## Competency Map: Data Information Literacy, EBPH, Fairbanks School, and CLAPHP Domains

### Academic & professional public health competencies mapped to Data Information Literacy Competencies

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<th>Understanding Data</th>
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<td>- Use epidemiological methods to collect, study, analyze, and report the patterns of disease in human populations for diverse audiences.</td>
<td>- conducting sound evaluation</td>
<td>- analytic tools like systematic reviews, economic evaluation can be useful in accelerating the uptake of EBPH (or TRIP)</td>
<td>[none]</td>
<td>- making decisions on the basis of the best available scientific evidence</td>
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<td>- Identify social and behavioral factors, theories, and models and develop, implement, and evaluation interventions designed to positively affect health behaviors in populations.</td>
<td>- Use epidemiological methods to collect, study, analyze, and report the patterns of disease in human populations for diverse audiences.</td>
<td>- Collect and disseminate public health data through the use of technology and media.</td>
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<td>- using data and information systems systematically</td>
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<td>- Explain how human biology influences health and public health practice.</td>
<td>- Identify social and behavioral factors, theories, and models and develop, implement, and evaluation interventions designed to positively affect health behaviors in populations.</td>
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### FSPH MPH Core Competencies
- Use epidemiological methods to collect, study, analyze, and report the patterns of disease in human populations for diverse audiences.
- Identify social and behavioral factors, theories, and models and develop, implement, and evaluation interventions designed to positively affect health behaviors in populations.
- Collect and disseminate public health data through the use of technology and media.

### CLAPHP Core Competencies

#### Analytical/Assessment Skills (Tier 1)
1A1: describes factors affecting the health of a community (e.g., equity, income, education, environment)
1A2: identifies quantitative and qualitative data and information (e.g., vital statistics, ...
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<td>electronic health records, transportation patterns, unemployment rates, community input, health equity impact assessments) that can be used for assessing the health of a community</td>
<td>1A4: uses information technology in accessing, collecting, analyzing, using, maintaining, and disseminating data and information</td>
<td>1A6: selects comparable data (e.g., data being age-adjusted to the same year, data variables across datasets having similar definitions)</td>
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<td>1A11: describes assets and resources that can be used for improving the health of a community (e.g., Boys &amp; Girls Clubs, public libraries, hospitals, faith based organizations, academic institutions, federal grants, fellowship programs)</td>
<td>1A5: selects valid and reliable data</td>
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<td>1A8: collects valid and reliable quantitative and qualitative data</td>
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CL-APHP Core Competencies Policy Development/ Program Planning Skills (Tier 1)

2A1: contributes to state/Tribal/community health improvement planning (e.g., providing data to supplement community health assessments, communicating observations from work in the field)  
2A2: contributes to development of program goals and objectives  
2A3: describes organizational strategic plan (e.g., includes measurable objectives and

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**CLAPHP Core Competencies Public Health Sciences Skills (Tier 1)**

6A1: describes the scientific foundation of the field of public health 6A2: identifies prominent events in the history of public health (e.g., smallpox eradication, development of vaccinations, infectious disease control, safe drinking water, emphasis on hygiene and hand washing, access to health care for people with disabilities) 6A3: describes how public health sciences (e.g., biostatistics, epidemiology, environmental health sciences, health services administration, social and behavioral sciences, and public health informatics) are used in the evidence base (e.g., participating in Public Health Practice-Base Research Networks, community-based participatory research, and integrated data systems, electronic reporting, knowledge management systems, geographic information systems) 6A4: retrieves evidence (e.g., research findings, case reports, community surveys) from print and electronic sources to support decision making 6A5: recognizes limitations of evidence (e.g., validity, reliability, sample size, bias, generalizability) 6A6: describes evidence used in developing, implementing, evaluating, and improving policies, programs, and services 6A7: describes the laws, regulations, policies, and procedures, for the ethical conduct of research (e.g., patient confidentiality, protection of human subjects, Americans with Disabilities Act) 6A8: contributes to the public health evidence base (e.g., participating in Public Health Practice-Base Research Networks, community-based participatory research, and integrated data systems, electronic reporting, knowledge management systems, geographic information systems) | 6A4: retrieves evidence (e.g., research findings, case reports, community surveys) from print and electronic sources to support decision making 6A7: describes the laws, regulations, policies, and procedures, for the ethical conduct of research (e.g., patient confidentiality, protection of human subjects, Americans with Disabilities Act) 6A8: contributes to the public health evidence base (e.g., participating in Public Health Practice-Base Research Networks, community-based participatory research, and integrated data systems, electronic reporting, knowledge management systems, geographic information systems) | CLAPHP Core Competencies Public Health Sciences Skills (Tier 1) 6A5: recognizes limitations of evidence (e.g., validity, reliability, sample size, bias, generalizability) 6A6: describes evidence used in developing, implementing, evaluating, and improving policies, programs, and services 6A7: describes the laws, regulations, policies, and procedures, for the ethical conduct of research (e.g., patient confidentiality, protection of human subjects, Americans with Disabilities Act) 6A8: contributes to the public health evidence base (e.g., participating in Public Health Practice-Base Research Networks, community-based participatory research, and integrated data systems, electronic reporting, knowledge management systems, geographic information systems) | 6A4: retrieves evidence (e.g., research findings, case reports, community surveys) from print and electronic sources to support decision making 6A7: describes the laws, regulations, policies, and procedures, for the ethical conduct of research (e.g., patient confidentiality, protection of human subjects, Americans with Disabilities Act) 6A8: contributes to the public health evidence base (e.g., participating in Public Health Practice-Base Research Networks, community-based participatory research, and integrated data systems, electronic reporting, knowledge management systems, geographic information systems) | CLAPHP Core Competencies Public Health Sciences Skills (Tier 1) 6A5: recognizes limitations of evidence (e.g., validity, reliability, sample size, bias, generalizability) 6A6: describes evidence used in developing, implementing, evaluating, and improving policies, programs, and services 6A7: describes the laws, regulations, policies, and procedures, for the ethical conduct of research (e.g., patient confidentiality, protection of human subjects, Americans with Disabilities Act) 6A8: contributes to the public health evidence base (e.g., participating in Public Health Practice-Base Research Networks, community-based participatory research, and integrated data systems, electronic reporting, knowledge management systems, geographic information systems) |
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<td>Health Practice-Based Research Networks, community-based participatory research, and academic health departments; authoring articles; making data available to researchers)</td>
<td>6A% suggests partnerships that may increase use of evidence in public health practice (e.g., between practice and academic organizations with health sciences libraries)</td>
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Sources:
FSPH MPH core competencies: [https://phhealth.iupui.edu/index.php/prospective-students/master/mpah/competencies/](https://phhealth.iupui.edu/index.php/prospective-students/master/mpah/competencies/)
CLAPHP Core Competencies for Public Health Professionals: [http://www.phf.org/resources/tools/Pages/Core_Public_Health_Competencies.aspx](http://www.phf.org/resources/tools/Pages/Core_Public_Health_Competencies.aspx)
### Professional competencies mapped to Data Information Literacy Competencies

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<td>3A1: Identifies the literacy of populations served (e.g., ability to obtain, interpret, and use health and other information; social media literacy)</td>
<td>3A2: communicates in writing and orally with linguistic and cultural proficiency (e.g., using age-appropriate materials, incorporating images)</td>
<td>3A3: solicits input from individuals and organizations (e.g., chambers of commerce, religious organizations, schools, social service organizations, hospitals, government, community-based organizations, various populations served) for improving the health of a community</td>
<td>3A4: suggests approaches for disseminating public health data and information (e.g., social media, newspapers, newsletters, journals, town hall meetings, libraries, neighborhood gatherings)</td>
<td>3A5: conveys data and information to professionals and the public using a variety of approaches (e.g., reports, presentations, email, letters)</td>
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<td>3A6: communicates information to influence behavior and improve health (e.g., uses social marketing methods, considers behavioral theories such as the Health Belief Model or Stages of Change Model)</td>
<td>3A7: facilitates communication among individuals, groups, and organizations</td>
<td>3A8: describes the roles of governmental public health, health care, and other partners in improving the health of a community</td>
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Calzada-Prado & Marzal DIL Competencies

1. Understanding data
1.1. What is data?
Competency: learners need to know what is meant by data and be aware of the various possible types of data
Contents: data definition, types of data (depending on origin, format, usage license, etc.)

1.2. Data in society
Competency: learners need to be aware of the role of data in society, how they are generated and by whom, and their possible applications, as well as the implications of their use
Contents: data producers and consumers; data lifecycle; data applications: their impact on science and society; copyright and licenses influencing data reuse

2. Finding and/or obtaining data
2.1. Data sources
Competency: learners need to be aware of the possible data sources, be able to evaluate them and select the ones most relevant to an informational need or a given problem
Contents: data sources; criteria for assessing data sources

2.2. Obtaining data
Competency: learners need to be able to detect when a given problem or need cannot be (totally or partially) solved with the existing data and, as appropriate, undertake research to obtain new data
Contents: main research methods for obtaining original data

3. Reading, interpreting, and evaluating data
3.1. Reading and interpreting data
Competency: learners need to be aware of the various forms in which data can be presented (written, numerical, or graphic), and their respective conventions, and be able to interpret them

3.2. Evaluating data
Competency: learners need to be able to evaluate data critically
Contents: data evaluation criteria (including authorship, method of obtaining and analyzing data, comparability, inference and data summaries)

4. Managing data
4.1. Data and metadata collection and management
Competency: learners need to be aware of the need to save data selected or generated and of descriptive or other data associated therewith, for due identification, management, and subsequent reuse
Contents: metadata; reference management tools; databases; data management repositories; policies and practices

5. Using data
5.1. Data handling
Competency: learners need to be able to prepare data for analysis, analyze them in keeping with the results sought and know how to use the necessary tools
Contents: data conversion; handling data analysis tools both locally (Excel, R, SPSS, Stata, etc.) and online
5.2. Producing elements for data synthesis
   Competency: learners need to be able to synthesize and represent the results of data analysis in ways suited
to the nature of the data, their purpose, and the audience targeted in the inquiry
   Contents: choosing suitable data representation methods (tables, graphs, or similar); handling tools (built
into analytical tools or stand-alone applications like Gapminder, Visual.ly, etc.)

5.3. Ethical use of data
   Competency: learners need to make ethical use of data, acknowledging the source when obtained or
formulated by others, and making sure that used methods are deployed and results interpreted transparently
and honestly
   Contents: what is the ethical use of data; how to cite data sources

APHA Code of Ethics

of Public Health, 92(7), 1057-1059.

Key Belief: interdependence of people
Values & Beliefs Underlying the Code
   Health
   1. Humans have a right to the resources necessary for health.
   Community
   2. Humans are inherently social and interdependent.
   3. The effectiveness of institutions depends heavily on the public’s trust.
   4. Collaboration is a key element to public health.
   5. People and their physical environment are interdependent.
   6. Each person in a community should have an opportunity to contribute to public discourse.
   7. Identifying and promoting the fundamental requirements for health in a community are of primary
concern to public health.

Bases for Action
   8. Knowledge is important and powerful.
   9. Science is the basis for much of our public health knowledge.
   10. People are responsible to act on the basis of what they know.
   11. Action is not based on information alone.

Principles of the Ethical Practice of Public Health
https://www.apha.org/~media/files/pdf/membergroups/ethics_brochure.ashx

1. Public health should address principally the fundamental causes of disease and requirements for health,
aiming to prevent adverse health outcomes.
2. Public health should achieve community health in a way that respects the rights of individuals in the
community.
3. Public health policies, programs, and priorities should be developed and evaluated through processes that
ensure an opportunity for input from community members.
10 Essential Public Health Services
http://www.cdc.gov/nphpsp/essentialservices.html

1. Monitor health status to identify and solve community health problems.
2. Diagnose and investigate health problems and health hazards in the community.
3. Inform, educate, and empower people about health issues.
4. Mobilize community partnerships and action to identify and solve health problems.
5. Develop policies and plans that support individual and community health efforts.
6. Enforce laws and regulations that protect health and ensure safety.
7. Link people to needed personal health services and assure the provision of health care when otherwise unavailable.
8. Assure competent public and personal health care workforce.
9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services.
10. Research for new insights and innovative solutions to health problems.
Richard M. Fairbanks School of Public Health Core Competencies for the MPH Program
http://pbhealth.iupui.edu/index.php/prospective-students/master/mph/competencies/

- Use biostatistical methods to analyze and report public health data.
- Specify approaches to assess, prevent, and control environmental and occupational hazards to human health and safety.
- Use epidemiological methods to collect, study, analyze, and report the patterns of disease in human populations for diverse audiences.
- Identify and analyze the components and issues of leadership, including financing and delivery of public health services and systems.
- Apply policy process, development, and analysis methods to address current national, state, and local public health issues.
- Identify social and behavioral factors, theories, and models and develop, implement, and evaluation interventions designed to positively affect health behaviors in populations.
- Collect and disseminate public health data through the use of technology and media.
- Explain how human biology influences health and public health practice.
- Exhibit high standards of personal and organizational integrity, compassion, honesty, and respect for all people.
- Use systems methods to analyze the effects of political, social, and economic influences on public health systems at the individual, community, state, national, and international levels.
- Demonstrate the impact of diversity and culture on public health across discipline areas.
- Demonstrate an understanding of the basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of public health data.