

MPH – SBHS Competencies – Jan 31, 2024

The MPH-Health Promotion program is guided by the following set of core competencies, derived from the required degree level expectations for all Masters degrees at University of Toronto, Health Promotion Canada competencies PHAC public health practice competencies, and a review by DLSPH Equity Diversity and Inclusion Office (Jan 2024 version).

1. *Public Health Sciences Knowledge and Critical Thinking*

- 1a. Demonstrate knowledge of the following concepts: the health and well-being 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 historic and ongoing colonization, systemic racism, ableism, homophobia, and transphobia on health and well-being outcomes as well as the factors that influence the delivery and use of health services.
- 1b. Demonstrate knowledge of the connections between health and ecological systems, access to clean air, water and food, environmental violence, inequitable distribution of environmental harms, economic policies, and climate change.
- 1c. Demonstrate knowledge about the history, structure and interaction of public health institutions, colonialism, racism, ableism, homophobia, and transphobia, among other forms of discrimination in health services at local, provincial/territorial, national, and international levels.
- 1d. Apply health promotion knowledge to policy, research, and practice.
- 1e. Demonstrate knowledge of social and behavioural change theories, foundations of health promotion, structural inequalities and wholistic application of these concepts in healthy settings, health in all policies, community partnership and collaboration.
- 1f. Demonstrate knowledge of health literacy, digital literacy, civic literacy, and basic science literacy in research, policy, and practice.

2. *Research and Scholarship*

- 2a. Appreciate the nature of different kinds of academic and non-academic evidence and be able to judge the quality of published research.
- 2b. Demonstrate knowledge of a range of research and evaluation methodologies and designs and their appropriate applications for different audiences.
- 2c. Design, plan, and list the steps towards implementing quantitative and qualitative research
- 2d. Analyze and interpret quantitative and qualitative data to determine appropriate implications, uses, gaps and limitations.
- 2e. Collect, store, retrieve, and analyze accurate and pertinent information on public health issues ethically, responsibly, and with accountability to appropriate communities.
- 2f. Collaborate with affected communities to conduct all phases of research.
- 2g. Have knowledge of how to develop original research and evaluation protocols that address real world problems.

3. Program Planning, Implementation and Evaluation

- 3a. 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.
- 3b. Evaluate an action, policy, or program for health impact using an anti-oppressive lens.
- 3c. 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.
- 3d. Plan and evaluate in respectful and meaningful collaboration with communities, towards building a two-way relationship.
- 3e. 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. Partnerships, Collaboration and Advocacy

- 4a. Develop relationships with community members based on mutual respect regarding research, program planning and evaluation.
- 4b. Identify and collaborate with a range of stakeholders, disciplines, and sectors in addressing public health issues.
- 4c. Use skills such as team building, negotiation, empathy, conflict management, power-sharing, and group facilitation to build and maintain reciprocal partnerships.
- 4d. Advocate for healthy public policies and services that equitably promote and protect the health and well-being of individuals, communities, physical environment and all flora and fauna.
- 4e. Use culturally safe practices working with people from diverse cultural, socioeconomic, and educational backgrounds, and persons of all ages, gender roles, body/cognitive abilities, health status, sexual orientations, and abilities in every aspect of engagement and action.

5. Communication Skills

- 5a. Communicate effectively with individuals, families, groups, communities, and colleagues.
- 5b. In collaboration with the stakeholder population, interpret research and other information for all potential audiences (e.g. professional, community and general public).
- 5c. Exchange Information with individuals and communities by working with them and using appropriate media, community resources, and social marketing techniques.
- 5d. Use current digital technologies and social media to communicate effectively in a manner that is responsible and respectful.

6. Leadership and Systems Thinking Skills

- 6a. Manage research, information, and resources that are accountable to the people involved.
- 6b. Use a leadership style that is collaborative, engaging, respectful and compassionate of others.
- 6c. Able to adapt to change and learn continuously.
- 6d. Create and foster innovation in research, program and policy development and implementation based on

up-to-date evidence and research from diverse sources.

- 6e. Engage in continuous self-reflection about one's biases.
- 6f. Contribute to developing key values and a shared vision of health in any setting.
- 6g. Aware of the limits to knowledge, how to assess knowledge and understand what is required to contribute new knowledge.