Open Listening Sessions on the DRAFT Accreditation Criteria

Tuesday August 18, 2015
&
Thursday August 20, 2015

Sponsored by the ASPPH Accreditation and Credentialing Committee
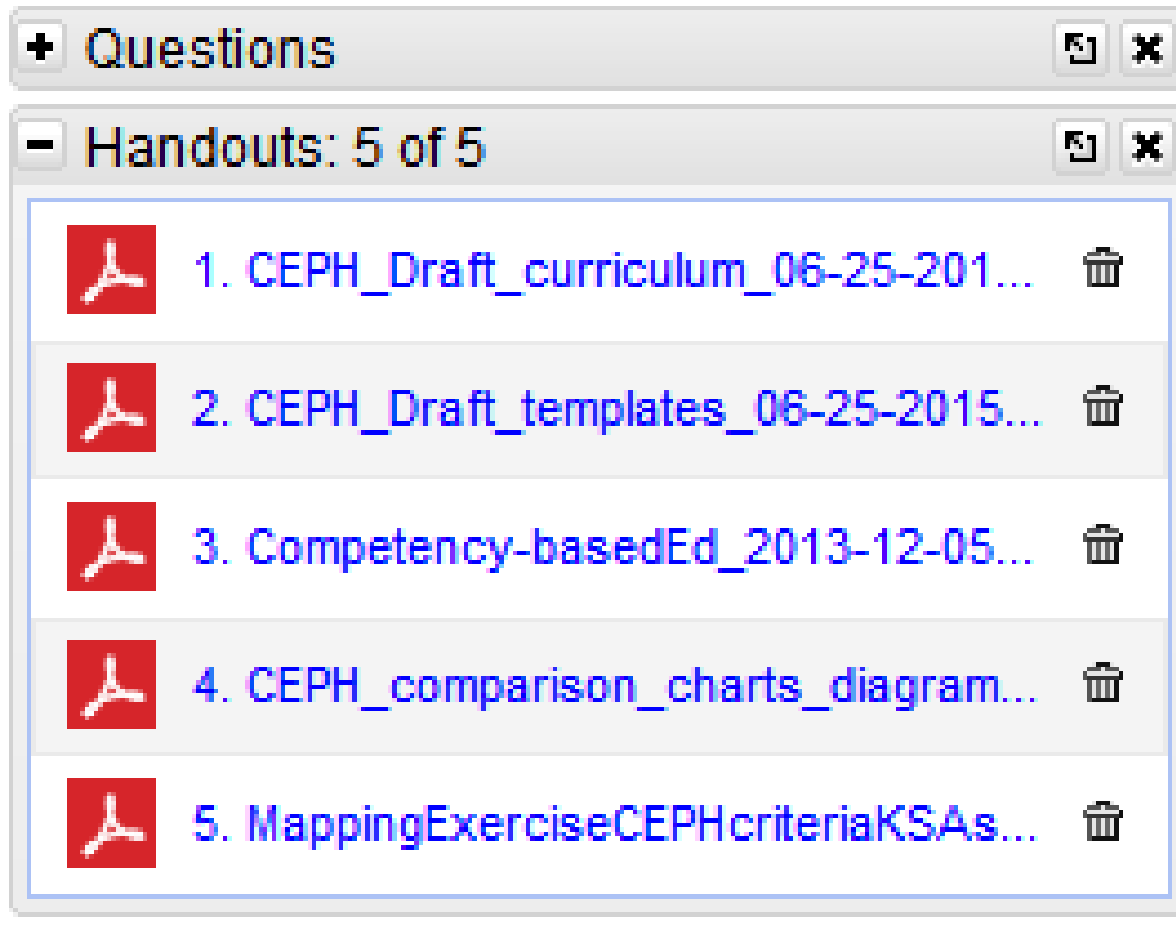
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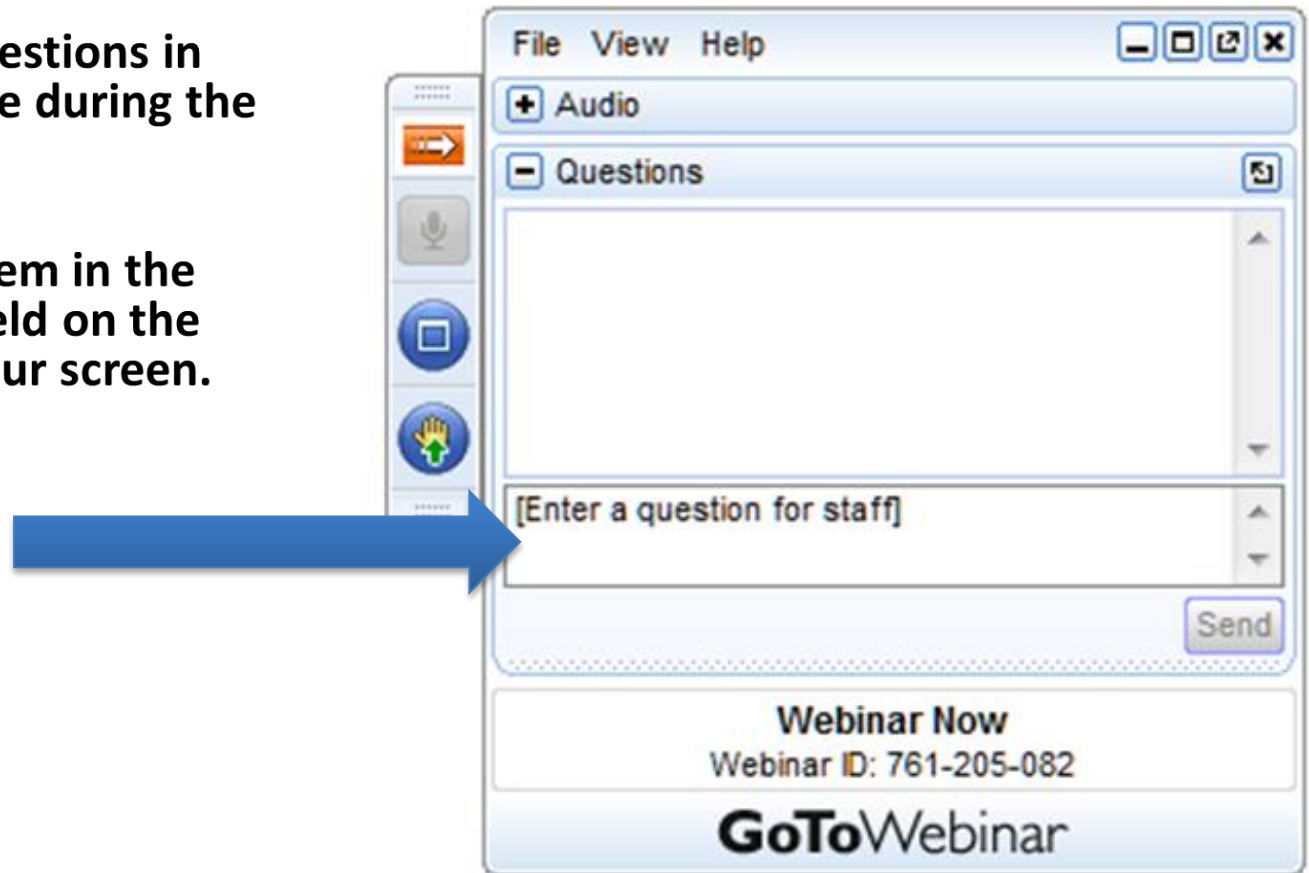Tel: (202) 296-1099
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Today's Lead Presenters

Dean Richard S. Kurz, PhD

University of North Texas Health Science Center School of Public Health

Chair, ASPPH Accreditation and Credentialing Committee (through August 31, 2015)

Dean David C. Goff, MD, PhD

Colorado School of Public Health: University of Colorado | Colorado State University | University of Northern Colorado

Incoming Interim Chair, ASPPH Accreditation and Credentialing Committee (beginning September 1, 2015)

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Dean Donna J. Petersen, ScD, MHS, CPH

University of South Florida College of Public Health

ASPPH Chair Elect
Chair of the Framing the Future Task Force
President, CEPH Board of Councilors

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Today's Presenters

Ms. Laura Rasar King, MPH, MCHES

Executive Director
Council on Education for
Public Health

Ms. Mollie Mulvanity, MPH

Deputy Director
Council on Education for
Public Health

Dean Richard S. Kurz, PhD

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Public Health

Chair, ASPPH Accreditation and Credentialing Committee
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Leading the Response:
ASPPH Accreditation and Credentialing Committee in Close Consultation with the ASPPH Board

Member Name	Institution
Rick Kurz, chair until 8/31	*North Texas*
David Goff, chair as of 9/1	*Colorado*
Kay Bartholomew	UTHealth
Ruth Gaare Bernheim *	UVA
David Cruess	Uniformed Services
Ayman El-Mohandes	CUNY
John Finnegan	Minnesota
Iman Hakim * #	Arizona
Pascal Imperato	SUNY Downstate
Ian Lapp * #	Harvard
Donna Petersen *#	South Florida
Darleen Peterson	Claremont
Sandra Quinn	Maryland
Jim Raczynski	Arkansas
Gary Raskob	Oklahoma
Jorg Westermann	Walden

Legend	
*	CEPH Councilor
#	ASPPH Rep to CEPH

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ASPPH Accreditation Response Subgroups and Facilitators

- **Degree-specific (Academic Affairs' Section)**:
  - ➢ *Baccalaureate* – Dan Gerber (UMass) & Jenn Ibrahim (Temple)
  - ➢ *MPH* – Julie Kornfeld (Miami) and Lisa Sullivan (BU)
  - ➢ *DrPH* – Doug Taren (Arizona)

- **Practice** – Chris Atchison (Iowa) and Katherine Bradley (Oregon/Portland), representing the Practice Section and Mike Bisesi (OSU), representing the Academic Affairs' Section

- **DrPH Council** – Sue Babich (IUPUI)

- **MPH Council** – Marie Diener-West (JHU)

- **Learning Futures Forum** – Dan Swartzman (UIC)

- **Academic/Research Degrees** – Eleanor Feingold (Pittsburgh)

- **Mapping** – Cheryl Addy (South Carolina)

- **Joint/Dual Degrees, *Launching*** – Ruth Gaare Bernheim (UVA)

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ASPPH Activities to Date

| Activity	Dates
Initial Discussions at ASPPH Annual Meeting	March 2015
Staffing of Nine Groups to Prepare Responses to the Draft Criteria	April 2015 to the present
Ongoing discussions at ASPPH Sections' Retreat	June 2015
Ongoing discussions at ASPPH Leadership Retreat	July 2015
ASPPH Listening Sessions	August 2015

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Your Response is Critical!

- All are encouraged to comment *directly* to CEPH (email Laura at lking@ceph.org or Mollie at mmulvanity@ceph.org) as well as through this process

- The ASPPH comment submission process should <u>not</u> be considered a substitute for institutional or individual means of commenting

- ASPPH-member comments should go to Liz Weist (eweist@aspph.org or 202/296-1099 x. 129)

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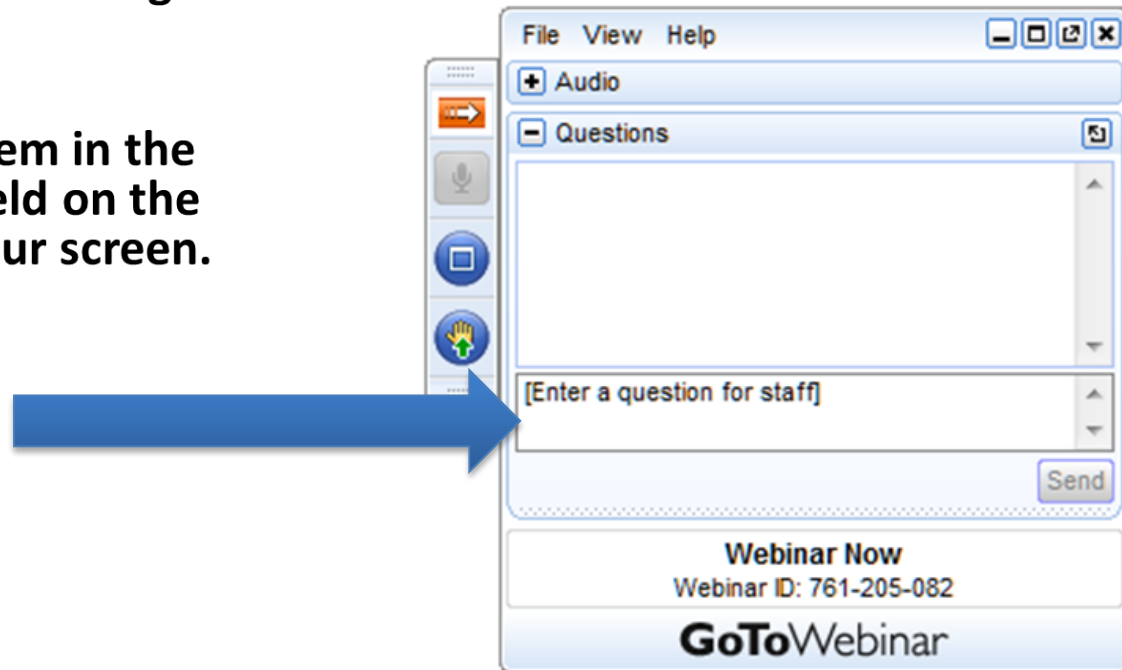
**Ms. Laura Rasar King,
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Executive Director
Council on Education for Public
Health

**Ms. Mollie Mulvanity,
MPH**

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Public Health

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Criteria Revisions: Why? What? When?

CEPH

Council *on* Education *for* Public Health

Major goals/priorities

- Ensure *quality* of education in public health
  - our mission
  - our charge from USDE

- Increase *flexibility* and opportunities for *innovation*

- *Simplify* and reduce the reporting burden

- Preserve the school distinction/designation
  - ASPPH's request

Public health & higher education context

- Clarity (mostly ☺) on need for change, evolution in systems & policies

- Focus on assessment and outcomes over inputs
  - Precision in measurement

- Growth in public health offerings in higher education

- Push for increased transparency

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CEPH context

- Last major substantive revision in 2005

- Leverage work of other panels, publications, reports
  - What can we learn from practice perspectives?

- 5 Councilors run schools/programs & face same change implementation challenges in their own settings

- Staff & Council have been tracking issues, concerns, feedback over last 10 years.
  - Simplification goal is directly related! All goals informed by what you've told us...

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Our (shared) challenge

What's next? November 2015!

- New, improved curricular criteria!
- Full set of criteria
  - Organizational environment
  - Program evaluation & student assessment
  - Diversity
  - Faculty qualifications
  - Resources
  - Community engagement
  - Advising & career counseling
  - Recruitment & admissions
- Second comment period opens...this will include *another* opportunity to comment on curriculum.

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Lots more to the process...

- Second comment period: submissions due early Jan 2016

- Comment period 3: March to May 2016

- Comment period 4 (unless not needed): July to September 2016

- Each released draft reflects refinements, additions, deletions based on comments
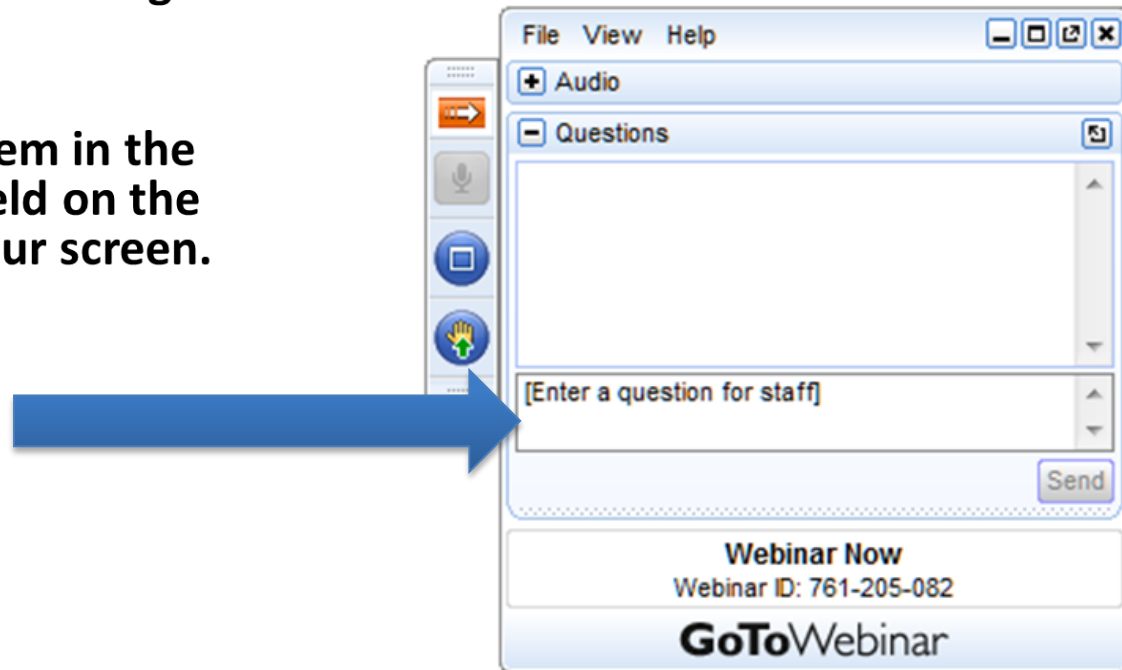
- Release final draft & implementation plan: Nov 2016

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How will we get there?

Process and dialogue...

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Why Was The Task Force Created?

Welch-Rose Report of 1915 outlined the purpose and content of schools of public health and spawned the first formal schools of public health in the US

THE WELCH-ROSE REPORT:
A PUBLIC HEALTH CLASSIC

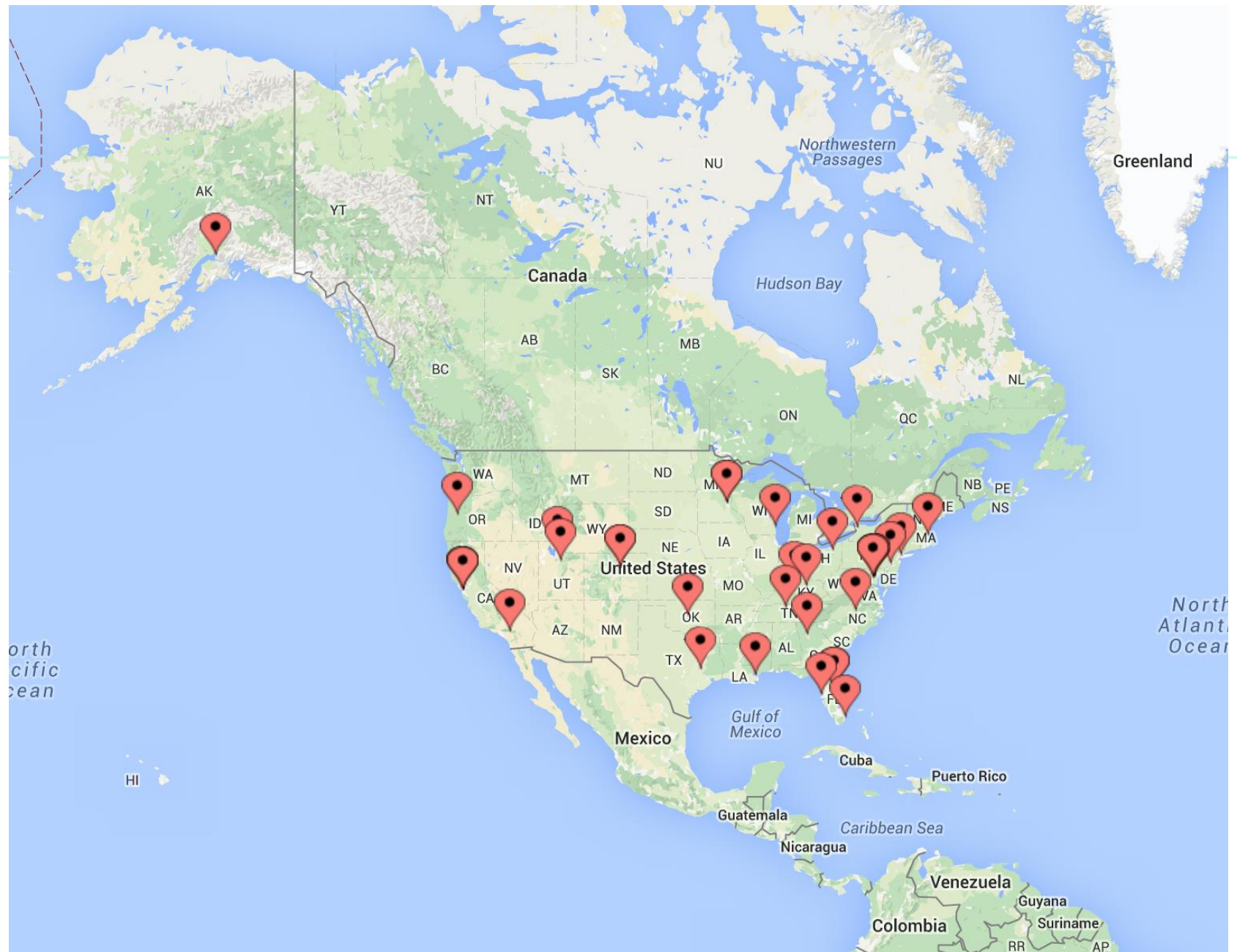DELTA OMEGA HONORARY PUBLIC HEALTH SOCIETY
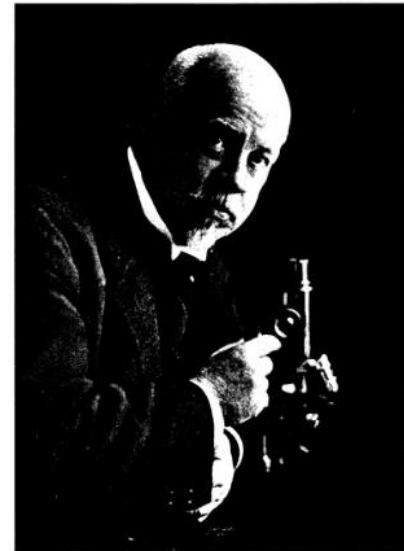
William H. Welch,

A publication by the Delta Omega Alpha Chapter to mark the
75th Anniversary of the founding of the Johns Hopkins
University School of Hygiene and Public Health

1916 - 1992

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July 2011

Approach

- Task Force meetings (by the end, 58 members)
- Expert panels convened to address specific tasks (102 members)
- Blue Ribbon Employer Advisory Panel (32 members)
- Presentations at professional meetings (nearly 25)
- Town hall meetings with interested constituents (over 25)
- Web-site updated in the spirit of transparency
- Blog with "provocative questions"
- Focused discussion at every ASPPH meeting (over 3+ years)

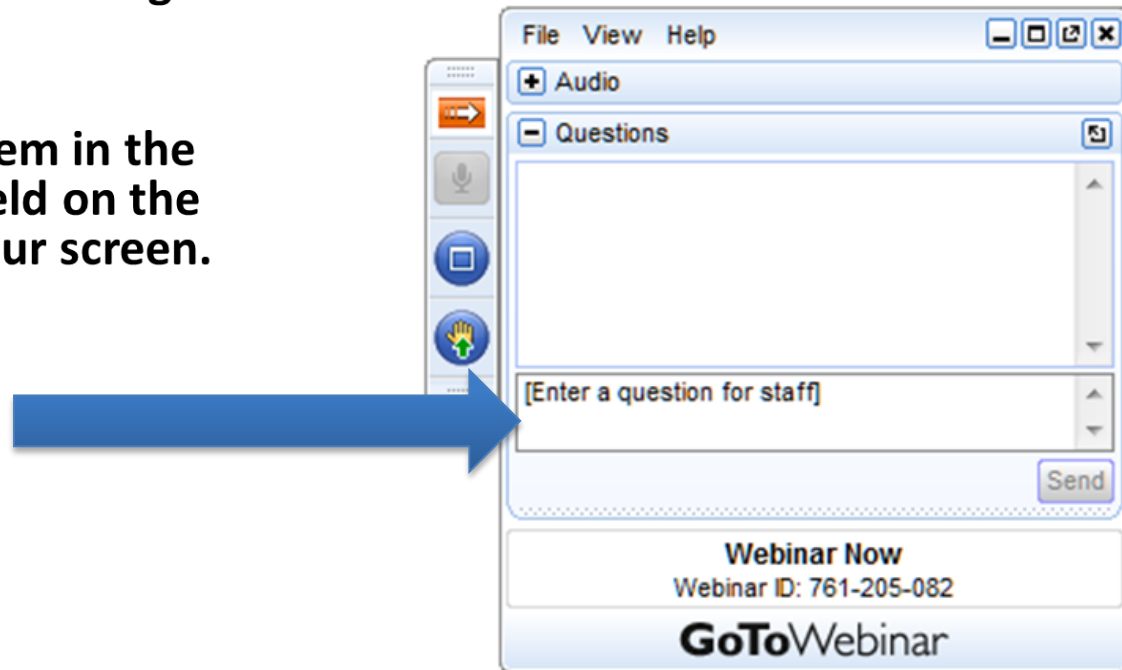| CEPH Draft Skills	Council on Linkages	FTF Employers' Panel	FTF MPH Report	NBPHE JTA
Data & Analysis	Analytical/Assessment Skills	Analytic Methods, Technology and Information	Data Collection, Analysis, Interpretation, Evidence-Based Reasoning	Critical / Strategic Analysis
Communication	Communication Skills	Communications	PH-Specific Communication	Communication
Cultural Competency	Cultural Competency		Cultural Contexts & Respectful Engagement	Diversity and Cultural Proficiency
Policy & Advocacy	Policy Development	Policy	Legal, Ethical, Other Dimensions of Policy	Advocacy
Systems Thinking	Systems Thinking		Systems Thinking	Systems Thinking
Program Planning, Management & Evaluation	Program Planning, Financial Planning and Management Skills	Budgeting and Finance, Management	Project Management & Implementation	Program Planning, Management, Finance
Health Systems	Community Dimensions of Practice Skills	How the Health System Works, Global Health	US & Global Health Care Systems	
Professionalism (Leadership for DrPH only)	Leadership	Leadership		Leadership
	• Public Health Sciences Skills	• Teamwork • Problem Solving	• Teamwork & Interprofessional Skills • Biological, Social, Economic, etc. Determinants • Globalization & Sustainable Dvmt • History & Philosophy of PH • Population Health Concepts & Tools • Health Promotion	• Collaborating and Partnering • Biological & Environmental Applications • Ethics

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Colorado School of Public Health: University of Colorado | Colorado
State University | University of Northern Colorado

Incoming Interim Chair, ASPPH Accreditation and Credentialing
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(beginning September 1, 2015)

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ASPPH's Immediate Next Steps

Activity	Dates
Organize the Comments from the Two Listening Sessions with Other Inputs to Date	August 2015
Circulate Draft ASPPH Response for Review to: ❖ **Accreditation and Credentialing Committee** ❖ **Focus Group** ❖ **ASPPH Member Deans of Schools of Public Health and Primary Representatives of Public Health Programs**	September 2015
Submit ASPPH Response to CEPH	By September 18, 2015 Deadline

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Some Salient Areas from the Membership

- Support for raising the bar and advancing the field
- Framing issues
  - Listing the specific KSAs is new (as opposed to institutions selecting competency models of their choosing)
  - How best to connect learning in the five core areas with a more integrated approach
  - More public health "identity" in the criteria
  - Distinguishing the degrees from each other
  - Varying levels of flexibility and specificity in the criteria
- Linkage of required documentation to goal of assuring quality in teaching and learning: flexibility and burden
- Clarification around products, both integrative and practice products

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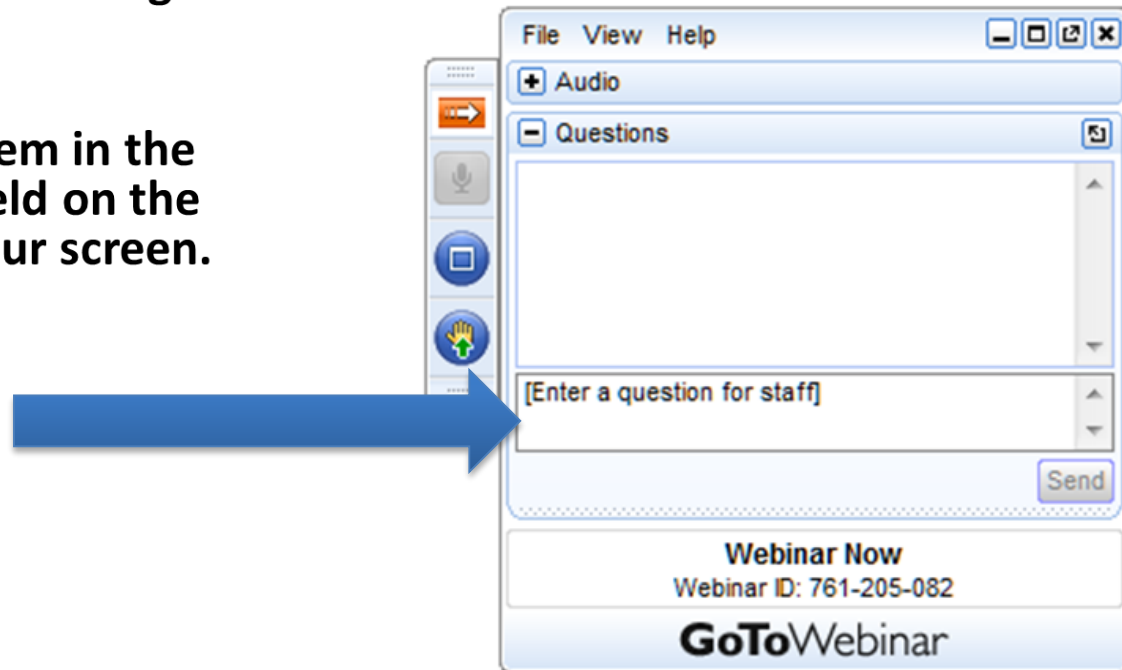
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Onto *Your* Questions and Comments

1. How do skills align with competencies in the new framework?

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Tool on the ASPPH Website

Competency-Based Education

An outcome-oriented approach to learning that emphasizes demonstrable and measurable behavior, displayed as knowledge, skills, and/or attitudes (KSA), to perform a given task or fulfill a role, function, or job

Bloom's Taxonomy*

The classification of learning into three educational domains (cognitive, psychomotor, and affective)

ASPPH uses Anderson and Krathwohl's revisions to Bloom's original framework

Cognitive Domain	Psychomotor Domain	Affective Domain
(knowing = knowledge)	(doing = skills)	(feeling = attitudes)

Knowledge	Skills	Attitudes
Facilities for facts and figures, conceptual frameworks, and/or metacognition (e.g. "Specify environmental risk assessment methods")	Mental and physical operations (e.g. "Calculate basic epidemiology measures" or "Communicate an organization's mission to stakeholders")	Motivational dispositions, perceptions, values, and/or opinions (e.g. "Value lifelong learning and professional service")

http://www.aspph.org/educate/#tools

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Taking

More Questions from the Question Box

Onto *Your* Questions and Comments

2. How will the new curriculum impact the job market?

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Questions/Comments, Continued

3. Currently CEPH criteria is competency-based, using a framework that is *identified by the applicant*.

Would you speak to the rationale for the new approach in which all schools and programs are held to the <u>same</u> competencies?
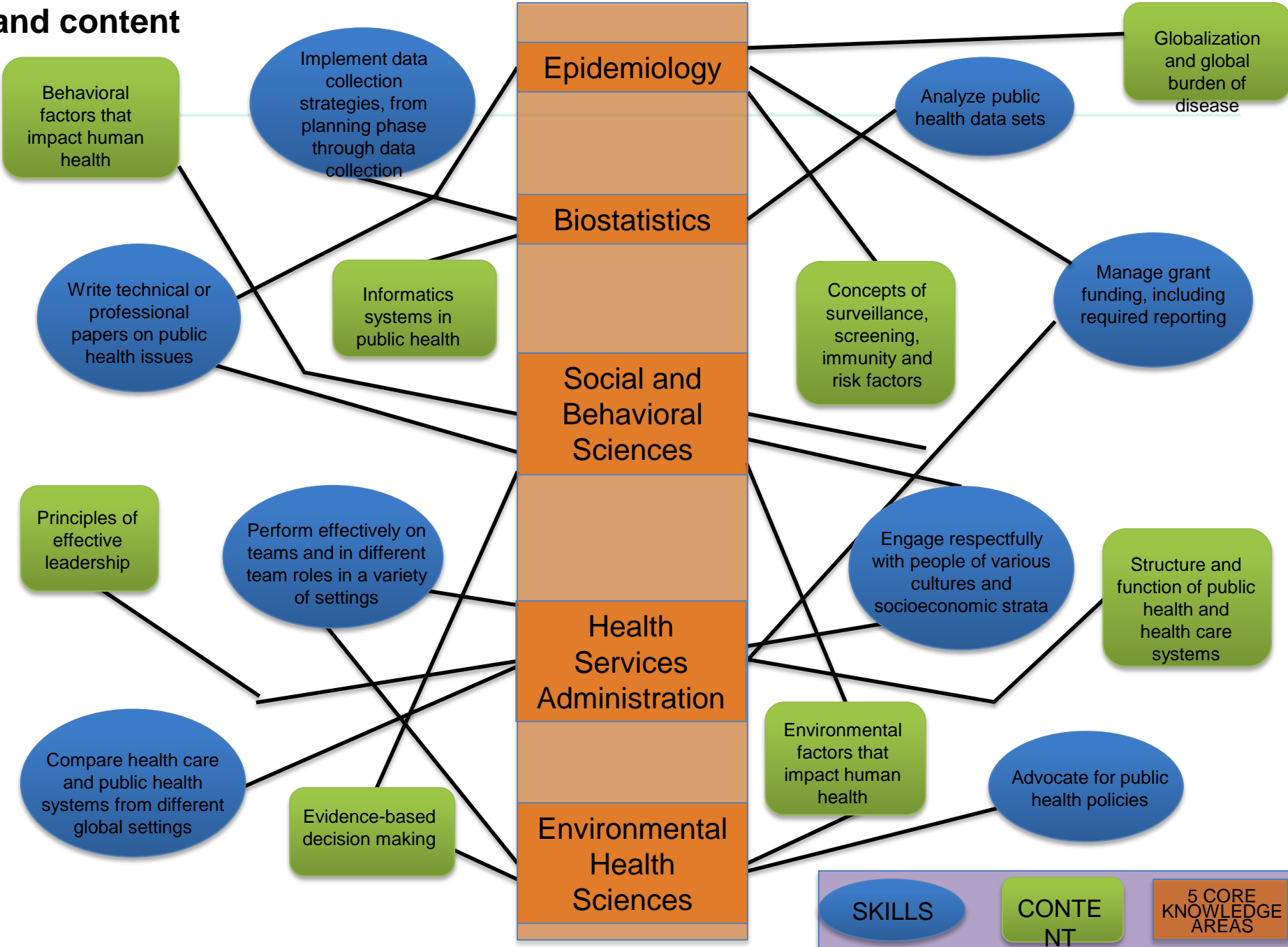
Questions/Comments, Continued

4. The criteria as drafted will make us too "cookie cutter." How are schools and programs to stand out in following such narrow criteria?

Questions/Comments, Continued

5. Our institution wants to retain the traditional five core area approach; how does this model fit within the new framework?

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Adapting the traditional core coursework to address foundational skills and content

5 CORE KNOWLEDGE AREAS (center column, top to bottom):

- Epidemiology
- Biostatistics
- Social and Behavioral Sciences
- Health Services Administration
- Environmental Health Sciences

CONTENT (green):

- Behavioral factors that impact human health
- Globalization and global burden of disease
- Informatics systems in public health
- Concepts of surveillance, screening, immunity and risk factors
- Principles of effective leadership
- Structure and function of public health and health care systems
- Environmental factors that impact human health
- Evidence-based decision making

SKILLS (blue):

- Implement data collection strategies, from planning phase through data collection
- Analyze public health data sets
- Write technical or professional papers on public health issues
- Manage grant funding, including required reporting
- Perform effectively on teams and in different team roles in a variety of settings
- Engage respectfully with people of various cultures and socioeconomic strata
- Compare health care and public health systems from different global settings
- Advocate for public health policies

Legend:

- SKILLS
- CONTENT
- 5 CORE KNOWLEDGE AREAS

Questions/Comments, Continued

6. I see a lot of focus on leadership and transferable skills in the criteria, and less of what is recognizable as public health.

Why is that?

Questions/Comments, Continued

7. The overall reporting burden in the new criteria, looking at just the curricular portion, is greatly increased. We're worried about the resource and cost implications for this documentation.

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Questions/Comments, Continued

8. The DrPH looks too much like the MPH in the current revisions. For example, in C4 they have the same foundational content. How can we distinguish the two degrees?

Questions/Comments, Continued

9. How many degree programs must a school or program have? It does not appear in the current criteria?

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Questions/Comments, Continued

10. The criteria calls for practice sites "…*outside of academia.*"

Does an experience with a practice-based center or a community engagement project *within* an academic institution count, or working in a hospital that is part of the larger university?

Concluding Remarks

- We will carefully review the discussions which took place during this and the upcoming listening session

- Continue sending your comments to ASPPH (send to eweist@aspph.org)

- Join the Online Community "Accreditation Review Group" (info on the next slide)

- Keep in mind this comment period is the 1st of three, and likely, four rounds of comments

- Thank you!

Accreditation in ASPPH's New
Online Community

Who: Member faculty, staff, students, and alumni

How: Upon request via email to Liz Weist **eweist@aspph.org**

ASPPH Online Community

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Thank You!

Register for the Thursday, August 20th Listening Session on the ASPPH Events page

&

See the webinar event page on the ASPPH website for a link to the **archived webinar**:

http://www.aspph.org/event/aspph-ceph-virtual-town-hall-on-proposed-curricular-criteria-1/

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CEPH's Proposed "Domains"	Items Pulled from CEPH's Proposed Criteria as Listed under CEPH-designated Degree Levels and by the Five Core Areas (+ two other areas "Foundations of PH" and "Practice/Professional Skills")		
	Bachelors	**Masters**	**Doctoral**
	FOUNDATIONS OF PUBLIC HEALTH		
	Cognitive or knowledge-based items		
	The history and philosophy of public health as well as its core values, concepts and functions across the globe and in society (C10.b.1)	History of public health, including evolution of the health system and its medical care and public health components (C4.a)	History of public health, including evolution of the health system and its medical care and public health components (C4.a)
		Public health philosophy and values (C4.b)	Public health philosophy and values (C4.b)
		Core functions of public health and the 10 Essential Services (C4.c)	Core functions of public health and the 10 Essential Services (C4.c)
		Globalization and global burden of disease (C4.o)	Globalization and global burden of disease (C4.o)
		Sustainable development and its relationship to population health (C4.p)	Sustainable development and its relationship to population health (C4.p)
		Health inequities and strategies for addressing them (C4.q)	Health inequities and strategies for addressing them (C4.q)
	Psychomotor or skills-based items		
	Affective or attitude-based items		
	BIOSTATISTICS and EPIDEMIOLOGY		
D&A	**Cognitive or knowledge-based items**		
	The basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice (C10.b.2)	Informatics systems in public health (C4.j)	Informatics systems in public health (C4.j)

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Bachelors	Masters	Doctoral
The underlying science of human health and disease, including opportunities for promoting and protecting health across the life course (C10.b.4)	Concepts of surveillance, screening, immunity and risk factors (C4.g)	Concepts of surveillance, screening, immunity and risk factors (C4.g)
Research methods (C10.f.10)	Population-based study design (C4.h)	Population-based study design (C4.h)
	Evidence-based decision making (C4.i)	Evidence-based decision making (C4.i)
Psychomotor or skills-based items		
	Implement data collection strategies, from the planning phase through data collection (C1.a, level 3)	
The ability to locate, use, evaluate and synthesize public health information (C10.d.2)	Identify appropriate data sources and sets for the purpose of describing a public health problem (C1.b, level 1)	Synthesize evidence from multiple sources (C2.a, level 6)
	Analyze public health data sets (C1.c, level 4)	Apply appropriate research methods (C2.b, level 3)
	Apply evidence-based reasoning to address a public health issue (C1.d, level 3)	
	Evaluate a scholarly article, including data sources and methodology (C1.e, level 5)	Disseminate scholarly work through various channels (C2.c, level 3)
Affective or attitude-based items		

SOCIAL AND BEHAVIORAL SCIENCE

Cognitive or knowledge-based items		
The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations (C10.b.3)	Social determinants: socio-economic and cultural factors that impact human health (C4.m)	Social determinants: socio-economic and cultural factors that impact human health (C4.m)
The socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities (C10.b.5)	Behavioral factors that impact human health (C4.n)	Behavioral factors that impact human health (C4.n)
The fundamental concepts and features of project implementation, including planning, assessment and evaluation (C10.b.6)		
Psychomotor or skills-based items		

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	Bachelors	Masters	Doctoral
PPME		**Plan** a population-based project, program or intervention, including defining populations and assessing and prioritizing their needs (C1.m, level 6)	**Design** programs and interventions (C2.f, level 6)
PPME		**Develop** a grant proposal for a public health project, program or intervention, including developing a budget (C1.n, level 6)	
PPME		**Implement** a population-based project, program or intervention, including addressing management and human resource concerns (C1.o, level 3)	
PPME		**Manage** grant funding, including required reporting (C1.p, level 3)	
PPME		**Evaluate** the success of a population-based project, program or intervention (C1.q, level 5)	**Apply** assessment, monitoring and evaluation methods (C2.g, level 3)
		Affective or attitude-based items	

ENVIRONMENTAL HEALTH

	Bachelors	Masters	Doctoral
		Cognitive or knowledge-based items	
		Effects of biological, physical and chemical elements on disease processes (C4.k)	Effects of biological, physical and chemical elements on disease processes (C4.k)
		Environmental factors that impact human health (C4.l)	Environmental factors that impact human health (C4.l)
		Psychomotor or skills-based items	
		Affective or attitude-based items	

HEALTH SYSTEMS MANAGEMENT

	Bachelors	Masters	Doctoral
		Cognitive or knowledge-based items	
HS	The fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries (C10.b.7)	Structure and function of public health and health care systems (C4.r)	Structure and function of public health and health care systems (C4.r)
P&A	Basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government (C10.b.8)	Roles, influences and responsibilities of various branches and agencies of government, with regard to public health (C4.s)	Roles, influences and responsibilities of various branches and agencies of government, with regard to public health (C4.s)

	Bachelors	Masters	Doctoral
		Legal and regulatory concepts in health care and public health policy (C4.t)	Legal and regulatory concepts in health care and public health policy (C4.t)
		Ethical concepts in health care and public health policy (C4.u)	Ethical concepts in health care and public health policy (C4.u)
		Economic concepts in health care and public health policy (C4.v)	Economic concepts in health care and public health policy (C4.v)
	Psychomotor or skills-based items		
Systems	Systems thinking (C10.f.11)	**Apply** systems thinking tools such as concept mapping, outcome mapping and social network analysis to a public health issue (C1-l, level 3)	Use systems thinking frameworks to **analyze and address** public health issues (C2.e, level 4)
HS		**Use** continuous quality improvement principles (C1.r, level 3)	**Lead** continuous quality improvement efforts (C2.r, level 6)
		Compare health care and public health systems from different global settings (C1.t, level 4)	**Assess** the impact of health systems on population health outcomes (C2.h, level 5)
P&A		**Explain** the public health policy-making process, including the role of stakeholders and public and private entities (C1.u, level 2)	**Develop** public health policies (C2.i, level 6)
P&A		**Evaluate** public health policies and their intentional and unintentional effects on populations (C1.v, level 5)	**Develop** strategies for policy making and advocacy (C2.j, level 6)
P&A	Advocacy for protection and promotion of the public's health at all levels of society (C10.f.1)	**Advocate** for public health policies, including identifying, collaborating and negotiating with individual stakeholders and public and private entities (C1.w, level 6)	**Analyze** the impact of policies that impact population health outcomes (C2.k, level 4)
	Affective or attitude-based items		
	PRACTICE/PROFESSIONAL SKILLS		
	Cognitive or knowledge-based items		
Prof/Lead	Teamwork and leadership (C10.f.12)	Principles of team development and roles and practices of effective teams (C4.d)	Principles of team development and roles and practices of effective teams (C4.d)
		Roles and responsibilities of other health-related professionals and the relationships between various health-related professions (C4.e)	Roles and responsibilities of other health-related professionals and the relationships between various health-related professions (C4.e)
		Principles of effective leadership, including fostering collaboration, guiding decision making and motivating others (C4.f)	Principles of effective leadership, including fostering collaboration, guiding decision making and motivating others (C4.f)

	Bachelors	Masters	Doctoral
		Perform effectively on teams and in different team roles in a variety of settings (C1.k)	
	Community dynamics (C10.f.2)		
	Critical thinking and creativity (C10.f.3)		
	Psychomotor or skills-based items		
Comm	Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology (C10.b.9)	**Identify** strategies for communicating a public health issue to various audiences, including stakeholders at all levels (C1.f, level 1)	
Comm	The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences (C10.d.1)	**Communicate** public health content to the general public through various means, including social media (C1.g, level 2)	**Translate and communicate** public health knowledge to diverse audiences (C2.d, level 2)
		Write technical or professional papers on public health issues (C1.h, level 1)	
		Deliver oral presentations on public health issues to various audiences, including stakeholders at all levels (C1.i, level 3)	
Comm	Networking (C10.f.7)	**Explain** the role of a public health professional to various audiences, stakeholders and other professionals (C1.j, level 2)	
			Demonstrate cultural competency (C2.l, level 3)
			Apply strategies for fostering a diverse and inclusive work setting (C2.m, level 3)
			Manage resources, including fiscal, human and material (C2.n, level 3)
			Apply negotiation and consensus-building methods (C2.o, level 3)
	Organizational dynamics (C10.f.8)		**Design and lead** organizational change (C2.p, level 6)
			Lead through strategic planning, guiding decision-making, fostering collaboration, inspiring trust and motivating others (C2.q, level 6)
			Design and deliver educational experiences that promote learning in academic, organizational and community settings (C2.s, level 6)

	Bachelors	Masters	Doctoral
			Use innovative modalities for best pedagogical practices (C2.t, level 3)
	Affective or attitude-based items		
CC	**Cultural contexts in which public health professionals work (C10.f.4)**	**Engage respectfully with people of various cultures and socioeconomic strata (C1, level 2)**	
Prof/Lead	Independent work and a personal work ethic (C10.f.6)	Advancing the profession of public health (C5.a)	Advancing the profession of public health (C5.a)
Prof/Lead	Professionalism (C10.f.9)	Excellence in ongoing professional development (C5.b)	Excellence in ongoing professional development (C5.b)
		Collegiality in professional and academic public health settings (C5.c)	Collegiality in professional and academic public health settings (C5.c)
		Serving the public good (C5.d)	Serving the public good (C5.d)
Prof/Lead	Ethical decision making as related to self and society (C10.f.5)	Application of ethical principles to practice (C5.e)	Application of ethical principles to practice (C5.e)
CC		Advancing concepts of diversity, equity and inclusion through public health practice (C5.f)	Advancing concepts of diversity, equity and inclusion through public health practice (C5.f)

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