

# Development and Demonstration of Professional Competencies

## UCLA FSPH EHS MPH Internship

(see Instructions on next page)

	Specified in proposed scope of work	Successfully demonstrated	Describe documentation* (upload any 2 to EHS Internship folder in Box)	
<b>Skill-based MPH Competencies</b>				
<b>Core MPH Competencies</b>	Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate (CCC #3)	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Interpret results of data analysis for public health research, policy or practice (CCC #4)	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Assess population needs, assets and capacities that affect communities' health (CCC #7)	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (CCC #8)	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Design a population-based policy, program, project or intervention (CCC #9)	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Advocate for political, social or economic policies and programs that will improve health in diverse populations (CCC #14)	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Evaluate policies for their impact on public health & health equity (CCC #15)	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making (CCC #16)	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Apply negotiation and mediation skills to address organizational or community challenges (CCC #17)	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Communicate audience-appropriate public health content, both in writing and through oral presentation (CCC #19)	<input type="checkbox"/>	<input type="checkbox"/>	_____
Perform effectively on inter-professional teams (CCC #21)	<input type="checkbox"/>	<input type="checkbox"/>	_____	
Apply systems thinking tools to a public health issue (CCC #22)	<input type="checkbox"/>	<input type="checkbox"/>	_____	
<b>EHS-Specific Competencies</b>	Construct and interpret models of environmental health pathways to develop solutions to environmental health problems & exposures. (EHS #1.4)	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Utilize epidemiological data, with due regard to statistical validity and sources bias, in the assessment of impacts of hazardous agents on the health of human populations (EHS #4.1)	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Use at least three of these assessment methods: quantitative risk assessment; burden of disease using disability-adjusted life years; spatial analysis and geographic information systems; health impact assessment; alternatives assessment. (EHS #5.1)	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Analyze policy contexts and develop responsive policy proposals reflecting environmental health science (EHS #6.3)	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Organize information and data, prepare technical reports and give oral presentations on environmental contaminants and impacts. (EHS #10.1)	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Communicate effectively with diverse audiences (EHS #10.2)	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Draw upon scientific knowledge and assessment methods to develop approaches to assess, prevent and control environmental hazards that pose risks to human health and safety. (EHS #11.1)	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Present cogent and well substantiated arguments for actions to address environmental health concerns (EHS #12.1)	<input type="checkbox"/>	<input type="checkbox"/>	_____
Draw upon key information sources and references essential to environmental health practice (EHS #12.2)	<input type="checkbox"/>	<input type="checkbox"/>	_____	

## **Instructions**

### During or prior to the first two weeks of the internship

1. Review scope of work with internship preceptor.
2. Identify at least 3 MPH Core Competencies for MPH students (CCC) that you will demonstrate during the course of the internship. Put a check mark in the corresponding boxes in the “Specified in proposed scope of work” column.
3. Identify additional EHS-specific competencies listed in the unshaded area that you will demonstrate during the course of the internship. Put a check mark in the corresponding boxes in the “Specified in proposed scope of work” column.

### During the internship

4. Periodically check in with your preceptor that your assigned work tasks are providing an opportunity to develop and demonstrate the competencies that you identified at the beginning of your internship (i.e. the competencies checked under #3 and #4 above).
5. Document your demonstration of these competencies

### At the conclusion of the internship

6. Review this sheet with your preceptor and discuss your performance in demonstrating the selected competencies. Discuss opportunities for further development of these and other professional competencies relevant to your internship.
7. Check the appropriate boxes in the “Successfully demonstrated” column.
8. Briefly summarize how these demonstrated competencies were documented.
9. Submit documentation for two to five of these demonstrated competencies to the FSPH EHS Internship folder in Box. The EHS Internship Coordinator will send you a link.
10. Attach a copy of this completed checklist with your Internship Completion form and submit to the EHS Internship Coordinator.

### **\* Examples of documentation**

- Copy of report that a student helped research or write (cover page will suffice if report is longer than 10 pages or is confidential)
- Photograph of a student facilitating a community meeting
- Photograph of a student training community members in how to interpret air monitoring data
- An infographic that a student helped research or design