

# Online MPH Program

## Supplemental Application Handbook



SCHOOL OF PUBLIC HEALTH

UNIVERSITY AT ALBANY

State University of New York

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## **Guidelines and Procedures for Completing the Online MPH Program Supplemental Application (Waiver Request Form for Internship Credit)**

The following information outlines the process and guidelines related to submitting the supplemental application (waiver request form for internship credits) for the **Online MPH program**. The primary and supplemental applications will be reviewed by the Online MPH Admissions Committee.

Please read the “Online MPH Program Supplemental Application Handbook” in detail before submitting your supplemental application. The supplemental application includes the following components:

1. Applicant Information
2. Resume or CV
3. Internship Waiver Project Description paper (5 page maximum)
4. Outline or matrix of Discipline-specific and Interdisciplinary and Cross-Cutting competencies

Please see the Supplemental Application for more details on each of the components listed above.

### **Submitting the Supplemental Application**

Email the complete supplemental application directly to:

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**The deadline for spring 2012 admission is December 15, 2011.**

**The deadline for summer 2012 admission (*certificate students only*) is April 15, 2012.**

**The deadline for fall 2012 admission is June 1, 2012.**

The Supplemental Application is **required** for admission into the program. The SOPHAS Admissions Application and the Supplemental Application will both be reviewed by the Online MPH Admissions Committee.

## **Eligible Previous Public Health Experience**

The supplemental application must address previous experience in public health or a related field that provides population-based health services.

**In general, a relevant public health experience will fall within at least one of the 10 Essential Services of Public Health which include:**

1. Monitor health status to identify community health problems.
2. Diagnose and investigate health problems and health hazards in the community.
3. Inform, educate, and empower people about health issues.
4. Mobilize community partnerships to identify and solve health problems.
5. Develop policies and plans that support individual and community health efforts.
6. Enforce laws and regulations that protect health and ensure safety.
7. Link people to needed personal health services and assure the provision of health care when otherwise unavailable.
8. Assure a competent public health and personal healthcare workforce.
9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services.
10. Research for new insights and innovative solutions to health problems.

Individual delivery of patient care or individual education or counseling services does not constitute public health experience. A literature review is also not sufficient to qualify for a waiver of MPH Internship credits.

**Other general guidelines related to the past public health experience for which the applicant is submitting the internship credit waiver request.**

Experience may include:

- a variety (combination or crossover) of discipline-specific and interdisciplinary/cross-cutting competency areas.
- a portion of a full project (e.g., implementation of project while having no involvement in the original needs assessment process, objectives development or evaluation).

- work that was completed as part of a requirement for another graduate course of study (e.g., a credit-bearing previous graduate-level internship) that clearly involved public health experience.

*As indicated above, direct clinical experience alone does not constitute public health experience.*

### **Internship Waiver Criteria**

This supplemental application will satisfy 6 internship credits towards the Online MPH program, which is required for admission into the program.

#### **Waiving six (6) credits requires:**

1. A minimum of 480 hours dedicated to or worked towards the experience.
2. Conducted in public health setting and/or as part of population-based health services where there is an opportunity to apply public health principles and skills (e.g., health care, public health or other organizational setting or entity involved in the provision of public health/health care services/policy).
3. The level of responsibilities should be at least at a mid level range requiring a fairly broad understanding of public health/care issues and demonstrating extensive experience with at least five of the discipline-specific competency areas and at least five of the interdisciplinary/crosscutting competency areas.



# MPH Core Competency Guide

## UAlbany SPH Discipline- Specific and Interdisciplinary/Cross Cutting Competencies for the MPH Degree Program

*Background: The master of public health (MPH) curriculum in graduate schools and programs of public health is organized around the five core disciplines of public health: Biostatistics, Epidemiology, Environmental Health Science, Health Policy and Management, and Social and Behavioral Sciences. Knowledge and skills in these disciplines equip our graduates to analyze and consider solutions to public health problems at the community, institutional, and societal levels. Graduates typically have concentrated in one of the core discipline areas, but some choose to focus their studies on particular population groups or subject areas such as maternal and child health, international health, mental health, or aging studies. While the five discipline-specific competency domains have been generally accepted since the 1970s, the interdisciplinary/cross-cutting competencies in the six initial domains selected for the ASPH model – Communication and Informatics, Diversity and Culture, Leadership, Professionalism, Program Planning, and Systems Thinking – formerly lacked such consensus. These six areas, however, have become increasingly important to effective public health practice and, thus, are included, along with the five discipline-specific competency domains, in this model. In addition, Public Health Biology was added as a seventh domain to the interdisciplinary/cross-cutting core competencies. These competencies are not designed to serve as a framework for certain required core courses or for one-to-one development of a core curriculum, but they are aimed at providing a baseline overview of the knowledge, skills, and other attributes that might be expected for emerging public health professionals. The competencies are anticipated to serve as a useful guide for faculty to include, as appropriate, relevant content in their existing courses; as well as for MPH students to seek opportunities to comprehensively update their understanding.*



## Discipline-Specific Competencies: Biostatistics

### A. Biostatistics

Biostatistics is the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health; health care; and biomedical, clinical and population-based research.

Competencies: *Upon graduation, a student with an MPH should be able to....*

- A1.** Describe the roles biostatistics serves in the discipline of public health.
- A2.** Describe basic concepts of probability, random variation and commonly used statistical probability distributions
- A3.** Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
- A4.** Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these assumptions.
- A5.** Apply descriptive techniques commonly used to summarize public health data.
- A6.** Apply common statistical methods for inference
- A7.** Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
- A8.** Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.
- A9.** Interpret results of statistical analyses found in public health studies.
- A10.** Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.

## Discipline-Specific Competencies: Environmental Health Sciences

### B. Environmental Health Sciences

Environmental health sciences represent the study of environmental factors including biological, physical and chemical factors that affect the health of a community.

*Competencies: Upon graduation, a student with an MPH should be able to....*

- B1.** Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
- B2.** Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
- B3.** Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.
- B4.** Specify current environmental risk assessment methods.
- B5.** Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
- B6.** Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
- B7.** Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
- B8.** Develop a testable model of environmental insult.

## Discipline-Specific Competencies: Epidemiology

### C. Epidemiology

Epidemiology is the study of patterns of disease and injury in human populations and the application of this study to the control of health problems.

*Competencies: Upon graduation, a student with an MPH should be able to....*

- C1.** Identify key sources of data for epidemiologic purposes.
- C2.** Identify the principles and limitations of public health screening programs.
- C3.** Describe a public health problem in terms of magnitude, person, time and place.
- C4.** Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
- C5.** Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
- C6.** Apply the basic terminology and definitions of epidemiology.
- C7.** Calculate basic epidemiology measures.
- C8.** Communicate epidemiologic information to lay and professional audiences.
- C9.** Draw appropriate inferences from epidemiologic data.
- C10.** Evaluate the strengths and limitations of epidemiologic reports.

## Discipline-Specific Competencies: Health Policy and Management

### D. Health Policy and Management

Health policy and management is a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. This definition assumes both a managerial and a policy concern with the structure, process and outcomes of health services including the costs, financing, organization, outcomes and accessibility of care.

*Competencies: Upon graduation, a student with an MPH should be able to....*

- D1.** Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the U.S.
- D2.** Describe the legal and ethical basis for public health and health services.
- D3.** Explain methods of ensuring community health safety and preparedness.
- D4.** Discuss the policy process for improving the health status of populations.
- D5.** Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
- D6.** Apply principles of strategic planning and marketing to public health.
- D7.** Apply quality and performance improvement concepts to address organizational performance issues.
- D8.** Apply 'systems thinking' for resolving organizational problems.
- D9.** Communicate health policy and management issues using appropriate channels and technologies.
- D10.** Demonstrate leadership skills for building partnerships.

## Discipline-Specific Competencies: Social and Behavioral Sciences

### E. Social and Behavioral Sciences

The social and behavioral sciences in public health address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.

Competencies: *Upon graduation, a student with an MPH should be able to...*

- E1.** Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- E2.** Identify the causes of social and behavioral factors that affect health of individuals and populations.
- E3.** Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
- E4.** Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
- E5.** Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
- E6.** Describe the role of social and community factors in both the onset and solution of public health problems.
- E7.** Describe the merits of social and behavioral science interventions and policies.
- E8.** Apply the evidence-based approaches in the development and evaluation of social and behavioral science interventions.
- E9.** Apply ethical principles to public health program planning, implementation and evaluation.
- E10.** Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

## Interdisciplinary and Cross-Cutting Competencies: Communication and Informatics

### F. Communication and Informatics

The ability to collect, manage and organize data to produce information and meaning that is exchanged by use of signs and symbols; to gather, process, and present information to different audiences in-person, through information technologies, or through media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.

Competencies: *Upon graduation, it is increasingly important that a student with an MPH be able to...*

- F1.** Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data.
- F2.** Describe how societal, organizational, and individual factors influence and are influenced by public health communications.
- F3.** Discuss the influences of social, organizational and individual factors on the use of information technology by end users.
- F4.** Apply theory and strategy-based communication principles across different settings and audiences.
- F5.** Apply legal and ethical principles to the use of information technology and resources in public health settings.
- F6.** Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs.
- F7.** Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
- F8.** Use information technology to access, evaluate, and interpret public health data.
- F9.** Use informatics methods and resources as strategic tools to promote public health.
- F10.** Use informatics and communication methods to advocate for community public health programs and policies.

## Interdisciplinary and Cross-Cutting Competencies: Diversity and Culture

### G. Diversity and Culture

The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.

Competencies: *Upon graduation, it is increasingly important that a student with an MPH be able to...*

- G1.** Describe the roles of history, power, privilege and structural inequality in producing health disparities.
- G2.** Explain how professional ethics and practices relate to equity and accountability in diverse community settings.
- G3.** Explain why cultural competence alone cannot address health disparity.
- G4.** Discuss the importance and characteristics of a sustainable diverse public health workforce.
- G5.** Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities.
- G6.** Apply the principles of community-based participatory research to improve health in diverse populations.
- G7.** Differentiate among availability, acceptability, and accessibility of health care across diverse populations.
- G8.** Differentiate between linguistic competence, cultural competency, and health literacy in public health practice.
- G9.** Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.
- G10.** Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

## Interdisciplinary and Cross-Cutting Competencies: Leadership

### H. Leadership

The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.

Competencies: *Upon graduation, it is increasingly important that a student with an MPH be able to...*

- H1.** Describe the attributes of leadership in public health.
- H2.** Describe alternative strategies for collaboration and partnership among organizations, focused on public health goals.
- H3.** Articulate an achievable mission, set of core values, and vision.
- H4.** Engage in dialogue and learning from others to advance public health goals.
- H5.** Demonstrate team building, negotiation, and conflict management skills.
- H6.** Demonstrate transparency, integrity, and honesty in all actions.
- H7.** Use collaborative methods for achieving organizational and community health goals.
- H8.** Apply social justice and human rights principles when addressing community needs.
- H9.** Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.

## Interdisciplinary and Cross-Cutting Competencies: Public Health Biology

### I. Public Health Biology

The ability to incorporate public health biology – the biological and molecular context of public health – into public health practice.

Competencies: *Upon graduation, it is increasingly important that a student with an MPH be able to...*

- I1.** Specify the role of the immune system in population health.
- I2.** Describe how behavior alters human biology.
- I3.** Identify the ethical, social and legal issues implied by public health biology.
- I4.** Explain the biological and molecular basis of public health.
- I5.** Explain the role of biology in the ecological model of population-based health.
- I6.** Explain how genetics and genomics affect disease processes and public health policy and practice.
- I7.** Articulate how biological, chemical and physical agents affect human health.
- I8.** Apply biological principles to development and implementation of disease prevention, control, or management programs.
- I9.** Apply evidence-based biological and molecular concepts to inform public health laws, policies, and regulations.
- I10.** Integrate general biological and molecular concepts into public health.

*Public Health Biology Illustrative Sub-competencies are available at:*

<http://www.asph.org/document.cfm?page=928>.

## Interdisciplinary and Cross-Cutting Competencies: Professionalism

### J. Professionalism

The ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.

*Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to...*

- J1.** Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.
- J2.** Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.
- J3.** Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.
- J4.** Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.
- J5.** Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people.
- J6.** Analyze determinants of health and disease using an ecological framework.
- J7.** Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice.
- J8.** Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.
- J9.** Embrace a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated and rooted in social justice) and how these contribute to professional practice.
- J10.** Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations).
- J11.** Value commitment to lifelong learning and professional service including active participation in professional organizations.

## Interdisciplinary and Cross-Cutting Competencies: Program Planning

### K. Program Planning

The ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.

Competencies: *Upon graduation, it is increasingly important that a student with an MPH be able to...*

- K1.** Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes.
- K2.** Describe the tasks necessary to assure that program implementation occurs as intended
- K3.** Explain how the findings of a program evaluation can be used.
- K4.** Explain the contribution of logic models in program development, implementation, and evaluation.
- K5.** Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.
- K6.** Differentiate the purposes of formative, process, and outcome evaluation.
- K7.** Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses, and emphases on reliability and validity.
- K8.** Prepare a program budget with justification.
- K9.** In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.
- K10.** Assess evaluation reports in relation to their quality, utility, and impact on public health.

## Interdisciplinary and Cross-Cutting Competencies: Systems Thinking

### L. Systems Thinking

The ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.

Competencies: *Upon graduation, it is increasingly important that a student with an MPH be able to...*

- L1.** Identify characteristics of a system.
- L2.** Identify unintended consequences produced by changes made to a public health system.
- L3.** Provide examples of feedback loops and “stocks and flows” within a public health system.
- L4.** Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems.
- L5.** Explain how systems models can be tested and validated.
- L6.** Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems.
- L7.** Illustrate how changes in public health systems (including input, processes, and output) can be measured.
- L8.** Analyze inter-relationships among systems that influence the quality of life of people in their communities.
- L9.** Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.
- L10.** Analyze the impact of global trends and interdependencies on public health related problems and systems.
- L11.** Assess strengths and weaknesses of applying the systems approach to public health problems.