

# **MPH Student Handbook**

## **Part 2**

### **Internships**



THE UNIVERSITY OF  
**TOLEDO**  
1872

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# TABLE OF CONTENTS

<b>INTERNSHIP .....</b>	<b>3</b>
PLANNING FOR THE INTERNSHIP .....	3
GOALS FOR THE INTERNSHIP .....	4
INTERNSHIP ELIGIBILITY .....	4
ACQUIRING AN INTERNSHIP.....	4
INTERNSHIP TIMELINE .....	5
STUDENT RESPONSIBILITIES.....	5
INTERNSHIP SUPERVISOR RESPONSIBILITIES .....	7
INTERNSHIP ADVISOR RESPONSIBILITIES.....	7
EXAMPLES OF POSSIBLE INTERNSHIP ACTIVITIES .....	8
DUAL MAJORS .....	9
<b>APPENDIX A – NON-ACADEMIC EXPECTATIONS OF THE INTERNSHIP .....</b>	<b>10</b>
<b>APPENDIX B – STUDENT INTERNSHIP CONTRACT .....</b>	<b>11</b>
<b>APPENDIX C – EVALUATION OF INTERNSHIP BY STUDENT .....</b>	<b>13</b>
<b>APPENDIX D – EVALUATION OF MPH STUDENT BY AGENCY .....</b>	<b>14</b>
<b>APPENDIX E – EVALUATION OF MPH STUDENT BY AGENCY .....</b>	<b>16</b>
<b>APPENDIX F – COMPETENCY CHECKLIST FOR FOUNDATIONAL AND MAJOR COMPETENCIES.....</b>	<b>17</b>

## INTERNSHIP

The internship is an important experience that contributes to the student's goals for professional growth and should match the student's interests. The student's goals and interests should be clearly understood by both the student and the student's Internship Advisor (IA).

The internship consists of hands-on experience obtained at a single location or multiple locations as approved by the student's IA. The IA is generally the student's Major Advisor (MA), but this is not required. The internship is required for all MPH students.

The internship meets the requirements of the Applied Practice Experience (APE), as specified by the Council on Education in Public Health (CEPH). CEPH is the accrediting body of the University of Toledo MPH Program.

The internship will allow each student to demonstrate attainment of at least five competencies, of which at least three must be Foundational Competencies and the other two must be Major Competencies. The internship may address more than five competencies, if appropriate. **A minimum of 300 hours is required for each MPH student.**

Each student is required to prepare a portfolio as part of their internship. The portfolio requires a minimum of two products that demonstrate competency attainment. In addition, the portfolio must contain the 10-minute PowerPoint that each student prepares and presents to peers and advisors at the end of the semester they complete their internship along with the student's log and a current resume. The portfolio should be submitted to the student's IA no later than the day of internship presentations. Internship presentations occur on the last Friday of classes (the Friday before finals week) each semester.

### *Planning for the Internship*

Effective practices must be followed to ensure a sound educational experience for every student. The following principles are starting points for planning an internship.

1. Students have the primary responsibility for locating and securing an acceptable internship site or sites.
  - a. Students are REQUIRED to meet with their Internship Advisor (IA) prior to beginning the search for an internship location.
2. Internships are conducted under the professional guidance and supervision of an Internship Supervisor (IS).
  - a. The IS is responsible for making learning experiences from work situations.
  - b. The student is REQUIRED to obtain the resume or CV of the proposed IS and email it to [publichealth@utoledo.edu](mailto:publichealth@utoledo.edu).
    - i. CEPH accreditation requires that the MPH program demonstrate that the Internship Supervisors are qualified.
  - c. For students currently employed in a public health position, the IS cannot be their immediate supervisor.
3. Internships should offer students opportunities for responsible participation in a wide variety of tasks and relationships common to the activities of public health professionals in their field of study.

- a. The experiences offered to students should meet real needs of the sponsoring agency.
- b. As much as possible, all students should be given opportunities to function as staff members while they are completing their internship.
- c. For students currently employed in a public health position, the tasks and experiences must be above and beyond their normal job duties.
4. Students are expected to conduct themselves in a professional manner, conforming to all agency policies regarding conduct, dress, confidentiality, etc.
  - a. Refer to the Non-Academic Expectations of the Internship in Appendix A.

### *Goals for the Internship*

1. Enhance the student's understanding of the structure and functions of the sponsoring agency.
2. Relate the activities of public health professionals to the goals of the sponsoring agency.
3. Recognize the value of linkages, interdependence, and intercommunications between numerous health agencies, providers, and organizations.
4. Integrate classroom learning with real-world field experience.
5. Improve the student's professional skills.
6. Contribute meaningfully to the sponsoring agency.
7. Meet public health professionals and form business relationships with these professionals.
8. Prepare the student for a public health career.

### *Internship Eligibility*

Prior to registering for the internship, all students MUST:

1. Complete a minimum of 24 credit hours of MPH courses, including all core courses as listed on the Plan of Study.
  - a. It is highly recommended that students have also completed all major courses prior to beginning or concurrent with the internship.
2. Complete the online Internship Seminar through the University of Toledo Safety Test Bank.
  - a. Students CANNOT register for an internship without completing the training.
3. Meet with an IA no later than the beginning of the semester PRIOR to the start of the proposed internship.
4. Meet with prospective Internship Supervisors to obtain an internship position.
  - a. Complete the Internship Contract with the IA and IS within the first 20 hours of the internship.
5. Receive approval from the IA to register for internship hours.
  - a. The IA is REQUIRED to enter an override into the online registration system allowing the student to register for internship hours.

### *Acquiring an Internship*

Arranging for an internship is very similar to finding employment. Networking is a key component of this task. Students should develop a list of potentially desirable sites that provide

experiences that are consistent with their personal goals and objectives. The IA can provide a list of sites that have previously hosted interns. Internships may be completed in any location. These locations can be in Ohio, anywhere in the US, or anywhere around the world.

Students **MUST** discuss potential internship sites with their IA. The IA can provide contact information for representatives at the selected sites or the IA can contact the agency if there is no designated representative to arrange an introduction. Students have the responsibility to contact the designated representative and initiate a discussion concerning an internship.

After an agency has accepted a student for an internship, the student needs to work with the IS to complete the Student Internship Contract. The Student Internship Contract will include a plan of activities the student will complete during the internship as well as the expected products the student will produce during the internship. The listed activities and products must be linked to the Foundational and Major Competencies. The student, IS, and IA must all sign the Student Internship Contract, which signifies they all agree on the plan of activities and expected products.

### *Internship Timeline*

Students should begin preparing for the internship the semester before they plan to begin the internship. Securing an internship and completing the Student Internship Contract take time. The contract should be completed within 20 hours from the start of the internship.

Registration for the internship should be done concurrently with the student's other courses. A total of 3 credit hours is required for the internship. Students may register for 1 to 3 credit hours at a time since the internship can be completed in one semester or over three semesters. The default credit hours in the registration system for the internship is 1. Therefore, students **MUST MANUALLY SELECT THE CORRECT NUMBER OF CREDIT HOURS**. Students cannot graduate without 3 credit hours of internship being completed.

### *Student Responsibilities*

1. Students are expected to comply with all applicable rules, policies, and procedures of the agency hosting the internship. If the agency has special requirements, students have the responsibility to comply with these requirements.
2. All students are expected to conduct themselves in a professional manner that is a credit to the student, the agency, and the university. This includes appropriate professional appearance and behavior.
  - a. Refer to the Non-Academic Expectations of the Internship in Appendix A.
3. Students have the primary responsibility for obtaining their internship. Typical steps for obtaining an internship include:
  - a. Become familiar with the selected agency, including any pertinent rules and regulations, mission, and vision of the agency.
  - b. Develop a list of possible projects along with goals and expectations to discuss with the selected agency.
    - i. It is recommended that students share and discuss this list with their IA before meeting with the agency.

- c. Provide a current professional resume and any other information requested to the selected agency.
- 4. Students are required to complete all the activities listed in the Student Internship Contract (Appendix B).
  - a. Failure to complete all the activities will result in a U (unsatisfactory) grade, which will require the entire internship to be repeated at another site.
- 5. Students are required to maintain all records necessary for the activities detailed in the Student Internship Contract.
  - a. A daily log of internship activities must be emailed to their IA every 60 hours of the internship.
- 6. Students are required to complete a **minimum of 300 hours** at the selected agency.
  - a. The IS is required to sign off that the minimum number of hours have been completed by the student.
- 7. Students are required to create an electronic portfolio with a minimum of two products from their internship activities.
  - a. The portfolio must be submitted to their IA no later than the day of student presentations.
  - b. The products will vary by internship. Examples of possible products include:
    - i. Education materials such as flyers, presentations, etc.
    - ii. Grant applications or sections of grant applications
    - iii. Policies, programs, or interventions
    - iv. Chemical inventories, hazard assessments, etc.
- 8. Students are required to complete the Competency Checklist at the conclusion of their internship to explain with Foundational and Major Competencies are addressed by the student's internship products.
- 9. Students are required to prepare a 10-minute PowerPoint presentation.
  - a. The specific requirements for the presentation can be found under the Current Student tab of the MPH website (<http://www.utoledo.edu/hhs/master-of-public-health/current-students/>) and are summarized below.
    - i. Students are held to the 10-minute time limit.
    - ii. Students are required to dress professionally.
    - iii. The presentation needs to include the following content:
      - 1. An introduction of self and major
      - 2. Internship location and how it was obtained
      - 3. Internship supervisor and their title and credentials
      - 4. Internship activities and projects
      - 5. The foundational and major competencies met with the activities and projects
      - 6. The overall objectives of the internship
    - iv. Students are required to send their presentation to [publichealth@utoledo.edu](mailto:publichealth@utoledo.edu) no later than 5:00 pm on the presentation day.
  - b. Presentations occur during the 14<sup>th</sup> week of the semester on Friday, beginning at 8:00 am (the Friday before finals week).

- i. Students presenting are required to stay for all the presentations, unless they are working.
    - ii. Students with a job must notify their advisor and the program if they cannot stay for all the presentations.
  - c. Students will not receive a grade for their internship until after the presentation.
- 10. Students are required to complete an Evaluation of the Internship by Student (Appendix C) and must submit it to the IA before the end of the semester.
- 11. Students should request a letter of reference, if appropriate, from their IS.
- 12. Students MUST notify their IA whenever any difficulties arise during the internship.
- 13. Students are required to email an update to their IA once every week.

#### *Internship Supervisor Responsibilities*

1. The agency shall provide an employee who is professionally competent in the student's field of study to supervise the internship and ensure that the internship contributes to the individual's professional growth.
2. The IS shall work with the student to develop a plan of activities and expected products and complete the Student Internship Contract.
  - a. All activities and products should be designed to enhance a student's professional development and at the same time benefit the agency.
3. The IS needs to inform and ensure understanding by the student of all pertinent policies, rules, and regulations of the agency prior to or at the beginning of the internship.
4. The IS needs to provide each student an orientation to the agency during the first week of the internship.
5. The IS needs to allow the student to function as an integral member of the agency, as much as possible.
6. The IS should meet with the student weekly to discuss the student's progress, answer questions, and resolve problems encountered.
7. The IS needs to provide assistance to the student for completion of all activities and the expected products delineated in the Student Internship Contract.
8. The IS needs to complete both parts of the Evaluation of MPH Student by Agency (see Appendix D).
  - a. Part A needs to be discussed with the student and then signed by both the student and the IS.
    - i. Part A needs to be submitted to the IA by the end of the semester.
  - b. Part B is sent directly to the IA by the IS and also needs to be submitted by the end of the semester.
9. The IS needs to notify the IA immediately whenever difficulties arise during the internship.
10. The IS should provide additional information, as needed, to the IA to share with other potential interns.

#### *Internship Advisor Responsibilities*

1. The IA must follow the student's progress during their internship.

- a. The IA has the option of visiting each site during a student's internship to review the student's progress.
  - b. The IA must review the student's daily activity log and weekly email update.
2. The IA assigns the final grade for the internship after the completion of the internship and the submission of all required documents.
  - a. The IA assigns a grade of either S (satisfactory) or U (unsatisfactory).
    - i. Students who do not complete all activities listed in the Student Internship Contract will receive a grade of U.
    - ii. Students who do not present will receive a grade of U.
    - iii. Students who do not submit all required documents and the electronic portfolio will receive a grade of U.
3. The IA will resolve any major difficulties that are brought to their attention by meeting with representatives of the sponsoring agency, as needed.
  - a. If the problem cannot be resolved by the IA, the Program Director will be requested to resolve the issue.
  - b. If the Program Director cannot resolve the issue, the Chair of the School of Population Health will be requested to resolve the issue.
  - c. If the Chair cannot resolve the issue, the Dean will be asked to review the problem. The decision of the Dean will be final.
4. The IA can assist students in securing internships, usually by referral to cooperating agencies.
5. The IA will cooperate with the selected agency to provide pertinent material related to the student that may be requested by the agency.

#### *Examples of Possible Internship Activities*

Each internship is unique, as are the goals and objectives of each students. However, there are activities that are frequently found in internships. The list below provides some examples.

1. Apply a technical skill with appropriate supervision.
2. Assist in data collection, entry, analysis, and interpretation.
3. Assist in epidemiologic investigations and/or research conducted by the agency.
4. Assist in preparation of agency reports, brochures, or documents.
5. Assist in study design and implementation.
6. Assist with the planning, implementation, and/or evaluation of an intervention.
7. Attend administrative and other staff meetings.
8. Attend professional meetings related to the mission of the agency.
9. Complete analysis of a need or problem identified by the agency.
10. Develop an abstract from the internship experience and submit for presentation at a state or national conference.
11. Develop, coordinate, and administer a program activity.
12. Identify and diagnose a program need or problem as determined by the agency.
13. Survey/review relevant literature related to project activities.
14. Work with other members of the agency's professional staff.
15. Write press releases, reports, or other technical documents.



### *Evaluation of the Internship*

To receive a satisfactory grade for the internship, students must complete all the following:

1. Spend at least 300 hours working at the selected agency for the internship.
  - a. The Evaluation of MPH Student by Agency from certifies that the student has met the minimum hour requirement.
2. Complete the activities detailed in the Student Internship Contract.
  - a. A minimum of two products of these activities must be included in the electronic portfolio the student submits to the IA.
3. Complete the Competency Checklist for the products created during the internship.
4. Evaluate the internship by completing the Evaluation of Internship by Student form.
5. Receive a favorable evaluation from their IS.
  - a. The student must obtain a rating of 3 or greater (on a 5 point scale) for at least 75% of the categories included in the Evaluation of Internship by Agency form.
6. Complete an oral PowerPoint presentation during the Internship Presentation session on Friday of the 14<sup>th</sup> week of the semester the student completes the internship.

### *Dual Majors*

MPH students with a dual major are required to obtain hands-on experience in both majors. This can be accomplished by either completing two separate internships (one would count as an elective for one of the majors) or by completing a combined internship. Students with dual majors who complete separate internships for each major must follow the requirements in this handbook for both internships.

Students with dual majors who want to complete a combined internship will be required to obtain approval from an Internship Advisor in each major. The minimum number of hours will be greater than 300. The student will be required to meet a minimum of five competencies (three Foundational and two Major) for each major. Students may meet the same three Foundational Competencies for both majors but must demonstrate compliance separately for each major. The student's two IAs must both approve that the student has met a minimum of five competencies for each of their majors.

## APPENDIX A – NON-ACADEMIC EXPECTATIONS OF THE INTERNSHIP

When you are participating in your internship, you represent UT, the MPH program, your advisor, your parents and family, and the people who support you. The internship is an opportunity for you to show that you are ready for the professional position that comes as a result of your advanced education. Your Internship Supervisor (IS) will have certain expectations and standards that you are expected to meet. You will be evaluated on these “real world” professional expectations as much as you will be on your knowledge and accomplishments. These real world, non-academic expectations are summarized below.

### 1. Appearance

- a. Wear professional attire appropriate to the position.
  - i. If you are not sure what you should wear, ask your IS.
  - ii. When you begin your internship, you become a member of the staff at the agency and are no longer in a more casual classroom.
- b. Adopt personal grooming that meets the same standards as the agency.
  - i. If the agency does not allow visible tattoos, cover yours up.
  - ii. If the agency does not allow visible piercings, remove yours.

### 2. Punctuality

- a. Arrive before the set start time.
  - i. Five minutes after the set start time is five minutes late.
- b. Alert your IS in advance if you must miss time at the internship site for a planned event.
  - i. In advance does NOT mean the day of; it means days in advance.
  - ii. It is not acceptable to arrive at the site and announce that you must leave that same day for a dentist’s appointment.
    1. Your IS knows that such appointments are scheduled well in advance.
- c. Contact your IS as soon as possible if you are ill and unable to work.
  - i. Do not wait until the day has started and you set start time has passed.
- d. Contact your IS as soon as possible if you are going to be late.
  - i. Oversleeping or getting lost are NOT good excuses for being late.

### 3. Dependability

- a. Do what you say you are going to do.
  - i. Follow through on agreements and promises.
- b. Meet deadlines.

### 4. Professionalism

- a. Work as a member of the team.
- b. Be sociable; greet other employees and make eye contact.
- c. Be attentive and listen when others speak.
  - i. Using personal electronics in meetings and while in the presence of other employees, clients, or customers is rude, inconsiderate, and totally unprofessional.

## APPENDIX B – STUDENT INTERNSHIP CONTRACT

Student Name: \_\_\_\_\_

Contact Phone: \_\_\_\_\_

Contact Email: \_\_\_\_\_

MPH Major: \_\_\_\_\_

Internship Advisor: \_\_\_\_\_

This Internship Contract will confirm the terms and conditions of your internship with

\_\_\_\_\_ (internship site) at

\_\_\_\_\_ (address).

I undertake the following obligations with respect to the above-named internship site:

1. To observe all applicable rules, regulations, instructions, procedures, and directions of the internship site.
2. To refrain from any conduct that would adversely reflect on the internship site or on the MPH program and will not engage in any activity which is incompatible with the aims and objectives of the internship site.
3. To keep confidential any and all unpublished information made known to me by the internship site that I know or ought to have known has not been made public, and except with explicit authorization of the internship site, not to publish any reports or papers based on the information obtained during the internship, both during and after completion of the internship.
4. To provide my Internship Supervisor and my Internship Advisor with a copy of all materials prepared during my internship. The copy provided to my Internship Advisor will be a part of the electronic portfolio.
5. To provide immediate written notice to my Internship Advisor and Internship Supervisor in case of illness or other circumstances that may prevent me from completing the internship.
6. To provide my Internship Advisor with electronic copies of my daily log at every 60 hours of my internship for all 300+ hours of the internship.
7. To provide my Internship Advisor with an email update once every week as well as when I have questions or concerns.

Failure to complete these obligations, and all others described in the MPH Student Handbook, Part 2, will result in an unsatisfactory grade (U) and the requirement to perform another internship at another site.

### Internship Schedule

Start Date: \_\_\_\_\_

End Date: \_\_\_\_\_

Internship Supervisor Information

Name: \_\_\_\_\_

Credentials: \_\_\_\_\_

Title: \_\_\_\_\_

Contact Phone: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Internship Activities with Expected Timeline and Final Product	Competencies Addressed	
	Foundational	Major
1.		
2.		
3.		
4.		
5.		
6.		

Additional Comments:

Signatures:

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Internship Supervisor Date

\_\_\_\_\_  
Internship Advisor Date

## APPENDIX C – EVALUATION OF INTERNSHIP BY STUDENT

Complete this form after the conclusion of the internship and submit it to your IA by the end of the semester. The internship grade cannot be submitted until this form has been returned to your IA.

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Agency: \_\_\_\_\_

Internship Supervisor: \_\_\_\_\_

Start/End Dates: \_\_\_\_\_

Total Hours: \_\_\_\_\_

1. Overall, how would you rate your internship experience?

Poor                  Fair                  Good                  Excellent

2. Please comment on your internship experience.

3. In your opinion, what are your Internship Supervisor's strengths and weaknesses?

4. In your opinion, what are your internship site's strengths and weaknesses?

5. What suggestions would you offer to improve the internship experience?

6. Would you recommend this agency to another student?

Yes                  No

7. Would you recommend this Internship Supervisor to another student?

Yes                  No

8. Please explain your answers to questions 6 and 7.

## APPENDIX D – EVALUATION OF MPH STUDENT BY AGENCY

### Part A

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Agency: \_\_\_\_\_

Internship Supervisor: \_\_\_\_\_

**Performance Evaluation:**

Please use the following scale to rate the student’s performance during their internship.

- 5 – Outstanding – performance consistently exceeded normally expected levels. Showed a high degree of proficiency in all aspects of performance. This is equivalent to a grade of A+ in an academic course.
- 4 – Very Effective – performance frequently exceeded normally expected levels. Showed a high degree of proficiency in many, but not all, aspects of performance. This is equivalent to a grade of A in an academic course.
- 3 – Effective – performance was consistently at normally expected levels. No major areas of necessary improvement can be cited. This is equivalent to a grade of B in an academic course.
- 2 – Improvement Possible – performance was inconsistent; met minimum standards only periodically in some, but not all, areas of responsibility. This equivalent to a grade of C in an academic course.
- 1 – Improvement Required – performance was consistently below an acceptable level. Immediate improvement is required. This is equivalent to a grade of D or F in an academic course.

Skills	Rating					
	1	2	3	4	5	NO*
Intern managed time effectively						
Intern had appropriate interpersonal skills						
Intern accepted feedback, suggestions, and criticism						
Intern showed initiative						
Intern was reliable						
Intern had knowledge of public health principles						
Intern had the ability to apply skill in practice						
Intern behaved in a professional manner						

\*Not observed

Please provide explanatory comments for the ratings provided.

Signatures:

---

Student

Date

---

Internship Supervisor

Date

## APPENDIX E – EVALUATION OF MPH STUDENT BY AGENCY

### Part B

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Agency: \_\_\_\_\_

Internship Supervisor: \_\_\_\_\_

Start/End Date: \_\_\_\_\_

Total Hours: \_\_\_\_\_

1. Overall, how would you rate this student?

Poor                  Fair                  Good                  Excellent

2. Please comment on their internship experience.

3. In your opinion, what are this student's strengths and weaknesses?

4. Would you hire this student if you had a position available?

Yes                  No

5. Would you accept another MPH internship student from UT?

Yes                  No

6. Please explain your answers to questions 4 and 5.

Signature:

\_\_\_\_\_  
Internship Supervisor

\_\_\_\_\_  
Date



## APPENDIX F – COMPETENCY CHECKLIST FOR FOUNDATIONAL AND MAJOR COMPETENCIES

PUBH 6960 – Internship in Public Health

Name:

Semester and Year:

*Instructions:*

1. In the first table
  - a. List the products created during the internship separately (one product for each box) in the left column
  - b. Describe each product in the corresponding box in the right column
2. In the second table
  - a. For each Foundational Competency listed in the first column, answer yes or no as to whether each product you created addressed that competency (e.g., product 1 – yes; product 2 – no)
  - b. In the third column describe how the competency was addressed for each product
    - i. The third column only needs to be completed for the competencies that were addressed
3. Select the appropriate Major Competency table for the third table
  - a. Delete the tables from all other majors prior to submitting to your Internship Advisor
  - b. For each Major Competency listed in the first column, answer yes or no as to whether each product you created addressed that competency (e.g., product 1 – yes; product 2 – no)
  - c. In the third column describe how the competency was addressed for each product
    - i. The third column only needs to be completed for the competencies that were addressed
4. As a minimum, your products **MUST** address at least three Foundational Competencies and two Major Competencies in total

Product	Description
1.	
2.	
3.	

4.	
----	--

Foundational Competencies		
Competency	Competency addressed for each product (yes or no)	Describe how the competency was addressed for each product
<b>Evidence-based Approaches to Public Health</b>		
1. Apply epidemiological methods to the breadth of settings and situations in public health practice		
2. Select quantitative and qualitative data collection methods appropriate for a given public health context		
3. Analyze quantitative and qualitative data using biostatistics, computer-based programming and software, as appropriate		
4. Interpret results of data analysis for public health research, policy or practice		
<b>Public Health &amp; Health Care System</b>		
5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings		

6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels		
<b>Planning &amp; Management to Promote Health</b>		
7. Assess population needs, assets, and capacities that affect communities' health		
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs		
9. Design a population-based policy, program, project, or intervention		
10. Explain basic principles and tools of budget and resource management.		
11. Select methods to evaluate public health programs.		
<b>Policy in Public Health</b>		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence		
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes		

14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations		
15. Evaluate policies for their impact on public health and health equity		
<b>Leadership</b>		
16. Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making		
17. Apply negotiation and mediation skills to address organizational or community challenges		
<b>Communication</b>		
18. Select communication strategies for different audiences and sectors		
19. Communicate audience-appropriate public health content, both in writing and through oral presentation		
20. Describe the importance of cultural competence in communicating public health content		
<b>Interprofessional Practice</b>		
21. Perform effectively on interprofessional teams		

**Systems Thinking**

22. Apply system thinking tools to a public health issue

<b>Environmental and Occupational Health Major Competencies</b>		
<b>Competency</b>	<b>Competency addressed for each product (yes or no)</b>	<b>Describe how the competency was addressed for each product</b>
1. Evaluate environmental and occupational health hazards		
2. Collect and evaluate applicable chemical and toxicological data to perform a human health risk assessment		
3. Recommend and assess measures to control environmental and occupational health hazards		
4. Explore methods and procedures to improve worker health, safety, and well-being		
5. Generate technical reports on the evaluation and control of environmental and occupational health hazards		

<b>Generalist Major Competencies</b>		
<b>Competency</b>	<b>Competency addressed for each product (yes or no)</b>	<b>Describe how the competency was addressed for each product</b>
1. Evaluate environmental and occupational health hazards		
2. Differentiate the major epidemiologic research study designs based on their strengths and limitations		
3. Design a statistical plan for the analysis of health-related big data		
4. Apply theories and/or models to the assessment process		
5. Apply program evaluation knowledge and skills		

<b>Health Promotion and Education Major Competencies</b>		
<b>Competency</b>	<b>Competency addressed for each product (yes or no)</b>	<b>Describe how the competency was addressed for each product</b>
1. Design a theory-based intervention		
2. Apply theories and/or models to the assessment process		
3. Formulate and complete an effective needs assessment, program plan, and program evaluation		
4. Analyze policy problems to develop evidence-based policy recommendations and influence policy decisions		
5. Apply program evaluation knowledge and skills		



<b>Public Health Epidemiology Major Competencies</b>		
<b>Competency</b>	<b>Competency addressed for each product (yes or no)</b>	<b>Describe how the competency was addressed for each product</b>
1. Differentiate the major epidemiologic research study designs based on their strengths and limitations		
2. Distinguish between the major courses of bias in epidemiologic research (confounding, selection bias, and measurement error)		
3. Determine if an association is causal using appropriate criteria		
4. Formulate appropriate public health recommendations using evidence-based practice based on a synthesis of findings across studies found in the scientific literature		
5. Design an epidemiologic study		
6. Identify and apply molecular/genetic principles and technologies in public health practice		
7. Design a statistical plan for the analysis of health-related big data		

<b>Public Health Policy and Law Major Competencies</b>		
<b>Competency</b>	<b>Competency addressed for each product (yes or no)</b>	<b>Describe how the competency was addressed for each product</b>
1. Demonstrate how legal rules from cases, statutes, and regulations apply to specific factual situations		
2. Evaluate policies and institutions within the US health care system and their functions in the delivery of health care within the nation		
3. Interpret when legal authority can intervene in public health based on powers and limitations		
4. Develop policies and plans to support community health efforts		
5. Assess policy interventions and propose next steps in research, interventions, and policy		