

## BS in Environmental Health Competencies

### CEPH - General Curriculum Domains (Table D9-1)

**Science:** Introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease

**Social and Behavioral Sciences:** Introduction to the foundations of social and behavioral sciences

**Math/Quantitative Reasoning:** Introduction to basic statistics

**Humanities/Fine Arts:** Introduction to the humanities/fine arts

### CEPH - Public Health Foundational Domains (Table D10-1)

**Overview of Public Health:** Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society

- Public Health History
- Public Health Philosophy
- Core Public Health Values
- Core Public Health Concepts
- Global Functions of Public Health
- Societal Functions of Public Health

**Role and Importance of Data in Public Health:** Address 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

- Basic Concepts of Data Collection
- Basic Methods of Data Collection
- Basic Tools of Data Collection
- Data Usage
- Data Analysis
- Evidence Based Approaches

**Identifying and Addressing Population Health Challenges:** Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of population

- Population Health Concepts
- Introduction to Processes and Approaches to Identify Needs and Concerns of Populations
- Introduction to Approaches and Interventions to Address Needs and Concerns of Populations

**Human Health:** Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course

- Science of Human Health and Disease
- Health Promotion
- Health Protection

**Determinants of Health:** Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities

- Socio-economic Impacts on Human Health and Health Disparities
- Behavioral Factors Impacts on Human Health
- Biological Factors Impacts on Human Health
- Environmental Factors Impacts on Human Health

**Project Implementation:** Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation

- Introduction to Planning Concepts and Features
- Introduction to Assessment Concepts and Features
- Introduction to Evaluation Concepts and Features

**Overview of the Health System:** Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries

- Characteristics and Structures of the U.S. Health System
- Comparative Health Systems

**Health Policy, Law, Ethics, and Economics:** Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and health policy, and the roles, influences and responsibilities of the different agencies and branches of government

- Legal Dimensions of Health Care and Public Health Policy
- Ethical Dimensions of Health Care and Public Health Policy
- Economical Dimensions of Health Care and Public Health Policy
- Regulatory Dimensions of Health Care and Public Health Policy
- Governmental Dimensions of Health Care and Public Health Policy

**Health Communication:** Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

- Technical Writing
- Professional Writing
- Use of Mass Media
- Use of Electronic Technology

<b>CEPH - Foundational Competencies (Table D11-1)</b>
<b>Public Health Communication:</b> Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences
<ul style="list-style-type: none"> <li>• Oral Communication</li> <li>• Written Communication</li> <li>• Communicate with Diverse Audiences</li> <li>• Communicate through Variety of Media</li> </ul>
<b>Information Literacy:</b> Students should be able to locate, use, evaluate, and synthesize information
<ul style="list-style-type: none"> <li>• Locate Information</li> <li>• Use Information</li> <li>• Evaluate Information</li> <li>• Synthesize Information</li> </ul>
<b>CEPH - Cross-Cutting Concepts &amp; Experiences (Table D13-1)</b>
1. Advocacy for protection and promotion of the public's health at all levels of society
2. Community dynamics
3. Critical thinking and creativity
4. Cultural contexts in which public health professionals work
5. Ethical decision making as related to self and society
6. Independent work and a personal work ethic
7. Networking
8. Organizational dynamics
9. Professionalism
10. Research methods
11. Systems thinking
12. Teamwork and leadership
<b>SPH - All Students</b>
Distinguish between individual and population health
Apply evidence-based decision making and critical thinking to public health problems
Communicate effectively and persuasively, both orally and in writing
Recognize the means by which social inequities and racism, generated by power and privilege, undermine health
<b>DEOHS - BS-EH Competencies</b>
Describe the major environmental and occupational health hazards
Explain the core components of effective risk assessment, risk management, and risk communication and be able to apply them to a broad range of hazards and situations
Describe the main rules, regulations, and policies that are used to control environmental health hazards
Apply key environmental and occupational health concepts and skills to real-world practice settings
Communicate environmental and occupational health related information effectively and professionally with diverse stakeholder groups in multiple formats (e.g., memorandums, policy statements, press releases, FAQs, etc.) and through a variety of media (e.g., email, brochures, social media, etc.)