risks, benefits, and unintended consequences of research and practice.

E. LEADERSHIP

- E. 1. Communicate an organization's mission, shared vision, and values to stakeholders.
- E. 2. Develop teams for implementing health initiatives.
- E. 3. Collaborate with diverse groups.
- E. 4. Influence others to achieve high standards of performance and accountability.
- E. 5. Guide organizational decision-making and planning based on internal and external environmental research.
- E. 6. Prepare professional plans incorporating lifelong learning, mentoring, and continued career progression strategies.
- E. 7. Create a shared vision.

E. 8. Develop capacity-building strategies at the individual, organizational, and community level.

E. 9. Demonstrate a commitment to personal and professional values.

F. MANAGEMENT

F. 1. Implement strategic planning processes.

F. 2. Apply principles of human resource management.

F. 3. Align policies and procedures with regulatory and statutory requirements.

F. 4. Deploy quality improvement methods.

F. 5. Organize the work environment with defined lines of responsibility, authority, communication, and governance.

F. 6. Develop financial and business plans for health programs and services.

F. 7. Establish a network of relationships, including internal and external collaborators.

F. 8. Evaluate organizational performance in relation to strategic and defined goals.

G. PROFESSIONALISM AND ETHICS

G. 1. Manage potential conflicts of interest encountered by practitioners, researchers, and organizations.

G. 2. Differentiate among the administrative, legal, ethical, and quality assurance dimensions of research and practice.

G. 3. Design strategies for resolving ethical concerns in research, law, and regulations.

G. 4. Develop tools that protect the privacy of individuals and communities involved in health programs, policies, and research.

G. 5. Prepare criteria for which the protection of the public welfare may transcend the right to individual autonomy.

G. 6. Assess ethical considerations in developing communications and promotional initiatives.

G. 7. Demonstrate cultural sensitivity in ethical discourse and analysis.

H. COMMUNITY HEALTH SCIENCES

H. 1. Identify key public health issues within a community and assess the social ecological context in which these issues take place.

H. 2. Utilize major concepts, methods, and theories in the social and behavioral sciences to improve understanding of public health issues and to design programs intended to ameliorate public health problems.

H. 3. Lead efforts to design, implement, and manage an intervention aimed at an identified public health problem/issue.

H. 4. Design a program evaluation, analyze the results, and synthesize the findings.

H. 5. Effectively communicate to diverse audiences issues related to program planning, implementation, and evaluation.

I. ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES

I. 1. Assess and investigate the direct and indirect human, ecological and safety effects of major environmental and occupational agents.

I. 2. Evaluate genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.

I. 3. Assess the effectiveness of federal and state regulatory programs, guidelines and authorities that control environmental health issues.

I. 4. Consider and evaluate current environmental risk assessment methods.

I. 5. Consider and evaluate approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.

I. 6. Investigate the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.

- I. 7. Delineate and investigate various risk management and risk communication approaches in relation to issues of environmental justice and equity.
- I. 8. Develop and apply a testable model of environmental insult.
- I. 9. Consider and evaluate social environmental factors, including socioeconomic status, that influence health behaviors and contribute to health disparities.

J. EPIDEMIOLOGY

- J. 1. Identify emerging public health problems through synthesis of public health research.
- J. 2. Identify critical gaps in public health knowledge.
- J. 3. Demonstrate appropriate uses and interpretation of epidemiological data.
- J. 4. Lead organizational decision-making and planning based on epidemiological research and design effective implementation strategies to improve public health.
- J. 5. Evaluate evidence-based public health guidelines and policies.
- J. 6. Interpret results of public health research.
- J. 7. Prepare both written and oral reports on public health research.
- J. 8. Identify ethical dilemmas in epidemiologic research and practice.
- J. 9. Design epidemiologic studies that foster ethical standards for public health practice.
- J. 10. Translate public health theories into practice.

K. HEALTH POLICY AND MANAGEMENT

Advocacy

- K. 1. Present positions on health issues, law and policy.
- K. 2. Influence health policy and program decision-making based on scientific evidence.
- K. 3. Utilize consensus-building, negotiation, and conflict avoidance and resolution techniques.
- K. 4. Analyze the impact of legislation, judicial opinions, regulations, and policies on population health.
- K. 5. Develop evidence-based strategies for changing health law and policy.

Communication

- K. 6. Guide an organization in setting communication priorities, objectives, and goals.

Community/Cultural Orientation

- K. 7. Develop collaborative partnerships with communities, policy makers, and other relevant groups.
- K. 8. Assess cultural, environmental, and social justice influences on the health of communities.

Critical Analysis

- K. 9. Apply theoretical and evidence-based perspectives from multiple disciplines in the design and implementation of programs, policies and systems.
- K. 10. Interpret quantitative and qualitative data following current scientific standards.
- K. 11. Synthesize information from multiple sources for research and practice.
- K. 12. Evaluate the performance and impact of health programs, policies, and systems.

Leadership

- K. 13. Weigh risks, benefits, and unintended consequences of research and practice.
- K. 14. Collaborate with diverse groups.
- K. 15. Influence others to achieve high standards of performance and accountability.

Management

- K. 16. Evaluate organizational performance in relation to strategic and defined goals.

Professionalism and Ethics

K. 17. Manage potential conflicts of interest encountered by practitioners, researchers and organizations.

K. 18. Differentiate among the administrative, legal, ethical and quality assurance dimensions of research and practice.

K. 19. Demonstrate cultural sensitivity in ethical discourse and analysis.