

MPH Goals and Competencies

Student's Name: _____ Date: _____

EVALUATION OF STUDENT PROGRESS

GOAL STATEMENT

Describe your professional or career goals and specific knowledge and skills that you intend to acquire during your degree program. This statement should be reviewed each semester and updated as needed.

MPH COMPETENCIES

MPH students are expected to master competencies in their program. These competencies have been adapted from the ASPH competencies for each of the discipline areas included below. The competencies and sub-competencies that are listed have been formally adopted by TTUHSC GSBS. Thus, once these competencies are met, students should be prepared to successfully complete the optional credentialing examination. This document should be updated each semester to reflect the student's progress and brought by the student to evaluation meetings to guide the committee in formulating the student's degree plan.

Discipline-based competencies:

The competencies for each discipline are fully addressed in the divisional core course(s) that is (are) indicated after the unit title. For each discipline, mastery of competencies should be documented by listing the course or courses that addressed them. In some cases, other courses may also address one or more of the competencies; add those courses to the listing, if applicable.

Learning experiences:

In some cases, the student may have had learning experiences outside the classroom that address a competency. A textbox is provided under each competency so that these experiences may be documented in the student record.

Filling out the evaluation form:

This form contains the disciplinary competencies that you will be expected to master during your degree program. In addition, you are encouraged to add competencies that you wish to master in your practicum or other learning experiences.

In the right-hand column of the table, indicate the course or courses in which the competency was addressed. Some competencies may be addressed in one course only, while others may be addressed at a different level in another course.

For each competency, identify the course number(s) and indicate the extent to which you have met the competency by designating the appropriate level (listed below).

The competency levels are:

EX = exceeded

FM = fully met

PM = partially met

NM = not met

As you complete the core courses, you and your advisor will be able to judge your progress. In case you have completed the core course in an area, but have a “partially met” (PM) or “unmet” (NM) for any of the competencies, your advisor will assist you in identifying additional educational activities that will help you remediate the problem. These additional activities may take the form of another course, an independent study, or other learning experiences.

You should keep an electronic copy of this form so that you may refer to it during the semester and update the information in preparation for the meeting with your advisor at the end of the fall and spring semesters.

MPH CORE COMPETENCIES	COURSE NUMBER(S) AND LEVEL
Interpret and apply results of statistical analysis found in public health studies to make informed decisions	
Describe approaches for assessing, preventing and controlling environmental and occupational health hazards that pose risks to human health and safety in concordance with the appropriate regulations	
Describe health problems including their social, cultural, environmental and behavioral causes using the ecological model of health	
Use behavioral science and health promotion methods in planning and evaluating public health programs	
Apply the basic terminology and definitions of epidemiology to vital statistics and public health records to describe public health characteristics for research and evaluation	
Apply the principles of program evaluation and policy analysis to, plan, develop, budget and manage public health initiatives	
Develop public health programs and strategies responsive to the diverse cultural values and traditions of those being served, shaped by the roles of history, power, privilege and structural inequality in producing health disparities	
Discuss the connectedness of political, social, and economic systems that influence the quality of life of people in their communities	
Apply critical thinking skills to address unknown challenges in the future	
Characterize the unique challenges of the public health frontier including issues of diversity, scarcity, adversity, and need	
Use innovative problem-solving to impact the public health frontier	
Apply ethical principles to public health program planning, implementation and evaluation	
Apply theories commonly used in health promotion to understand health risks and to plan health promotion interventions	
Engage members of the community in community assessment, health promotion intervention planning, implementation, and evaluation activities	
Formulate appropriate and measurable program and learning objectives including change in health, quality of life, behavior, environment, psychosocial and other determinates, and policy	
List and describe program evaluation methods	
Describe a public health problem in terms of magnitude, person, time, and place	

Calculate basic epidemiology measures	
Describe surveillance activities, including assessing need, development of a surveillance system, and monitoring and reporting of data	
List the major epidemiologic study designs, including the strengths and weakness of each	