

HBHE COMPETENCIES

Mission

Train committed public health practitioners, educators and researchers who are able to analyze and intervene on a broad range of domestic and global health issues across the lifespan, integrating cultural, ethical, socioeconomic and social justice issues as they relate to health and wellness.

Note: Competencies 1 to 6 are core areas that all students should meet most sub-competencies. Competencies 7 to 9 are considered specialty areas that students may elect to pursue during their MPH. Letters in parentheses link proposed competency to corresponding ASPH competencies.

Upon graduation, a student with a MPH should be able to...

- 1) Describe the role and interaction of key **determinants** of health status, health behavior, and health behavior change from a biopsychosocial perspective across the lifespan (K1) (L)
 - a. Describe the impact of age, gender, race, socioeconomic status, ethnicity, culture, and biology on health status, health behavior, and health behavior change (L6)
 - b. Describe public health from a human rights and social justice perspective (H8) (G1)
 - c. Describe the role of structural and ecologic factors that influence health status, health behavior, and health behavior change (G7)(J6)
 - d. Describe the role of policy, legal, and regulatory environments on health status, health behavior, and health behavior change (J 7)

- 2) Describe and apply relevant **theories, concepts, and models** from social and behavior science that are used in public health research and practice to both understand and modify health status and health behavior
 - a. Identify theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice (E1)
 - b. Describe how theory is useful in better understanding why individuals do or do not engage in health behaviors
 - c. Describe how theory is useful in understanding the determinants of health status
 - d. Understand the merits of using theory to inform interventions and their evaluation in public health
 - e. Apply behavior change theory principles across different settings and audiences (F4)
 - f. Recognize the need to adapt programs and messages when applying theory in diverse populations

- 5) **Plan, implement, and evaluate** health education and health promotion programs across diverse settings and populations.
 - a. Describe the steps and procedures for planning, implementing, and evaluating public health programs (E5)
 - b. Apply evidence-based approaches to the development and evaluation of public health programs (E8) (J3)
 - c. Identify the appropriate level of intervention (e.g., individual, family, micro-community, macro-community). (2E)
 - d. Apply the appropriate intervention channel and strategy (e.g., policy, mass media, social marketing, one on one counseling) to specific health problems and conditions
 - e. Incorporate multidisciplinary perspectives in program design
 - f. Describe the key elements of an effective grant proposal
 - g. Identify potential funding sources for research and practice programs
 - h. Apply key principles of health communication in design of program content and format

- 6) Describe and apply the knowledge and skills necessary to **interact with diverse individuals and communities**. (G)
 - a. Explain how professional practices relate to equity and accountability among diverse individuals and community settings. (G2)
 - b. Use the concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities. (G5)
 - c. Apply the principles of community-based participatory research to improve health in diverse populations. (G6)
 - d. Design, implement, and evaluate culturally appropriate interventions for diverse individuals and communities. (G10)

- 7) **Manage** public health and behavior change programs
 - a. Structure and manage project budgets, including use of relevant spreadsheet software
 - b. Identify key budget categories and be able to allocate resources appropriately
 - c. Understand the basic principles of effective personnel management, organizational behavior, and group process.
 - d. Write effective progress reports and interact with funding agencies

- 8) Describe key issues and challenges of **global health**
 - a. Describe global disparities in health status and health behavior between resource-poor and resource-rich settings
 - b. Describe the political, environmental, economic, cultural, and psychological influences on health status, health behavior, and health behavior change in resource-poor countries
 - c. Describe how globalization influences health status and health behavior
 - d. Describe key institutions, actors, concepts, and issues in the history of global health initiatives and programs, and lessons learned from this history

- e. Describe key methodological and theoretical approaches and challenges specific to the conduct of health behavior research in global settings
- 9) Describe and apply **theories, concepts and models** of **community-based participatory practice** that are relevant to program planning, implementation and evaluation.
- a. Identify and explain theories, concepts, principles of practice, and models of community organization and participation relevant to public health practice
 - b. Understand different roles and expertise of the health educator and community members relevant to public health practice.
 - c. Identify critical community members and organizations for the planning, implementation and evaluation of public health programs, policies and interventions. (E4)
 - d. Apply advocacy strategies to achieve policy change