**Post-Program Self-Assessment of MPH Program Competencies**

**Program Competency 1: Prepare community data for public health analyses and assessments**

1 = Uninformed I am unaware, or have very little knowledge of the item

2 = Aware I have heard of it; I have limited knowledge and/or ability to apply the skill

3 = Knowledgeable I am comfortable with knowledge or ability to apply the skill

4 = Skilled I am very comfortable, an expert; could teach this to others

|  |
| --- |
| **To what degree are you able to effectively…** |
| 1A1 | Identify the health status of populations and their related determinants of health and disease. |  |
| 1A2 | Describe the characteristics of a population-based problem. |  |
| 1A3 | Use variables that measure public health conditions. |  |
| 1A4 | Use methods and instruments for collecting valid and reliable quantitative and qualitative data. |  |
| 1A5 | Identify sources of public health data and information. |  |
| 1A6 | Recognize the integrity and comparability of data. |  |
| 1A7 | Identify gaps in data sources. |  |
| 1A8 | Adhere to ethical principles in the collection, maintenance, use and dissemination of data and information. |  |
| 1A9 | Describe the public health applications of quantitative and qualitative data. |  |
| 1A10 | Collect quantitative and qualitative community data. |  |
| 1A11 | Use information technology to collect, store and retrieve data. |  |
| 1A12 | Describe how data are used to address scientific, political, ethical and social public health issues. |  |
|  | **Total Score** (Add all scores and enter total here) |  |
|  | **Average Score** (divide the “total score” by 12 and enter the results here and into the corresponding row on the “your results” section) |  |

**Program Competency 2: Contribute to public health program and policy development**

1 = Uninformed I am unaware, or have very little knowledge of the item

2 = Aware I have heard of it; I have limited knowledge and/or ability to apply the skill

3 = Knowledgeable I am comfortable with knowledge or ability to apply the skill

4 = Skilled I am very comfortable, an expert; could teach this to others

|  |
| --- |
| **To what degree are you able to effectively…** |
| 2A1 | Gather information relevant to specific public health policy issues. |  |
| 2A2 | Describe how policy options can influence public health programs. |  |
| 2A3 | Explain the expected outcomes of policy options. |  |
| 2A4 | Gather information that will inform policy decisions. |  |
| 2A5 | Describe the public health laws and regulations governing public health programs. |  |
| 2A6 | Participate in program planning processes. |  |
| 2A7 | Incorporate policies and procedures into program plans and structures. |  |
| 2A8 | Identify mechanisms to monitor and evaluate programs for their effectiveness and quality. |  |
| 2A9 | Demonstrate the use of public health informatics practices and procedures. |  |
| 2A10 | Apply strategies for new and continuous quality improvement. |  |
|  | **Total Score** (Add all scores and enter total here) |  |
|  | **Average Score** (divide the “total score” by 10 and enter the results here and into the corresponding row on the “your results” section) |  |

**Program Competency 3: Communicate in public health settings**

1 = Uninformed I am unaware, or have very little knowledge of the item

2 = Aware I have heard of it; I have limited knowledge and/or ability to apply the skill

3 = Knowledgeable I am comfortable with knowledge or ability to apply the skill

4 = Skilled I am very comfortable, an expert; could teach this to others

|  |
| --- |
| **To what degree are you able to effectively…** |
| 3A1 | Identify the health literacy of populations served. |  |
| 3A2 | Communicate in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency. |  |
| 3A3 | Solicit community-based input from individuals and organizations. |  |
| 3A4 | Convey public health information using a variety of approaches. |  |
| 3A5 | Participate in the development of demographic, statistical, programmatic and scientific presentations. |  |
| 3A6 | Apply communication and group dynamic strategies in interactions with individuals and groups. |  |
|  | **Total Score** (Add all scores and enter total here) |  |
|  | **Average Score** (divide the “total score” by 6 and enter the results here and into the corresponding row on the “your results” section) |  |

**Program Competency 4: Practice public health with people from diverse populations**

1 = Uninformed I am unaware, or have very little knowledge of the item

2 = Aware I have heard of it; I have limited knowledge and/or ability to apply the skill

3 = Knowledgeable I am comfortable with knowledge or ability to apply the skill

4 = Skilled I am very comfortable, an expert; could teach this to others

|  |
| --- |
| **To what degree are you able to effectively…** |
| 4A1 | Incorporate strategies for interacting with people from diverse backgrounds. |  |
| 4A2 | Recognize the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services. |  |
| 4A3 | Respond to diverse needs that are the result of cultural differences. |  |
| 4A4 | Describe the dynamic forces that contribute to cultural diversity. |  |
| 4A5 | Describe the need for a diverse public health workforce. |  |
| 4A6 | Participate in the assessment of the cultural competence of the public health organization. |  |
|  | **Total Score** (Add all scores and enter total here) |  |
|  | **Average Score** (divide the “total score” by 6 and enter the results here and into the corresponding row on the “your results” section) |  |

**Program Competency 5: Collaborate with the community in the practice of public health**

1 = Uninformed I am unaware, or have very little knowledge of the item

2 = Aware I have heard of it; I have limited knowledge and/or ability to apply the skill

3 = Knowledgeable I am comfortable with knowledge or ability to apply the skill

4 = Skilled I am very comfortable, an expert; could teach this to others

|  |
| --- |
| **To what degree are you able to effectively…** |
| 5A1 | Recognize community linkages and relationships among multiple factors (or determinants) affecting health. |  |
| 5A2 | Demonstrate the capacity to work in community-based participatory research efforts. |  |
| 5A3 | Identify stakeholders. |  |
| 5A4 | Collaborate with community partners to promote the health of the population. |  |
| 5A5 | Maintain partnerships with key stakeholders. |  |
| 5A6 | Use group processes to advance community involvement. |  |
| 5A7 | Describe the role of governmental and non-governmental organizations in the delivery of community health services. |  |
| 5A8 | Identify community assets and resources. |  |
| 5A9 | Gather input from the community to inform the development of public health policy and programs. |  |
| 5A10 | Inform the public about policies, programs, and resources. |  |
|  | **Total Score** (Add all scores and enter total here) |  |
|  | **Average Score** (divide the “total score” by 10 and enter the results here and into the corresponding row on the “your results” section) |  |

**Program Competency 6: Base public health practice on scientific evidence**

1 = Uninformed I am unaware, or have very little knowledge of the item

2 = Aware I have heard of it; I have limited knowledge and/or ability to apply the skill

3 = Knowledgeable I am comfortable with knowledge or ability to apply the skill

4 = Skilled I am very comfortable, an expert; could teach this to others

|  |
| --- |
| **To what degree are you able to effectively…** |
| 6A1 | Describe the scientific foundations of the field of public health. |  |
| 6A2 | Identify prominent events in the history of the public health profession. |  |
| 6A3 | Relate public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health. |  |
| 6A4 | Identify the basic public health science (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences) |  |
| 6A5 | Describe how the scientific evidence relates to a public health issue, concern, or intervention. |  |
| 6A6 | Describe the scientific evidence from a variety of text and electronic sources.  |  |
| 6A7 | Discuss the limitations of research findings. |  |
| 6A8 | Describe the laws, regulations, policies and procedures for the ethical conduct of research. |  |
| 6A9 | Partner with other public health professionals in building the scientific base of public health. |  |
|  | **Total Score** (Add all scores and enter total here) |  |
|  | **Average Scored** (divide the “total score” by 9 and enter the results here and into the corresponding row on the “your results” section) |  |

**Program Competency 7: Participate in financial planning and management of public health units.**

1 = Uninformed I am unaware, or have very little knowledge of the item

2 = Aware I have heard of it; I have limited knowledge and/or ability to apply the skill

3 = Knowledgeable I am comfortable with knowledge or ability to apply the skill

4 = Skilled I am very comfortable, an expert; could teach this to others

|  |
| --- |
| **To what degree are you able to effectively…** |
| 7A1 | Describe the local, state, and federal public health and health care systems. |  |
| 7A2 | Describe the organizational structures, functions, and authorities of local, state, and federal public health agencies. |  |
| 7A3 | Adhere to the organization’s policies and procedures. |  |
| 7A4 | Participate in the development of a programmatic budget. |  |
| 7A5 | Operate programs within current and forecasted budget constraints. |  |
| 7A6 | Identify strategies for determining budget priorities based on federal, state, and local financial contributions.  |  |
| 7A7 | Report program performance. |  |
| 7A8 | Translate evaluation report information into program performance improvement action steps |  |
| 7A9 | Contribute to the preparation of proposals for funding from external sources. |  |
| 7A10 | Apply basic human relations skills to internal collaborations, motivation of colleagues, and resolution of conflicts. |  |
| 7A11 | Demonstrate public health informatics skills to improve program and business operations. |  |
| 7A12 | Participate in the development of contracts and other agreements for the provision of services. |  |
| 7A13 | Describe how cost-effectiveness, cost-benefit, and cost-utility analyses affect programmatic prioritization and decision making. |  |
|  | **Total Score** (Add all scores and enter total here) |  |
|  | **Average Scored** (divide the “total score” by 13 and enter the results here and into the corresponding row on the “your results” section) |  |

**Program Competency 8: Exercise public health leadership and systems thinking**

1 = Uninformed I am unaware, or have very little knowledge of the item

2 = Aware I have heard of it; I have limited knowledge and/or ability to apply the skill

3 = Knowledgeable I am comfortable with knowledge or ability to apply the skill

4 = Skilled I am very comfortable, an expert; could teach this to others

|  |
| --- |
| **To what degree are you able to effectively…** |
| 8A1 | Incorporate ethical standards of practice as the basis of all interactions with organizations, communities, and individuals. |  |
| 8A2 | Describe how public health operates within a larger system. |  |
| 8A3 | Participate with stakeholders in identifying the public health values and a shared public health vision as guiding principles for community action. |  |
| 8A4 | Identify internal and external problems that may affect the delivery of Essential Public Health Services. |  |
| 8A5 | Use individual, team and organizational learning opportunities for personal and professional development. |  |
| 8A6 | Participate in mentoring and peer review or coaching opportunities.  |  |
| 8A7 | Participate in the measuring, reporting and continuous improvement of organizational performance. |  |
| 8A8 | Describe the impact of changes in the public health system, and larger social, political, economic environments, on organizational practices. |  |
|  | **Total Score** (Add all scores and enter total here) |  |
|  | **Average Score** (divide the “total score” by 8 and enter the results here and into the corresponding row on the “your results” section) |  |

**Program Competency 9: Respond to public health issues in rural settings.**

1 = Uninformed I am unaware, or have very little knowledge of the item

2 = Aware I have heard of it; I have limited knowledge and/or ability to apply the skill

3 = Knowledgeable I am comfortable with knowledge or ability to apply the skill

4 = Skilled I am very comfortable, an expert; could teach this to others

|  |
| --- |
| **To what degree are you able to effectively…** |
| 9A1 | Define and distinguish between urban, rural and frontier areas. |  |
| 9A2 |  Identify the common demographic characteristics or rural and frontier areas and their implications for provision of public health services. |  |
| 9A3 |  Identify the common social and economic characteristics of rural and frontier areas and their implications for provision of public health services. |  |
| 9A4 |  Describe the common ethical considerations of rural and frontier areas and their effect on the relationships between consumers, healthcare providers, the population of the area, and the provision of public health services. |  |
| 9A5 |  Identify the common political attributes of rural and frontier areas and their implications for provision of public health services. |  |
| 9A6 | Describe common public health workforce issues associated with rural and frontier areas and their implications for provision of public health services. |  |
| 9A7 |  Explain the challenges of public health planning and preparedness for rural and frontier areas, including the need for and role of mutual aid agreements, and the implications of such challenges for provisions of public health services. |  |
| 9A8 | Explain the common characteristics of healthcare delivery systems in rural and frontier areas and their implications for provision of public health services. |  |
| 9A9 |  Describe the common communication challenges associated with living in rural and frontier areas and their implications for provision of public health services. |  |
| 9A10 | Utilize basic statistical skills to reason effectively about problems associated with the populations of low density and widespread geographic dispersion. |  |
|  | **Total Score** (Add all scores and enter total here) |  |
|  | **Average Score** (divide the “total score” by 10 and enter the results here and into the corresponding row on the “your results” section) |  |

**Program Competency 10: Use global insight in responding to local public health issues.**

1 = Uninformed I am unaware, or have very little knowledge of the item

2 = Aware I have heard of it; I have limited knowledge and/or ability to apply the skill

3 = Knowledgeable I am comfortable with knowledge or ability to apply the skill

4 = Skilled I am very comfortable, an expert; could teach this to others

|  |
| --- |
| **To what degree are you able to effectively…** |
| 10A1 | Gather, integrate and analyze rural and global evidence. |  |
| 10A2 | Demonstrate sensitivity and genuine respect for a multiplicity of values, beliefs, traditions, experiences and feelings of satisfaction or distress stemming from social circumstances in global and rural settings. |  |
| 10A3 | Bring together diverse and global ideas to solve local rural problems in innovative ways. |  |
| 10A4 | Understand how to work with language differences, sometimes through interpreters, while appreciating broader communication differences. |  |
| 10A5 | Work on multifunctional, diverse teams to accomplish tasks in rural settings. |  |
| 10A6 | Understand global public health issues and practices. |  |
| 10A7 | Use an understanding of global public health issues and practices to inform local public health practices in rural settings. |  |
|  | **Total Score** (Add all scores and enter total here) |  |
|  | **Average Score** (divide the “total score” by 7 and enter the results here and into the corresponding row on the “your results” section) |  |

**Your Results**

Enter the average total from each core competency in the corresponding row below.

|  |  |
| --- | --- |
| **Core Competency** | **Average Score** |
| 1. Prepare community data for public health analyses and assessments.
 |  |
| 1. Contribute to public health program and policy development.
 |  |
| 1. Communicate in public health settings.
 |  |
| 1. Practice public health with people from diverse populations.
 |  |
| 1. Collaborate with the community in the practice of public health.
 |  |
| 1. Base public health practice on scientific evidence.
 |  |
| 1. Participate in financial planning and management of public health units.
 |  |
| 1. Exercise public health leadership and systems thinking.
 |  |
| 1. Respond to public health issues in rural settings.
 |  |
| 1. Use global insight in responding to local public health issues.
 |  |

**Interpreting your results:**

Based on the average score you have for each core competency in the “Your Results” section, you are now ready to identify the strengths in your practice and the areas that you would like to improve or strengthen.

For, example, if your average score is a “1” in any core competency, you will want to consider focusing your time and energy towards achieving the learning objectives in that core, followed by cores in which you score a “2” with a lower priority given to cores in which you score a “3” or “4”.

Once you have identified your priorities, you can use this information to guide you in developing a learning plan with one or more personal professional goals for the next year, in guiding a discussion with your advisor, mentor or coach and in choosing learning opportunities that will help you reach your goals and meet the requirements for continuing competence.

\_\_\_\_\_\_\_\_\_\_\_

Original tool developed by Janet Place, MPH - North Carolina Public Health Academy at the University of North Carolina (modified by the Public Health Foundation and the UM Self-study Committee).