Faculty of Health Sciences MPH Competencies
The program ensures that all MPH graduates attain 5 generalist concentration competencies and every student is assessed on each generalist concentration competency at least one over the course of the program. These competencies are informed by the Faculty of Health Science’s (FHS) mission and values and are distinctive to the FHS MPH program. As concentration competencies, they are more advanced in terms of rigor and depth than foundational competencies identified below.

1. Describe the Indigenous social determinants of health, demonstrate understanding of and respect for Indigenous perspectives on health and wellbeing, and appreciate the practice of cultural safety and anti-racism practice for Indigenous peoples within health and welfare services and public health initiatives
2. Identify theories and frameworks that explain constructions of gender and sex, race and ethnicity, social class, and other markers of social location with attention to their intersections, historical and contemporary contexts, and relationships to health equity.
3. Identify, define, and critically analyze historical, current and emerging issues in global health and their impacts on population health
4. Examine major global environmental challenges including the impacts of planetary change and the interaction of occupation, environmental hazards and social-ecological determinants on human health
5. Engage in self-reflection and self-reflexivity about one’s own social position relative to others and discuss implications of one’s positionality for research and practice addressing health inequities

CEPH MPH Foundational Competencies
The program ensures that all MPH graduates attain 22 foundational competencies and every student is assessed on each foundational competency at least one over the course of the program. These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

Evidence-based Approaches to Public Health
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, 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 societal 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 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
Policy in Public Health
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

Leadership
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

Communication
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

Interprofessional Practice
21. Perform effectively on interprofessional teams

Systems Thinking
22. Apply systems thinking tools to a public health issue

CEPH MPH Foundational Public Health Knowledge Areas

The program ensures that all MPH graduates are grounded in foundational public health knowledge. Grounding in foundational public health knowledge is measured by the student’s achievement of the learning objectives listed below, or higher-level versions of the same 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 Services
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
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 social, political and economic determinants of health and how they contribute 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 (eg, One Health)

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1 This document uses the term “learning objectives” to denote that these intended knowledge outcomes are defined in a more granular, less advanced level than the competencies typically used to define outcomes of a graduate-level program of study.

2 Institutions outside the US may replace the 10 Essential Services with content appropriate to the nation/region