

Core Activities of Learning (CALs)

Domains

- Analytical/Assessment Skills
- Policy Development/Program Planning Skills
- Communication Skills
- Cultural Humility Skills
- Community Dimensions of Practice Skills
- Public Health Sciences Skills
- Financial Planning and Management Skills
- Leadership and Systems Thinking Skills

Competency Area: Analytical / Assessment Skills (AA)
Specific Competency A: Assess the health status of populations and their related determinants of health and illness.
Example Activity 1: Conduct a statewide or community---based population health survey.
Example Activity 2: Develop a needs assessment on a health problem to identify gaps (e.g., social environment or health service gaps) in a specific community.
Specific Competency B: Describe the characteristics of a population---based health problem.
Example Activity 1: Utilize data in combination with literature review to analyze and describe the epidemiological and/or political characteristics of a population based health problem.
Example Activity 2: Utilize data in combination with literature review to discern the key determinants (e.g., physical environment, healthcare access/quality, health behaviors, socioeconomic factors) of a population based health problem.
Specific Competency C: Use methods and instruments to collect and analyze valid and reliable quantitative and qualitative data.
Example Activity 1: Identify and utilize valid instruments and methods to collect analyzable data.
Example Activity 2: Participate in the development or refinement of a statewide data system (e.g., WEDDS).
Example Activity 3: Analyze data from a statewide population---based or surveillance database.
Example Activity 4: Gain skills in use of GIS, EPI INFO, SAS and Microsoft Access.
Specific Competency D: Employ ethical principles in the collection, maintenance, use and dissemination of data and information.
Example Activity 1: Complete human subjects training through the University of Wisconsin---Madison Institutional Review Board (IRB).
Example Activity 2: Complete an IRB application for a research project.
Example Activity 3: Assess a public health program that collects, maintains, uses and disseminates data from the perspective of the 12 “Principles of Ethical Public Health Practice” (published by the Public Health Leadership Society: www.phls.org).
Specific Competency E: Use data to address scientific, political, ethical and social public health issues.
Example Activity 1: Utilize survey, community needs assessment, or other data to develop a report with recommendations for local or state policymakers or officials.
Example Activity 2: Perform a health impact assessment.
Example Activity 3: Assess a public health program, policy, or organization from the perspective of the 12 “Principles of Ethical Public Health Practice” (published by the Public Health Leadership Society).

Competency Area: Policy Development/Program Planning Skills (PD/PP)
Specific Competency A: Analyze information, policy options and/or implications relevant to specific public health policy issues.
Example Activity 1: Prepare an analysis of a legislative bill and monitor the bill's progress.
Example Activity 2: Participate in the process of drafting an Administrative Rule.
Example Activity 3: Prepare a fiscal analysis of a public health issue.
Example Activity 4: Monitor and report on the progress of public health initiative that is included in a state biennial budget.
Specific Competency B: Develop plans to implement policies and programs.
Example Activity 1: Participate in the development of plans to implement the state health plan.
Example Activity 2: Participate in planning for state health care reform implementation.
Example Activity 3: Participate in planning to implement a local public health policy or program.
Specific Competency C: Develop mechanisms to monitor and evaluate programs for their effectiveness and quality.
Example Activity 1: Apply quality improvement tools to the evaluation of a local or state public health program.
Example Activity 2: Observe operations in a public health clinical setting and develop plans for improving workflow and quality.
Example Activity 3: Participate in and contribute to a complete Plan-Do-Check-Act cycle in an existing quality improvement program.

Competency Area: Communication Skills (Comm)
Specific Competency A: Communicate in writing, orally, in person and through electronic means, with linguistic and cultural proficiency.
Example Activity 1: Make an oral presentation to a professional group.
Example Activity 2: Make an oral presentation to a community group.
Example Activity 3: Prepare and present a poster at a professional conference.
Example Activity 4: Prepare and disseminate a written report on a policy or program to a community group.
Specific Competency B: Use a variety of approaches to disseminate public health information.
Example Activity 1: Use old media (e.g., letter to the editor, op-ed, TV or magazine interview) or new media (e.g., blogs, social networking tools) to communicate public health information.
Example Activity 2: Design and contribute materials/information for a public health website.
Example Activity 3: Develop a continuing education module for public health professionals using current distance learning technologies.
Example Activity 4: Develop and disseminate public health information to health care providers.
Specific Competency C: Present demographic, statistical, programmatic and/or scientific information for use by lay and professional audiences.
Example Activity 1: Write a Population Health Institute Issue Brief.
Example Activity 2: Incorporate demographic, statistical, programmatic, and/or scientific information into presentations, reports or other professional communications.
Specific Competency D: Apply communication and group dynamic strategies in interactions with individuals and groups.
Example Activity 1: Serve as facilitator in a community-based or professional meeting.
Example Activity 2: Test different tools to enhance group decision-making in an ongoing meeting setting.
Example Activity 3: Train colleagues and partners in active listening techniques to improve their professional communication skills.

Competency Area: Cultural Humility Skills
Specific Competency A: Employ strategies for working collaboratively with persons from diverse backgrounds.
Example Activity 1: Review best practices for organizational cultural humility and apply practices in an organization.
Example Activity 2: Complete a public health project in a community outside of the primary placement setting.
Specific Competency B: Incorporate diverse perspectives and consider the role of cultural and social factors in the development and implementation of public health programs and policies.
Example Activity 1: Facilitate an inclusive focus group to take into consideration diverse perspectives, interests, and values in the planning and implementation of a public health program.
Example Activity 2: Write a program implementation plan that incorporates cultural and social factors (including gender, age, race, ethnicity, sexual orientation, professional, religious affiliation, mental and physical capabilities, class, education, and other socioeconomic factors).
Specific Competency C: Evaluate the effects of public health policies and programs on different populations in a community.
Example Activity 1: Develop a users' survey to assess perceived cultural humility of a public health program.
Example Activity 2: Evaluate a specific public health program or policy in a community or clinical setting from the point of view of its cultural and social accessibility and acceptability.
Example Activity 3: Conduct a Health Impact Assessment taking cultural and social factors into account in order to address a primary community health issue.
Specific Competency D: Advocate for those most impacted by health inequities in programs and policies.
Example Activity 1: Contribute an opinion editorial to a local newspaper or magazine that discusses the root causes of a health inequity or programmatic or policy initiatives that address a health inequity.
Example Activity 2: Write recommendations for organizational programs and policies to address health inequities.

Competency Area: Community Dimensions of Practice Skills (CDP)
Specific Competency A: Collaborate in Community-based Participatory Research (CBPR) efforts.
Example Activity 1: Conduct a public health assessment in collaboration with community partners and/or affected community members.
Example Activity 2: Participate in an existing CBPR project.
Example Activity 3: Assist in the development of a new CBPR project.
Specific Competency B: Facilitate collaboration and partnerships to ensure participation of key stakeholders.
Example Activity 1: Organize a public meeting or event with key partners and stakeholders.
Example Activity 2: Work with a local community on a multi-sectoral action plan in response to the results of the annual County Health Rankings or other public health report.
Specific Competency C: Use community input when developing public health policies and programs.
Example Activity 1: Participate in a community-based strategic planning process on a public health issue.
Example Activity 2: Develop a survey or key informant interview plan to obtain community input during the planning or the evaluation process of a public health policy or programmatic intervention.

Competency Area: Public Health Sciences Skills (PHS)
Specific Competency A: Apply the basic public health sciences to public health policies and programs.
Example Activity 1: Participate substantially in an outbreak/field investigation.
Example Activity 2: Prepare an epidemiologically based analysis of an investigation.
Example Activity 3: Utilize approaches from each core area of public health (i.e., biostatistics, epidemiology, environmental health, social/behavioral health, and public health policy & administration) when planning or evaluating a public health policy or program.
Specific Competency B: Conduct a comprehensive review of the scientific evidence related to a public health issue, concern or intervention.
Example Activity 1: Conduct an in---depth literature review on a public health concern.
Example Activity 2: Prepare a report on a public health issue that includes the perspective of each core area of public health: biostatistics, epidemiology, environmental health, social/behavioral health, and public health policy & administration.
Specific Competency C: Contribute to building the scientific base of public health.
Example Activity 1: Submit a paper to a peer---reviewed journal.
Example Activity 2: Contribute additions or suggested changes to the UW Population Health Institute “What Works Database” http://WhatWorksforHealth.wisc.edu/
Example Activity 3: Serve as a peer reviewer for a public health journal.

Competency Area: Financial Planning and Management Skills (FPM)
Specific Competency A: Prepare proposals for funding, including developing a programmatic budget.
Example Activity 1: Contribute substantially to the budget section of a grant proposal.
Example Activity 2: Write a workplan with specific goals and objectives as part of a funding proposal.
Example Activity 3: Participate in the process of reviewing grant proposals.
Example Activity 4: Participate in preparing, negotiating and implementing a contract with a local agency.
Specific Competency B: Evaluate program performance.
Example Activity 1: Review program evaluation plans and make recommendations for improvement.
Example Activity 2: Participate in conducting a contract monitoring or other evaluative site visit.
Specific Competency C: Use cost---effectiveness, cost benefit, and/or cost---utility analyses in programmatic prioritization and decision making.
Example Activity 1: Describe cost implications of different health insurance exchange options and make recommendations for prioritization of program options.
Example Activity 2: Assess the cost---effectiveness, cost---benefit, or cost---utility of an existing or a proposed public health program or policy.
Example Activity 3: Conduct a Health Impact Assessment on an existing or proposed program or policy.

Competency Area: Leadership and Systems Thinking Skills (LST)
Specific Competency A: Participate with stakeholders in identifying key values and a shared vision as guiding principles for community action.
Example Activity 1: Prepare and facilitate a group visioning process in the development of a public health program or policy.
Example Activity 2: Apply asset--based community development or appreciative inquiry principles to the development of a community action plan.
Example Activity 3: Participate in meetings of state or regional public health professionals or organizations (e.g. WPHA, WALHDAB).
Specific Competency B: Incorporate systems thinking into public health practice.
Example Activity 1: Apply the social ecological model of health to program or policy planning.
Example Activity 2: Conduct a root---cause analysis of a public health problem.
Specific Competency C: Promote individual, team and organizational learning opportunities.
Example Activity 1: Plan and facilitate one Fellowship monthly meeting annually.
Example Activity 2: Participate on a hiring, resume screening and/or interviewpanel.
Example Activity 3: Develop recommendations for other Fellows on how to prepare for the application/interview process.
Example Activity 4: Collaborate on a learning activity of the Healthy Wisconsin Leadership Institute.
Example Activity 5: Develop and implement a public health continuing education module.