knowledge changing life

Master of Public Health Program
Student Handbook

Last Revised: December 2024

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Important Contact Information

Topic	Contact Information/Website
Policies and Procedures such as: Admissions, Registration, Temporary or Permanent Withdrawal, Transfer of Credits, Student Affairs, Academic Calendar, Grievances, Probation, Graduation, etc.	Graduate School, gradschool@mcw.edu Angela Backus, Director of Enrollment http://www.mcw.edu/gradschool 414-955-8218
Policies and Procedures such as: Registration, Temporary or Permanent Withdrawal, Transcripts, Name Change	Office of the Registrar, acadreg@mcw.edu Brenda Parsons, Associate Registrar
Tuition and Billing	Office of Student Accounts, mcwtuition@mcw.edu
Financial Aid	Student Financial Services, finaid@mcw.edu
Brightspace	LMS Help Desk, lmshelp@mcw.edu
MCW Email and Password Issues	IS Help Desk, help@mcw.edu
MCWconnect Credentials	Information Services, MCWconnect_support@mcw.edu https://sis.mcw.edu
Academic and Career Advising	David Nelson, danelson@mcw.edu Christopher Simenz, csimenz@mcw.edu Kim Contardi, kcontardi@mcw.edu Sarah Curry Link, scurry@mcw.edu Shannon Edminster, sedminster@mcw.edu (career)
Plan of Study	MPH staff, mph@mcw.edu
Field Placement	MPH staff, mph@mcw.edu Faculty Advisor (TBD prior to Field Placement)
Capstone Project	MPH staff, mph@mcw.edu Faculty Advisor
Coursework	Course Faculty (see syllabus for contact information)
Student Governance and Involvement, Graduate Student Association	Graduate School-Graduate Student Association
Academic and Student Services • Student Inclusion • Academic Support and Enrichment • Health and Wellness • Career Services	Academic and Student Services | Medical College of Wisconsin (mcw.edu)
MCW Libraries	Medical College of Wisconsin Libraries | Medical College of Wisconsin (mcw.edu)

PURPOSE OF THE STUDENT HANDBOOK

The MPH Student Handbook provides information for current and prospective students regarding the program's mission, goals, values, plan of study, course descriptions, competencies, advising, and program resources. This handbook is considered a supplement to the [MCW Graduate School Student Handbook](#) that provides information such as admission requirements, application and registration procedures, tuition and fees, and all other policies and procedures students need to be familiar with. It is the student's responsibility to be aware of and comply with all requirements, policies, procedures and deadlines in both documents. The MPH Student Handbook is updated as needed and posted on the [MPH website.](#) The Graduate School Handbook can be found on the [Graduate School's website](#), under Current Students, MCW Graduate Student Handbook.

HISTORY OF THE MPH PROGRAM AT THE MEDICAL COLLEGE OF WISCONSIN

In 1982, the Medical College received a grant to develop and pilot a graduate level distance education program to meet the training and career development needs of physicians working in public and occupational health in all areas of the country. This innovative Master of Public Health program utilized distance learning methodologies that provided licensed health care professionals, predominantly physicians, with the opportunity to fulfill their educational goals. The concentration in Occupational Medicine was fully developed by 1986, and the concentration in General Preventive Medicine and Public Health was implemented in 1992. The Council on Education for Public Health (CEPH) provided full accreditation for the Medical College of Wisconsin's MPH program in 1991.

The Advancing a Healthier Wisconsin (AHW) Endowment launched its first funded initiatives in community health, research, and education in 2004. AHW developed a five-year plan, and the Medical College dramatically increased its emphasis on improving the health of the public through training, community-based participatory research, and service. Given the Medical College's broadening public health focus and the training needs of the public health workforce, the MPH program received a grant from AHW to implement substantial changes. Since fall 2007, the MPH program has been available to the broader public health workforce in addition to licensed health care professionals. A Certificate in Public Health has been offered since fall 2008. A Certificate in Community Health Assessment & Planning as well as a Certificate in Population Health Management were developed in 2016.

In 2006, the Medical College's academic programs, including the MPH, were given full accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools for the maximum 10-year period. Effective February 28, 2017, the Higher Learning Commission (HLC) approved reaccreditation of the Medical College of Wisconsin. Also, in 2017, the MPH program received reaccreditation for the maximum term of seven years from the Council on Education for Public Health.

The Medical College remains well-positioned to provide flexible and innovative learning opportunities that meet the needs of working professionals and looks forward to accepting students into its newer programs such as the MD/MPH and an online DrPH.

VISION
Healthy, thriving, and equitable communities

MISSION
To provide an exceptional educational experience emphasizing public health practice, leadership development, and community engagement.

PROGRAM GOALS
The overall goals to fulfill the mission fall into three categories that include education, research, and service.

Education
- Foster interdisciplinary learning in an inclusive environment for students and faculty of diverse backgrounds, interests, and experiences.
- Recruit and retain a diverse faculty and student population.

Service
- Partner with communities to address current and emerging public health issues.

Research
- Promote faculty and student scholarship and research that reflects the priorities of the communities, offers evidence-based public health knowledge and solutions, and advances the field of public health.

PROGRAM VALUES
The MPH program faculty, students, and staff are committed to the over-arching principle of respect for the dignity and worth of people regardless of gender, race, religious or ethnic affiliations, sexual orientation or social standing. Program values are reflected in:

- Justice
- Inclusion
- Equity
- Excellence
- Social Responsibility

PROGRAM OVERVIEW

Through education, research, and service, the MPH program at the Medical College of Wisconsin provides individuals with the knowledge, skills and leadership necessary to address public and community health issues. The program is designed to meet the needs of working professionals and can be completed on a full or part-time basis. Courses are offered through a convenient, web-based format using Brightspace and incorporate instructional principles appropriate for adult learners. The focus of the program is on public health practice, so students apply theoretical concepts to practical situations through case analyses and experiential activities.

Curriculum

42 credit hours are required to complete the MPH Degree.

The curriculum consists of four core courses, six additional required courses, two electives, a Field Placement, and the Capstone Project.

The core courses are:
   18155 Public Health Theory and Practice
   18165 Principles of Public Health Data and Epidemiology
   18203 Public Health Administration
   18204 Public Health Analytics

The additional required courses are:
   18209 Community Health Assessment and Improvement
   18230 Community Health Program Planning
   18260 Community Health Program Evaluation
   18160 Racial and Ethnic Inequalities in Health
   18268 Leadership for the Public's Health
   18223 Public Health Policy
   Culminating Experiences:
   18279 Field Placement Preparation
   18280 Field Placement
   18297 Capstone Project

Electives:
18101 Foundations of Public Health (required for 4+1 students)
18115 Health Promotion & Disease Prevention
18215 Infectious Diseases
18221 Public Health Law and Ethics
18232 Introduction to Population Health Management
18241 Health Communications

MPH Program Course Offerings

Core Courses	Credits	Offered
18155 Public Health Theory and Practice	3	Fall
18165 Principles of Public Health Data and Epidemiology	3	Fall
18203 Public Health Administration	3	Spring
18204 Public Health Analytics	3	Spring
Total	**12 credits**	
Required Program Courses	**Credits**	**Offered**
18209 Community Health Assessment and Improvement	3	Fall
18230 Community Health Program Planning	3	Spring
18260 Community Health Program Evaluation	3	Fall
18160 Racial and Ethnic Inequalities in Health	3	Spring
18268 Leadership for the Public's Health	3	Summer
18223 Public Health Policy	3	Fall
18279 Field Placement Preparation	1	Fall, Spring, Summer
18280 Field Placement	2-5	Fall, Spring, Summer
18297 Capstone Project	3	Fall, Spring, Summer
Total	**24 credits**	
General Elective Courses	**Credits**	**Offered**
18101 Foundations of Public Health	3	Summer (required for 4+1 students and elective for others)
18115 Health Promotion & Disease Prevention	3	Spring
18215 Infectious Diseases	3	Spring
18221 Public Health Law and Ethics	3	Summer
18232 Introduction to Population Health Management	3	Summer
18241 Health Communications	3	Fall
Total	**6 credits**	

Master of Public Health Course Descriptions are located in the [Academic Bulletin](#).

Plan of Study
At the start of the program, each new student develops a plan of study with advice from the MPH program staff. The plan must be submitted to program staff for approval. Courses are offered on a semester basis. Feasibility of a given course load is an especially important consideration for students who have major demands on their time because of employment, family, or other reasons. For each course, students should plan to spend at least 6 to 10 hours on coursework each week. The classes are web-based and require more self-directed work than do traditional classes. Students should complete the core courses early in their plan of study to attain core competencies that will be further applied in the Field Placement and Capstone Project. All degree requirements for graduation must be completed within 5 calendar years.

Academic and Career Advising
After acceptance into the program, the student will be assigned an advisor. The program director, associate program director, and program staff serve as the academic and career advisors for each student. They collaborate with the student to develop a customized plan of study based upon program requirements and the student's interests and career goals. Students are required to meet with the advisor on an annual basis to review the student's portfolio and discuss topics such as academic progress, competency attainment, service activities, professional development, and career goals. In addition to the annual assessment, students are encouraged to consult with the program director, associate program director, and program staff as needed. Students are also encouraged to utilize career advisement resources provided by the Graduate School such as the Graduate School Career Services office.

If a student's evaluation is unsatisfactory in any regard, concerns from the Dean are discussed with the program director who then works with the student to establish goals for improving progress. Students with a GPA below 3.0 will be on probation and will receive notification from the Dean.

Project Advising
While students are enrolled in 18279 MPH Field Placement Preparation, they are assigned an advisor who serves as a mentor throughout their Field Placement and potentially their Capstone Project, as well. The MPH associate program director and staff will make every effort to match the student's interests to the faculty advisor's expertise; however, interests and expertise may not match exactly. While many students will work with the same faculty advisor for both the Field Placement and Capstone Project courses, different advisors may be assigned if topics switch drastically or either party requests a change.

Portfolio
Development of students' online portfolio will begin at the start of the program and be built upon each semester through coursework and other activities students accomplish throughout the program. The purpose of the portfolio is to:
- Demonstrate progress toward competency achievement
- Provide students with examples of their accomplishments that can be used for career development or employment opportunities
- Provide the opportunity for self-reflection and self-assessment

Students should develop a professional mission statement that incorporates the reason for pursuing a public health degree and at least two professional goals to share with their academic advisor at the start of the program. These will likely evolve and will be reviewed during annual assessments and at the end of the program. The mission statement and goals are to be included as part of the portfolio. During the Field Placement course, students will add to their portfolio by creating at least two products for a site. Students also have the opportunity during the Field Placement to update their resume with input from a career coach. Toward the completion of the program, students will review their portfolio and competency self-

assessment with their program advisor to discuss knowledge and skills gained and the extent to which educational goals were achieved during the program.

PROGRAM COMPETENCIES & FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Upon completion of the MPH program, students will demonstrate knowledge of the 22 foundational competencies as well as the 5 MPH concentration competencies. Students will achieve these competencies through coursework, practical experiences, and other activities.

Foundational Competencies

Evidence-based Approaches to Public

1. Apply epidemiological methods to 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 systemic 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, implementation, or critique 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 the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify relevant communities and individuals 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 leadership and/or management principles to address a relevant issue.
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 to a non-academic, non-peer audience with attention to factors such as literacy and health literacy.
20. Describe the importance of cultural humility in communicating public health content.

Interprofessional and/or Intersectoral Practice
21. Integrate perspectives from other sectors and/or professions to promote and advance population health.

Systems Thinking
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative.

MPH Concentration-Specific Competencies
1. Apply basic theories and models from behavioral science disciplines that are used in public health practice.
2. Demonstrate strategic planning and program planning in the contextual setting for when it is appropriate to use each process.
3. Design a logic model as a component of program planning that address short, medium, and long-term outcomes.
4. Conduct outcome and impact analyses using evaluation design and data.
5. Apply methods for evaluating efficiency, cost benefit, and cost effectiveness analyses.

Students are expected to familiarize themselves with these competencies and collect evidence as part of their portfolio for how these competencies are met. These competencies are emphasized in coursework throughout the MPH program. Students complete a competency self-assessment at the beginning of the program and following program completion. While enrolled in Field Placement Preparation, students will refer to the competency self-assessment to assist with determining which competencies they would like to target during their Field Placement. Students are responsible for demonstrating achievement of specific competencies at the end of that course. Students will identify competencies to enhance as part of the Capstone Project as well. Additionally, students will complete a competency self-assessment at the end of their final semester following the Capstone Project course. In this assessment, students will rank their competency in each area and list the evidence that demonstrates the competency.

Foundational Public Health Knowledge
Students will be grounded in foundational public health knowledge. Grounding in foundational public health knowledge is measured by the student's achievement of the following learning objectives.

Profession & Science of Public Health
1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services11
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program, with attention to disparities among populations, e.g., socioeconomic, ethnic, gender, racial, etc.
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health

10. Explain the cultural, social, political and economic determinants of health and how the determinants relate to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g. One Health)

STUDENT COMMITMENT TO SERVICE

All students in the program are expected to provide service to the communities in which they live and/or work. Service opportunities may come from activities such as class projects, the Field Placement, or volunteer work. Students report their service activities during the annual student performance assessment.

STUDENT GOVERNANCE AND INVOLVEMENT OPPORTUNITIES

Students are encouraged to take an active role in the governance of the program. Following are avenues in which students can get involved in program activities. If interested in any of these opportunities, please contact the MPH program, mph@mcw.edu.

1. Graduate Student Association (GSA) – consists of all degree-seeking graduate students and provides a mechanism for voicing collective graduate student opinions to the faculty and administration while aiding in the dissemination of information to graduate students. Each department or program elects a student to be on the representative council. This group meets once a month.

2. Advisory Committee – consists of representatives from the public health workforce, faculty, students, administration, and alumni. The committee participates in strategic planning processes providing recommendations and guidance to the program administration. Input may also be solicited on topics such as service activities, student diversity, curriculum development, research opportunities, workforce development, marketing, and accreditation.

CERTIFICATE PROGRAMS

In addition to the Master of Public Health degree program, three online graduate certificates are offered: Certificate in Public Health, Certificate in Population Health Management, and the Certificate in Community Health Assessment and Planning.

The Graduate Certificate in Public Health was developed for individuals who are starting a career in public health as well as for individuals who already work in the field of public health but would like to enhance their knowledge and skills in the core public health disciplines. It consists of four core courses and offers 12 graduate credits that may be applied toward an MPH degree. Certificate students participate in courses along with MPH students. All courses are delivered through a convenient, web-based format. The program can be completed in one or two years.

The Graduate Certificate in Population Health Management consists of 4 courses totaling 12 credits that may be transferred into the MPH degree. Experience working in health care systems, health plans, employee benefit plans, or public health departments is recommended.

The Graduate Certificate in Community Health Assessment and Planning consists of 4 courses totaling 12 credits that may be transferred into the MPH degree. One to two years of experience working in health care, worksite wellness, or public health is strongly recommended.

Applicants must have an undergraduate or advanced degree with an overall grade point average of 3.0 and should submit an online application along with official transcripts and three letters of recommendation.

RESOURCES AND SERVICES

System Requirements for MPH Web-Based Learning

Students should have access to Brightspace, A PC running MS Windows OS or a Mac running OS X. Firefox, Safari Chrome, or Microsoft Edge are recommended. Internet Explorer is no longer supported. Microsoft Office 2007 or newer and Adobe Acrobat Reader may be required.

Brightspace is a web-based learning management system where all course materials can be found. With Brightspace, students can take surveys, quizzes and tests, send and receive course mail, post to threaded discussions and chat rooms, upload assignments using drop-boxes, and more. Students can check their progress and grades at any time during the course and can create groups and teams for project or committee work.

An office suite such as Microsoft Office and Adobe Reader or other compatible PDF readers are also required. If students have problems accessing courses in Brightspace, please contact lmshelp@mcw.edu.

Statistical Software Requirements

The use of a statistical software package may be required for some courses. Information will be found in the course syllabus.

Library

MCW Libraries consist of the central Todd Wehr Library located in the MCW Administrative Building and two branch libraries located at Froedtert Hospital and Children's Hospital of Wisconsin.

Library resources are available to all registered students. Library information can be accessed at https://www.mcw.edu/departments/libraries. Enrolled students are provided remote access to the libraries. This access includes the multitude of library resources, particularly the electronic journals and books.

Textbooks

A list of required textbooks will be emailed to all students. Students may acquire textbooks from any convenient source. Students are advised not to purchase books far in advance of enrollment as texts are frequently published in new editions or courses are revised to newer, more current texts.

Student Financial Services

The Student Financial Services office is available to assist students with securing financial aid and address questions related to tuition.

ONLINE LEARNING STRATEGIES

Whether you are experienced or new to the online learning world, there are some evidence-based strategies for success in the MPH online program. Also provided are references and links for additional resources.

Access

- Make sure that you have the right technology (e.g., hardware, software, internet connectivity) to complete assignments.

- Spend some time navigating your way through the class files and folders to make sure that you can access desired course menus and materials.[5]
- Download or print out pages for reference and review away from the computer.[5]

Time Management
- An online class requires an average of 6-10 hours per week and more during the summer.
- Determine what time is best for you to study and complete assignments and schedule times in which to read, complete assignments, and post dialogue to other classmates.
- Be sure to find a private place to study which is free from distractions.[1, 4, 3]

Communication
- Interaction and discussion with classmates and instructors still occur in online learning through reading and responding to classmates' introductions, facilitated course discussions, or engaging in ongoing dialogue about issues. Just as in face-to-face learning, we expect that you will learn from and provide insights to your peers.
- Start by posting your own introduction—as the first step in building your online learning community.
- Participate. Whether you are working alone or in a group, contribute your ideas, perspectives, and comments.[2]
- Log on to your course each day to at least check discussions and course updates/ announcements.
- Be polite and respectful. Remember that you are dealing with real people online. Being polite and respectful is obligatory for a productive and supportive online environment.[2] Find a list of online etiquette rules.

Trouble Shooting and Other Tips
- Ask for help early. Remember that your instructor wants you to succeed.
- Be patient. As much as your instructor will try to be prompt in answering questions, please do not expect instantaneous responses to your queries. Learn how to set break points in your study so that you can return exactly to that point when your question is answered. Be patient with yourself as well—give the material a chance to soak in.[5]

Additional Reading/ Resources on Strategies for Effective and Efficient Online Learning
1   Arkansas State University. *Study Skills Links*.
2   Illinois Online Network. *Tips for online success*.
3   Purdue University. *Tips to enhance your online learning experience*.
4   Roper, A. (2007). *How students develop online learning skills. EDUCASE Quarterly. 30*.
5   Texas A & M University. *Tips for taking online courses*.

GRADUATE SCHOOL FORMS
Many forms such as those required to graduate, request a leave of absence (withdrawal form), request transfer of credits, etc. are available through the Graduate School Office. Please refer to the Graduate School website, Current Students, for links to the forms and instructions for completion. Questions? Contact the Graduate School at gradschool@mcw.edu or 414-955-8218.

Disclaimer
The MPH Handbook is updated as needed and is posted on the MPH website. The right to alter content at any time is reserved by MCW. MCW reserves the right to increase tuition without prior notice. It further reserves the right to alter the schedule of courses, the requirements for degrees, and other regulations affecting the student body. Such requirements and regulations are considered effective whenever

determined by a department or by a general MCW directive. The student is expected to stay well informed with respect to regulations and requirements.

Mapping of MPH Foundational Competencies

Competency	Course number(s) and name(s)^
Evidence-based Approaches to Public Health	
1. Apply epidemiological methods to settings and situations in public health practice	18165 Principles of Public Health Data and Epidemiology 18204 Public Health Data Analytics 18155 Public Health Theory and Practice 18203 Public Health Administration
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	18260 Community Health Program Evaluation 18165 Principles of Public Health Data and Epidemiology 18155 Public Health Theory and Practice 18209 Community Health Assessment and Improvement 18203 Public Health Administration 18268 Leadership for the Public's Health 18230 Community Health Program Planning
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate	18204 Public Health Data Analytics 18165 Principles of Public Health Data and Epidemiology 18209 Community Health Assessment and Improvement
4. Interpret results of data analysis for public health research, policy, or practice	18165 Principles of Public Health Data and Epidemiology 18204 Public Health Data Analytics 18209 Community Health Assessment and Improvement 18203 Public Health Administration 18268 Leadership for the Public's Health
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	18203 Public Health Administration 18209 Community Health Assessment and Improvement
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 systemic levels	18223 Public Health Policy 18160 Racial and Ethnic Inequalities in Health 18230 Community Health Program Planning 18268 Leadership for the Public's Health 18204 Public Health Data Analytics 18209 Community Health Assessment and Improvement 18203 Public Health Administration
Planning & Management to Promote Health	
7. Assess population needs, assets, and capacities that affect communities' health	18209 Community Health Assessment and Improvement 18203 Public Health Administration 18268 Leadership for the Public's Health 18230 Community Health Program Planning
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs	18223 Public Health Policy 18230 Community Health Program Planning 18155 Public Health Theory and Practice 18203 Public Health Administration
9. Design a population-based policy, program, project, or intervention	18223 Public Health Policy 18230 Community Health Program Planning 18155 Public Health Theory and Practice 18203 Public Health Administration

10. Explain basic principles and tools of budget and resource management[1]	18203 Public Health administration 18223 Public Health Policy 18203 Community Health Program Planning 18230 Community Health Program Planning
11. Select methods to evaluate public health programs	18260 Community Health Program Evaluation 18230 Community Health Program Planning 18155 Public Health Theory and Practice 18203 Public Health Administration
Policy in Public Health	
12. Discuss the policy-making process[2], including the roles of ethics and evidence	18223 Public Health Policy 18203 Public Health Administration 18268 Leadership for the Public's Health 18230 Community Health Program Planning
13. Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes	18230 Community Health Program Planning 18155 Public Health Theory and Practice 18203 Public Health Administration 18268 Leadership for the Public's Health
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations[3]	18160 Racial and Ethnic Inequalities in Health 18223 Public Health Policy 18203 Public Health Administration 18268 Leadership for the Public's Health
15. Evaluate policies for their impact on public health and health equity	18223 Public Health Policy 18260 Community Health Program Evaluation 18268 Leadership for the Public's Health
Leadership	
16. Apply leadership and/or management principles to address a relevant issue[4]	18268 Leadership for the Public's Health 18203 Public Health Administration 18230 Community Health Program Planning
17. Apply negotiation and mediation skills to address organizational or community challenges[5]	18268 Leadership for the Public's Health
Communication	
18. Select communication strategies for different audiences and sectors	18203 Public Health Administration 18155 Public Health Theory and Practice 18268 Leadership for the Public's Health 18209 Community Health Assessment and Improvement
19. Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy	18230 Community Health Program Planning final presentation 18209 Community Health Assessment and Improvement 18203 Public Health Administration 18268 Leadership for the Public's Health
20. Describe the importance of cultural humility in communicating public health content	18160 Racial and Ethnic Inequalities in Health 18230 Community Health Program Planning

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[1] "Resource management" refers to stewardship (planning, monitoring, etc.) of resources throughout a project, not simply preparing a budget statement that projects what resources will be required.

[2] This competency refers to technical aspects of how public policies are created and adopted, including legislative and/or regulatory roles and processes, ethics in public policy making, and the role of evidence in creating policy.

[3] This competency refers to the ability to influence policy and/or decision making, such as through stakeholder mobilization, educating policy makers, etc. Ability to argue in support of (or in opposition to) a position, as in a standard debate, is not sufficient. Students must produce a product that would be part of an advocacy campaign or effort (e.g., legislative testimony, fact sheets, advocacy strategy outline, etc).

[4] Such principles may include creating a vision, empowering others, fostering collaboration, and guiding decision making

[5] "Negotiation and mediation," in this competency, refers to the set of skills needed when a common solution is required among parties with conflicting interests and/or different desired outcomes. Such skills extend beyond the level of negotiation required in a successful intra-group process; effective communication within a work group or team is more closely related to competency 16.

	18155 Public Health Theory and Practice
Interprofessional Practice*	
21. Integrate perspectives from other sectors and/or professions to promote and advance population health[6]	18223 Public Health Policy 18203 Public Health Administration 18155 Public Health Theory and Practice 18204 Public Health Data Analytics 18268 Leadership for the Public's Health 18230 Community Health Program Planning
Systems Thinking	
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative[7]	18260 Community Health Program Evaluation 18230 Community Health Program Planning 18155 Public Health Theory and Practice 18203 Public Health Administration 18268 Leadership for the Public's Health

Mapping of Concentration Competencies

Coverage of Competencies for MPH Degree in Public Health Practice	
Competency	**Course number(s) or other educational requirements**
1. Apply basic theories and models from behavioral science disciplines that are used in public health practice	18230 Community Health Program Planning 18268 Leadership for the Public's Health
2. Demonstrate strategic planning and program planning in the contextual setting for when it is appropriate to use each process	18203 Public Health Administration 18230 Community Health Program Planning
3. Design a logic model as a component of program planning that addresses short-, medium-, and long-term outcomes	18230 Community Health Program Planning
4. Conduct outcome and impact analysis using evaluation design and data	18203 Public Health Administration 18260 Community Health Program Evaluation
5. Apply methods for evaluating efficiency, cost benefit, and cost effectiveness analyses	18260 Community Health Program Evaluation

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[6] This competency requires direct engagement (in-person or online) between the student and an individual or individuals in a profession or sector other than public health; students must combine the external sector/profession's perspective and/or knowledge with their own public health training to complete a task, solve a problem, etc.. Role-playing, in which public health students assume the identity of an individual from another profession or sector to which they do not already belong, is not an acceptable substitute for actual engagement with an individual or individuals from a profession or sector outside of public health.

[7] Systems thinking tools depict or map complex relationships, demonstrating, for example, how component parts of a system interact with and influence one another. Examples include causal loop diagrams, systems archetypes, network analyses, and concept maps. Logic models and evidence tables are not sufficient to address this competency.