

## OVERALL MPH COMPETENCIES

### Major Domains

1. *Public Health Sciences Skills*
2. *Research and Scholarship (Data Analytics and Assessment Skills)*
3. *Policy and Program Planning, Implementation and Evaluation (Policy Development and Program Planning Skills)*
4. *Partnerships, Collaboration and Advocacy (Community Partnership Skills)*
5. *Communication Skills*
6. *Leadership and Systems Thinking Skills*

### Overall MPH Statement of Purpose (drawn from UTQAP 2023):

The Master of Public Health (MPH) degree is designed to prepare practitioners, educators, and researchers for careers in public health. The purpose of the MPH Program is to provide advanced training to practitioners entering the field, to experienced professionals wishing to enhance their health expertise, and to those wishing to pursue doctoral training and a career in research.

The current Academic Plan for DLSPH (2019-2024) includes a mission statement that “scholarship is based on excellence, engagement and impact that strives to be a leading model for public health education with impact at all levels”.

Each MPH field has program specific learning outcomes that are directly aligned with the training needs of professions that typify the destinations of public health school graduates. The DLSPH MPH program prepares graduates for careers in diverse areas of public health research, policy, and practice, to promote the health of individuals, communities, and populations while recognizing the values of rigor, integrity and equity that underpin our disciplines.

### ***Social and Behavioural Sciences (Health Promotion) Overall Focus***

The program takes an explicitly social science perspective in addressing issues related to the health of individuals, communities and populations. In particular, special attention is given to identifying, understanding and addressing interrelated individual, community and structural determinants of health. There is an emphasis on health equity and an array of mutually reinforcing health promotion and public health strategies, including health education and communications, community development, the role of organizational development and change, health advocacy, and the development of health promoting public policy.

### **1. 0 Public Health Sciences**

This category includes key knowledge and critical thinking skills related to the public health sciences: behavioural and social sciences, biostatistics, epidemiology, environmental public health, demography, workplace health, and the prevention of chronic diseases, infectious diseases, psychosocial problems and injuries. Competency in this category requires the ability to apply knowledge in policy, research and practice.

- 1.1 Demonstrate knowledge of the following concepts: the health status of populations, discrimination and inequities in health, power dynamics, the determinants of health and illness, strategies for health promotion, disease and injury prevention and health protection, the impacts of colonization, structural racism, ableism, homophobia, and transphobia on health outcomes as well as the factors that influence the delivery and use of health services.
- 1.2 Demonstrate knowledge of the connections between health and ecological systems, environmental violence, inequitable distribution of environmental harms, economic policies, and climate change.
- 1.3 Demonstrate knowledge about the history, structure and interaction of public health, colonialism, racism, ableism, homophobia, and transphobia among other forms of discrimination in health care services at local, provincial/territorial, national, and international levels.
- 1.4 Apply public health knowledge to policy, research, and practice.

#### For Health Promotion –depth

- 1.5 Demonstrate knowledge of social and behavioural change theories, foundations of health promotion, structural inequities and wholistic application of these concepts in healthy settings, health in all policies, community partnership and collaboration.
- 1.6 Demonstrate knowledge of health literacy, digital literacy, civic literacy, and basic science literacy in research, policy, and practice.

## **2.0 Research and Scholarship**

This category describes the Core Competencies needed to work respectfully with diverse communities, among other stakeholders, to collect, assess, analyze and apply information (including data, facts, concepts and theories). These competencies are required to make evidence-based decisions, prepare budgets and reports, conduct investigations and make recommendations for policy and program development.

- 2.1 Appreciate the nature of different kinds of evidence and be able to judge the quality of research.
- 2.2 Demonstrate knowledge of a range of research and evaluation methodologies and designs and their appropriate applications.
- 2.3 Design, plan and list the steps towards implementing quantitative and qualitative research.
- 2.4 Analyze and interpret quantitative and qualitative data to determine appropriate implications, uses, gaps and limitations.
- 2.5 Collect, store, retrieve and analyze accurate and pertinent information on public health issues ethically, responsibly, and with accountability to affected communities.

#### For Health Promotion –depth

2.6 Collaborate with affected communities to conduct all phases of research with meaningful community engagement.

2.7 Develop original research and evaluation protocols.

### **3.0 Policy and program planning, implementation and evaluation**

This category describes the Core Competencies needed to effectively assess and choose options, and to plan, implement and evaluate policies and/or programs in public health, prioritizing underserved communities.

3.1 Design, plan and implement a policy or public health program which addresses the underlying causes or determinants of a health issue or concern, including systemic and structural barriers.

3.2 Evaluate an action, policy or program.

3.3 Develop options to implement a course of action taking into account relevant and diverse evidence, legislation, emergency planning procedures, partnerships, resources available, regulations and policies.

#### For Health Promotion – depth

3.4 Plan and evaluate in respectful collaboration with communities.

3.5 Conduct a situational assessment for a health issue that integrates an assessment of health needs, strengths and assets of a population; the social, economic, political, cultural and environmental contexts; stakeholder perspectives; and existing evidence and experience in order to inform options for health promotion action by community members, services providers and policy-makers.

### **4.0 Partnerships, collaboration and advocacy**

This category captures the competencies required to work respectfully with others to improve the health and well-being of the public through the pursuit of a common goal. Partnership and collaboration optimizes performance through equitably shared resources and responsibilities. Advocacy—speaking, writing or acting in favour of a particular cause, policy or group of people—often aims to reduce inequities in health status or access to health services. A key component of collaboration is being able to support community engagement around shared priorities.

4.1 Develop relationships and engage in dialogue with community members based on mutual respect regarding research, program planning and evaluation.

4.2 Identify and collaborate with a range of stakeholders, disciplines and sectors in addressing public health issues.

4.3 Use skills such as team building, negotiation, empathy, conflict management, power-sharing and group facilitation to build and maintain partnerships.

4.4 Advocate for healthy public policies and services that equitably promote and protect the health and well-being of individuals and communities.

4.5 Use culturally safe practices when working with people from diverse cultural, socioeconomic and educational backgrounds, and persons of all ages, races, genders, health status, sexual orientations and abilities when developing any program.

## **5.0 Communication Skills**

Communication involves an interchange of ideas, opinions and information. This category addresses numerous dimensions of communication including internal and external exchanges; written, verbal, non-verbal and listening skills; computer literacy; providing appropriate information to different audiences; working with the media and using social marketing techniques appropriately.

5.1 Communicate effectively with individuals, families, groups, communities and colleagues.

5.2 Interpret research and other information for professional, non-professional and community audiences. (Knowledge Translation/exchange)

5.3 Exchange Information with individuals and communities by working with them and using appropriate media, community resources and social marketing techniques.

5.4 Use current digital technologies and social media to communicate effectively in a manner that is responsible and respectful.

## **6.0 Leadership and Systems Thinking Skills**

This category focuses on leadership competencies that are ethical, reflexive, use an interdisciplinary and intersectoral approach, appreciate how systems change affects health, and adapt to rapidly changing contexts.

6.1 Use an ethical approach to manage research, information and resources.

6.2 Use a collaborative leadership style that is accepting and respectful of others.

6.3 Able to adapt to change and learn continuously.

6.4 Create and foster innovation in program and policy development based on up-to-date evidence and research from diverse sources.

6.5 Engage in continuous self-reflection about one's biases.

6.6 Contribute to achieving and sustaining a diverse, inclusive and competent public health workforce.

6.7 Contribute to developing key values and a shared vision of health in any setting.