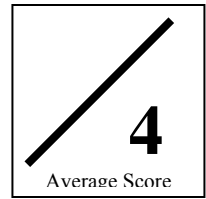




Brigham Young University
Competency Assessment Form
Master of Public Health Program



Student _____ BYU ID # _____ Semester/Year _____

First Year: [] Second Year: []

Evaluation completed by: _____ (type/print name)
[] fieldwork supervisor [] committee chair [] faculty member

Table with 5 columns: 0 = Not Observed, 1 = Unqualified, 2 = Limited, 3 = Competent, 4 = Proficient

Scoring Scale:
0 Not observed
1 Unqualified: lacks requisite qualifications
2 Limited: less than competent
3 Competent: possesses required knowledge, skills, or ability
4 Proficient: advanced degree of competency

Biostatistics, Epidemiologic, and Research Skills

- 1. Apply the basic terminology and definitions of epidemiology and biostatistics.
2. Understand the epidemiologic criteria (e.g., temporality, dose-response relationship, biologic plausibility, etc.) for establishing cause-effect relationships...
3. Apply basic descriptive and analytic study designs for assessing and evaluating public health problems.
4. Apply basic statistical software (e.g., SAS, SPSS, GIS, EXCEL) for describing and analyzing public health data.
5. Apply the appropriate biostatistical methods for describing and evaluating public health data.
6. Interpret, critically assess, and draw appropriate inferences from research data.
7. Apply the appropriate steps in an epidemiologic field investigation.
8. Differentiate between qualitative and quantitative data collection methods including their strengths, limitations, and appropriate uses for both research and evaluation.
9. Develop valid and reliable qualitative and quantitative data collection instruments.

Communication Skills

- 10. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
11. Use presentation technology (e.g. Power Point, Access, Photoshop, etc.) to communicate needs/asset assessments and results of research.
12. Use the mass media and other technology to access and communicate information.

Cultural Competence Skills

- 13. Explain why cultural competence alone cannot address health disparity.
14. Describe the roles of, history, power, privilege and structural inequality in producing health disparities.
15. Identify and propose public health intervention strategies responsive to the diverse cultural values and traditions of the communities being served.

Management and Professionalism Skills

- | | 0 | 1 | 2 | 3 | 4 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 16. Apply social justice and human rights principles when addressing community needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Analyze determinants of health and disease using an ecological framework. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Embrace a definition of public health that captures the unique characteristics and history of the field (e.g., population-focused, community-oriented, prevention-motivated and rooted in social justice) and how these contribute to professional practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Demonstrate leadership in managing, applying laws and regulations, and identifying qualified human resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Policy Development and Program Planning, Implementation & Evaluation Skills

- | | 0 | 1 | 2 | 3 | 4 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 21. Apply ethical principles to public health program planning, implementation and evaluation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Identify and collaborate with critical stakeholders in the planning, implementation and evaluation of public health programs, policies and interventions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Select and synthesize valid sources of information about health needs and interests. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Incorporate results of needs assessment into the planning process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Identify appropriate target audiences for programs and/or policies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Differentiate among goals, measurable objectives, strategies, and expected outcomes for public health programs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Identify criteria for program effectiveness. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Identify factors (e.g. learner characteristics, acceptability, feasibility) that influence strategy choices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Apply evidence-based strategies in the development and evaluation of programs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Select strategies best suited to achieve objectives in a given setting including those related to policy and environmental change. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Differentiate policy processes for improving the health status of populations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Develop budgets and prepare proposals to obtain financial resources and support program requirements. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. Apply appropriate implementation strategies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. Differentiate between process and outcome evaluation methods. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. Create instructional plans including sufficient detail, clarity, and development for other trainers to implement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Public Health Sciences

- | | 0 | 1 | 2 | 3 | 4 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 36. Identify and apply basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. Identify social, culture, behavioral, environmental, political, and genetic factors that affect health of individuals and populations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. Specify approaches for anticipating, recognizing, assessing, preventing and controlling environmental and occupational hazards that pose risks to human health and safety. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. Describe the biological and physiological basis of disease prevention, etiology, control, and management of human disease. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. Describe the role of public health as it pertains to emergency response to natural and man-made disasters and incidents affecting populations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |