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| **Program in Public Health**  **Community Health Concentration Competencies** | | | | | | |
| **Course Key**  **HPH 551:** Practice of Health Communication  **HPH 552:** Planning & Implementing Community Health Initiatives  **HPH 553:** Advanced Evaluation of Community Health Initiatives | | | | | | |
|  |  | Primary Source of Learning Experience |  | Secondary Source of Learning Experience | | |
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| **Concentration Competencies** | | | **Concentration Courses** | | | |
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| 1. **Health Communication**: Collect, organize, and convey information effectively to different audiences important to public health initiatives. | | | **HPH 551** | | **HPH 552** | **HPH 553** |
| **Learning Experiences:** | | | | | | |
| 1. Report on how the information and knowledge exchange process can be designed to achieve specific objectives. | | |  | |  |  |
| 1. Develop the skills to communicate effectively with the media, general public and specific communities. | | |  | |  |  |
| 1. Produce communications tools, such as a social marketing tool, press release, op-ed article, and an oral presentation. | | |  | |  |  |
| 1. Discuss the importance of health literacy and cultural and educational diversity for effective health communications. | | |  | |  |  |
| 1. Demonstrate linguistic and cultural proficiency in oral and written communication. | | |  | |  |  |
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| 1. **Theoretical Foundation:** Appraise and apply social and behavior change theories when developing community health improvement initiatives. | | | **HPH 551** | | **HPH 552** | **HPH 553** |
| **Learning Experiences:** | | | | | | |
| 1. Appraise the strengths and limitations of social and behavior change theories by examining how these theories have been used in real-world practice situations. | | |  | |  |  |
| 1. Demonstrate an understanding of how social and behavior change theories can be used together to address public health problems. | | |  | |  |  |
| 1. Design theoretically-informed intervention activities appropriate to the identified needs and assets of the targeted population. | | |  | |  |  |
| 1. Understand program theory and its role in evaluating a program. | | |  | |  |  |
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| 3. **Community Assessment**: Create a multi-method plan for community health assessment, taking into consideration the strengths and limitations of primary and secondary data to assess needs and assets. | | | **HPH 551** | | **HPH 552** | **HPH 553** |
| **Learning Experiences:** | | | | | | |
| 1. Justify the role of a community health assessment in program planning. | | |  | |  |  |
| 1. Assess the strengths and limitations of various types of data that can be used in a community health assessment. | | |  | |  |  |
| 1. Use primary and secondary data to determine the health needs and assets of a particular community. | | |  | |  |  |
| 1. Appraise the community-based participatory research (CBPR) approach to planning and implementing community health initiatives. | | |  | |  |  |
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| **4. Community Engagement**:Demonstrate capacity to engage with community partners. | | | **HPH 551** | | **HPH 552** | **HPH 553** |
| **Learning Experiences:** | | | | | | |
| 1. Apply empowerment educational theories to community engagement. Examples include demonstrating capacity to collaborate and interact with community partners in a manner based on mutual trust, respect, and co-learning. | | |  | |  |  |
| 1. Evaluate community relationships and linkages between various stakeholders. | | |  | |  |  |
| 1. Demonstrate application of approaches for engaging with community partners by co-creating a solution / product, such as creating a brochure, fact sheet, news release, media kit, developing a program plan, implementation, and/or evaluating a program. | | |  | |  |  |
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| 5. **Advanced Intervention Design**: Create theory-driven community health interventions with a mission, goals and measurable process, outcome and impact objectives, that address public health issues. | | | **HPH 551** | | **HPH 552** | **HPH 553** |
| **Learning Experiences:** | | | | | | |
| 1. Design a mission statement for a community health initiative. | | |  | |  |  |
| 1. Create goals and SMART objectives (specific, measurable, achievable, realistic, and time-bound) for a community health initiative that relate to the overall mission. | | |  | |  |  |
| 1. Create a logic model based upon an initiative’s mission, goals, objectives, and activities in order to elaborate an initiative’s theory of change. | | |  | |  |  |
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| 6. **Cultural Competence**: Demonstrate an advanced understanding of why diverse cultural groups may respond differently to the same community health intervention in the selection of appropriate audiences, equity-focused designs, and implementation approaches. | **HPH 551** | **HPH 552** | **HPH 553** |
| **Learning Experiences:** | | | |
| 1. Identify a target audience for a health communication tool and research methods for optimal delivery of the public health message to the specific population. |  |  |  |
| 1. Consider how cultural beliefs and practices can affect a population’s needs, assets and resources. |  |  |  |
| 1. Design a community health intervention that incorporates the cultural beliefs and practices of the priority population. |  |  |  |
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| 7. **Evaluation Design and Methods**: Demonstrate and apply knowledge and skills for evaluating community health initiatives. | **HPH 551** | **HPH 552** | **HPH 553** |
| **Learning Experiences:** | | | |
| 1. Design multiple types of evaluations for a community health initiative, including formative evaluations, implementation/process evaluation, and summative evaluations (outcome, impact, cost-effectiveness, cost-benefit analysis). |  |  |  |
| 1. Formulate evaluation questions appropriate to measuring the success of a community health initiative. |  |  |  |
| 1. Critique the strengths and limitations of various methods used to evaluate a community health initiative. |  |  |  |
| 1. Select appropriate primary and/or secondary data sources to evaluate a community health initiative. |  |  |  |
| 1. Demonstrate how a logic model, mission statement, goals, and objectives can be used in program evaluation. |  |  |  |