



COUNCIL ON LINKAGES BETWEEN ACADEMIA AND PUBLIC HEALTH PRACTICE

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Crosswalk: Original v. Tier 2 (Mid Tier) Core Competencies for Public Health Professionals¹ (Adopted June 2009)

Preface:

This is a crosswalk of the original set of Core Competencies (adopted April 2001) and the recently adopted Core Competencies for Tier 2 Public Health Professionals (adopted June 2009). Its purpose is to underline the similarities and differences between the original Core Competencies (old competencies) and the recently adopted Core Competencies for Tier 2 Public Health Professionals (new competencies). Listed below is information that will help the reader understand which set of competencies is new and which set is old:

- New competencies that relate to old ones are in black ink, while old competencies are in blue ink. New competencies that do not relate to old ones are in red ink.
- Unless otherwise stated, italics indicate that old competencies in the same domain are being listed. If competencies were moved across domains during the competency review process, this is noted in bold text. In some cases, an old competency relates to more than one new competency (e.g. new number three and new number five in the Community Dimensions domain relate to old number one in the same domain). A change of this nature typically occurred when the old competency was too broad and/or contained multiple verbs and/or concepts.
- In other cases, a new competency covers two or more older ones; this change occurred when concepts in a new competency were found to be the same across several old competencies (e.g. revised #1 in the Analytic/Assessment Skills domain and revised #3 in the Leadership and Systems Thinking domain). Hence, in such cases, it made sense to combine the old competencies into one new competency.
- While most new competencies relate to old competencies, there are **ten** new competencies that do not relate to any old ones (these can be identified by looking for "**NEW COMPETENCY**" in this crosswalk. These new competencies were created in response to feedback received during the 2008 public comment period. When providing feedback, public health professionals explicitly encouraged the inclusion of several topics in the new set of competencies: 1) Use of community input when developing policies; 2) Health disparities; 3) Health equity; 4) Social determinants of health; 5) Ethics; 6) Continuous Quality Improvement (CQI); 7) Listing the basic public health sciences; 8) Ability to assess health literacy of population served; and, 9) Personal development opportunities for all public health workers. As suggested, each of these topics was included in the final set of competencies, adopted by the Council on Linkages on June 11, 2009!

¹ Tier 2 (Mid Tier) Core Competencies apply to individuals with program management and/or supervisory responsibilities. Other responsibilities may include: program development, program implementation, program evaluation, establishing and maintaining community relations, managing timelines and work plans, presenting arguments and recommendations on policy issues etc. In general, Tier 2 competencies apply to individuals who have earned an MPH or related degree and have at least 5 years of work experience in public health or a related field (combined pre and post master's degree) or individuals who do not have an MPH or related degree, but have at least 10 years of experience working in the public health field.

Analytic/Assessment Skills

- 1) Assesses the health status of populations and their related determinants of health and illness²
 - *Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services (Original # 2 in the Basic Public Health Sciences domain)*
 - *Develops, implements and evaluates a community public health assessment (Original #7 in the Community Dimensions of Practice domain)*
- 2) Describes the characteristics of a population-based health problem³
 - *Defines a problem*
- 3) Selects variables that measure public health conditions
 - *Selects and defines variables relevant to defined public health problems*
- 4) Uses methods and instruments for collecting valid and reliable quantitative and qualitative data
 - *Determines appropriate uses and limitations of both quantitative and qualitative data*
- 5) References sources of public health data and information
 - *Identifies relevant and appropriate data and information sources*
- 6) Evaluates the integrity and comparability of data
 - *Evaluates the integrity and comparability of data and identifies gaps in data sources*
- 7) Identifies gaps in data sources
 - *Evaluates the integrity and comparability of data and identifies gaps in data sources*
- 8) Employs ethical principles in the collection, maintenance, use, and dissemination of data and information
 - *Applies ethical principles to the collection, maintenance, use, and dissemination of data and information*
- 9) Interprets quantitative and qualitative data
 - *Makes relevant inferences from quantitative and qualitative data*
- 10) Makes community-specific inferences from quantitative and qualitative data⁴
 - *Obtains and interprets information regarding risks and benefits to the community*
- 11) Uses information technology to collect, store, and retrieve data
 - *Applies data collection processes, information technology applications, and computer systems storage/retrieval strategies*
 - *Manages information systems for collection, retrieval, and use of data for decision-making (Old #8 in the Financial Planning domain)*
- 12) Utilizes data to address scientific, political, ethical, and social public health issues
 - *Recognizes how the data illuminates ethical, political, scientific, economic, and overall public health issues*

Policy Development/Program Planning Skills

- 1) Analyzes information relevant to specific public health policy issues
 - *Collects, summarizes, and interprets information relevant to an issue*
- 2) Articulates policy options

² Examples include: factors contributing to health promotion and disease prevention, the availability and use of health services

³ Examples include: equity, social determinants, environment

⁴ Examples include: risks and benefits to the community, health and resource needs

- *States policy options and writes clear and concise policy statements*
- 3) Determines the feasibility and expected outcomes of policy options⁵
 - *States the feasibility and expected outcomes of each policy option*
- 4) Articulates the implications of policy options⁶
 - *Articulates the health, fiscal, administrative, legal, social, and political implications of each policy option*
- 5) Utilizes decision analysis for policy development and program planning
 - *Utilizes current techniques in decision analysis and health planning*
- 6) Manages public health programs consistent with public health laws and regulations
 - *Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs*
- 7) Develops a plan to implement policy and programs
 - *Decides on the appropriate course of action*
 - *Develops a plan to implement policy, including goals, outcome and process objectives, and implementation steps*
 - *Prepares and implements emergency response plans (Note: Concept covered under the new #7)*
- 8) Incorporates policy into organizational plans, structures, and programs
 - *Translates policy into organizational plans, structures and programs*
 - *Prepares and implements emergency response plans (Note: Concept covered under the new #8)*
- 9) Develops mechanisms to monitor and evaluate programs for their effectiveness and quality
 - *Develops mechanisms to monitor and evaluate programs for their effectiveness and quality*
- 10) Incorporates public health informatics practices⁷
 - **NEW COMPETENCY**
- 11) Develops strategies for continuous quality improvement
 - **NEW COMPETENCY**

Communication Skills

- 1) **Assesses the health literacy of populations served**
 - **NEW COMPETENCY**
- 2) Communicates in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency
 - *Communicates effectively both in writing and orally, or in other ways*
- 3) Solicits input from individuals and organizations
 - *Solicits input from organizations and individuals*
- 4) Utilizes a variety of approaches to disseminate public health information⁸
 - *Uses the media, advanced technologies, and community networks to communicate information*
- 5) Presents demographic, statistical, programmatic, and scientific information for use by professional and lay audiences
 - *Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences*

⁵ Examples include: health, fiscal, administrative, legal, ethical, social, political

⁶ Examples include: health, fiscal, administrative, legal, ethical, social, political

⁷ Examples include: use of data and information technology standards across the agency where applicable, and use of standard software development life cycle principles when developing new IT applications

⁸ Examples include: social networks, media, blogs

- 6) Applies communication strategies⁹ in interactions with individuals and groups
- *Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives*
 - *Utilizes leadership, team building, negotiation, and conflict resolution skills to build community partnerships (Old #2 in the Community Dimensions of Practice domain)*

Cultural Competency Skills

- 1) Incorporates strategies for interacting with persons from diverse backgrounds¹⁰
 - *Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences*
- 2) Considers the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services
 - *Identifies the role of cultural, social, and behavioral factors in determining the delivery of public health services*
- 3) Responds to diverse needs that are the result of cultural differences
 - *Develops and adapts approaches to problems that take into account cultural differences*
- 4) Explains the dynamic forces that contribute to cultural diversity
 - *Understands the dynamic forces contributing to cultural diversity*
- 5) Describes the need for a diverse public health workforce
 - *Understands the importance of a diverse public health workforce*
- 6) **Assesses the public health organization for its cultural competence**
 - **NEW COMPETENCY**

Community Dimensions of Practice Skills

- 1) Assesses community linkages and relationships among multiple factors (or determinants) affecting health¹¹
 - *Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services (Original # 2 in the Basic Public Health Sciences domain)*
- 2) Collaborates in community-based participatory research efforts
 - *Collaborates with community partners to promote the health of the population*
- 3) Establishes linkages with key stakeholders
 - *Establishes and maintains linkages with key stakeholders*
- 4) Facilitates collaboration and partnerships to ensure participation of key stakeholders
 - *Facilitates collaboration with internal and external groups to ensure participation of key stakeholders (Original #4 in Leadership and Systems Thinking domain)*
- 5) Maintains partnerships with key stakeholders
 - *Establishes and maintains linkages with key stakeholders*

⁹ Examples include: principled negotiation, conflict resolution, active listening, risk communication

¹⁰ Examples include: cultural, socioeconomic, educational, racial, ethnic, sexual orientation, professional

¹¹ “Ecological Perspective” as cited by the **Committee on Educating Public Health Professionals for the 21st Century**, Institute of Medicine (IOM), *Who Will Keep the Public Healthy? Educating Health Professionals for the 21st Century*. Washington, DC: National Academy Press; 2003

- 6) Uses group processes to advance community involvement
 - *Accomplishes effective community engagements*
- 7) Describes the role of governmental and non-governmental organizations in the delivery of community health services
 - *Identifies how public and private organizations operate within a community*
 - *Describes the role of government in the delivery of community health services*
- 8) Negotiates for the use of community assets and resources
 - *Identifies community assets and available resources*
- 9) Uses community input when developing public health policies and programs
 - *Partners with communities to attach meaning to collected quantitative and qualitative data (Old #7 in Analytic/Assessment domain)*
- 10) Promotes public health policies, programs, and resources
 - *Advocates for public health programs and resources (Old #3 in Communication domain)*

Public Health Sciences Skills

- 1) Describes the scientific foundation of the field of public health
 - *Understands the historical development, structure, and interaction of public health and health care systems*
- 2) Identifies prominent events in the history of the public health profession
 - *Understands the historical development, structure, and interaction of public health and health care systems*
- 3) Relates public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health
 - *Identifies the individual's and organization's responsibilities within the context of the Essential Public Health Services and Core Functions*
- 4) Applies the basic public health sciences¹²(including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences) to public health policies and programs
 - *Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries*
- 5) Conducts a comprehensive review of the scientific evidence related to a public health issue, concern, or, intervention
 - *Identifies and applies basic research methods used in public health*
- 6) Retrieves scientific evidence from a variety of text and electronic sources
 - *Identifies and retrieves current relevant scientific evidence*
- 7) Determines the limitations of research findings¹³
 - *Identifies the limitations of research and the importance of observations and interrelationships*
- 8) **Determines the laws, regulations, policies and procedures for the ethical conduct of research¹⁴**
 - **NEW COMPETENCY**
- 9) Contributes to building the scientific base of public health
 - *Develops a lifelong commitment to rigorous critical thinking*

¹²Council on Education for Public Health (CEPH). *Public Health Program Criteria - Amended June 2005 (PDF file)*. Retrieved March 13, 2009 from: <http://www.ceph.org/files/public/PHP-Criteria-2005.SO5.pdf>

¹³ Examples include: limitations of data sources, importance of observations and interrelationships

¹⁴ Examples include: patient confidentiality, human subject processes

Financial Planning and Management Skills

- 1) Interprets the interrelationships of local, state, and federal public health and health care systems for public health program management
 - *Understands the historical development, structure, and interaction of public health and health care systems (Old #3 in the Basic Public Health Sciences domain)*
- 2) Interprets the organizational structures, functions, and authorities of local, state, and federal public health agencies for public health program management
 - *Understands the historical development, structure, and interaction of public health and health care systems (Old #3 in the Basic Public Health Sciences domain)*
- 3) Develops partnerships with agencies within the federal, state, and local levels of government that have authority over public health situations or with specific issues, such as emergency events
 - **NEW COMPETENCY**
- 4) Implements the judicial and operational procedures of the governing body and/or administrative unit that oversees the operations of the public health organization
 - **NEW COMPETENCY**
- 5) Develops a programmatic budget
 - *Develops and presents a budget*
 - *Applies budget processes*
- 6) Manages programs within current and forecasted budget constraints
 - *Manages programs within budget constraints*
- 7) Develops strategies for determining budget priorities
 - *Develops strategies for determining budget priorities*
- 8) Evaluates program performance
 - *Monitors program performance*
- 9) Uses evaluation results to improve performance
 - **NEW COMPETENCY**
- 10) Prepares proposals for funding from external sources
 - *Prepares proposals for funding from external sources*
- 11) Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts
 - *Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts*
- 12) Applies public health informatics skills to improve program and business operations¹⁵
 - **NEW COMPETENCY**
- 13) Negotiates contracts and other agreements for the provision of services
 - *Negotiates and develops contracts and other documents for the provision of population-based services*
- 14) Utilizes cost-effectiveness, cost-benefit, and cost-utility analyses in programmatic prioritization and decision making
 - *Conducts cost-effectiveness, cost-benefit, and cost-utility analyses*

Leadership and Systems Thinking Skills

- 1) Incorporates ethical standards of practice as the basis of all interactions with organizations, communities, and individuals
 - *Creates a culture of ethical standards within organizations and communities*

¹⁵ Examples include: business process analysis, enterprise-wide information planning

- 2) Incorporates systems thinking into public health practice
 - *Applies theory of organizational structures to professional practice*
- 3) Participates with stakeholders in identifying key values and a shared vision as guiding principles for community action
 - *Helps create values and shared vision and uses these principles to guide action*
 - *Facilitates collaboration with internal and external groups to ensure participation of key stakeholders*
 - *Leads and participates in groups to address specific issues (Old #4 in Communications domain)*
- 4) Identifies internal and external problems that may affect the delivery of essential public health services
 - *Identifies internal and external issues that may impact delivery of essential public health services (i.e., strategic planning)*
- 5) Promotes individual, team and organizational learning opportunities
 - *Promotes team and organizational learning*
- 6) Establishes mentoring, peer advising, coaching or other personal development opportunities for the public health workforce
 - **NEW COMPETENCY**
- 7) Contributes to the measuring, reporting and continuous improvement of organizational performance
 - *Contributes to the development, implementation, and monitoring of organizational performance standards*
- 8) Modifies organizational practices in consideration of changes in the public health system, and the larger social, political, and economic environment
 - *Uses the legal and political system to effect change*

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