

# The CDC Experience Competencies

Like many training programs at the Centers for Disease Control and Prevention, *The CDC Experience* is a competency-based program. A competency is defined as, “a complex combination of knowledge, skills, and abilities demonstrated by organization members that are critical to the effective and efficient function of the organization.” *The CDC Experience* competencies describe what the fellow should be able to do following completion of the fellowship. These competencies provide a framework for the training, assignments and activities of the fellows. The competencies are also at the core of the planning and evaluation process for the fellowship.

The competencies are divided among seven of eight domains established by the Council on Linkages between Academia and Public Health. Levels of proficiency have been assigned to each competency based on the level of skill the fellows are expected to have achieved by the end of the fellowship year.

A list of resources used to develop the competencies is provided at the end of the competency list. Additional input and direction for the competencies is derived from the CDC Foundation Working Group for Population Health and Medical Education, lessons learned from other CDC training programs, review of the literature, and weekly meetings with *The CDC Experience* Committee. The competencies will continue to evolve as the program evolves.

## KEY TO PROFICIENCY LEVELS:

**Aware:** Basic level of mastery of the competency. Individuals may be able to identify the concept or skill but have limited ability to perform the skill.

**Knowledgeable:** Intermediate level of mastery of the competency. Individuals are able to apply and describe the skill.

**Proficient:** Advanced level of mastery of the competency. Individuals are able to synthesize, critique, or teach the skill.

DOMAIN	COMPETENCY	PROFICIENCY LEVEL	
Analytic/Assessment Skills	<b>By the end of <i>The CDC Experience</i>, the fellow will be able to:</b>		
	1.1	Identify relevant and appropriate data and information sources	Knowledgeable
	1.2	Use information technology to identify and manage data and information sources	Knowledgeable
	1.3	Critically evaluate and review scientific literature relevant to public health	Proficient
	1.4	Apply ethical principles to the collection, maintenance, use and dissemination of data and information	Aware
	1.5	Recognize how data illuminate ethical, political, scientific, economic, and overall public health issues	Aware
Policy Development/ Program Planning Skills	<b>By the end of <i>The CDC Experience</i>, the fellow will be able to:</b>		
	2.1	Identify, interpret, and implement public health laws, regulations, and policies related to specific programs	Aware
	2.2	Define roles of local, state, and federal public health agencies and health care providers and how they might interact and cooperate to resolve a population health issue	Knowledgeable
	2.3	Define the roles epidemiology and public health play in policy development	Aware
Communication Skills	<b>By the end of <i>The CDC Experience</i>, the fellow will be able to:</b>		
	3.1	Communicate effectively both in writing and orally, or in other ways	Knowledgeable
	3.2	Listen to others in an unbiased manner, respect points of view of others, and promote the expression of diverse opinions and perspectives (attitude)	Proficient

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<b>Cultural Competency Skills</b>	<b>By the end of <i>The CDC Experience</i>, the fellow will be able to:</b>		
	4.1	Utilize appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, and professional backgrounds and with persons of all ages and lifestyle preferences	Aware
	4.2	Identify the role of cultural, social, and behavioral factors in determining the delivery of public health services	Aware
<b>Basic Public Health Sciences Skills</b>	<b>By the end of <i>The CDC Experience</i>, the fellow will be able to:</b>		
	5.1	Define components of surveillance systems and identify how they are used to assess health problems in populations	Aware
	5.2	Evaluate surveillance systems and define their limitations	Aware
	5.3	Define basic types of epidemiologic study design, uses and limitations	Knowledgeable
	5.4	Design an epidemiological study to address a specific health problem	Aware
	5.5	Design a questionnaire or other data collection tool to address a specific health problem	Knowledgeable
	5.6	Collect and collate health data from appropriate sources	Knowledgeable
	5.7	Select and use the most appropriate statistical methods to characterize and analyze epidemiologic data	Aware to Knowledgeable
	5.8	Interpret findings from epidemiologic studies, including the ability to identify limitations of the data and potential sources of bias or confounding	Aware
	5.9	Demonstrate skill in public health practice by recommending control measures, prevention programs, or other public health interventions based on epidemiologic findings	Aware
	5.10	Describe how evidence-based approaches and a population health perspective can be utilized to improve individual patients' health	Knowledgeable
5.11	Describe the public health role in the range of health-related emergencies, including those that may arise from acts of terrorism	Aware	
<b>Leadership &amp; Systems Thinking Skills</b>	<b>By the end of <i>The CDC Experience</i>, the fellow will be able to:</b>		
	6.1	Help create key values and shared vision and use these principles to guide actions	Aware
	6.2	Reflect and act upon personal leadership strengths and weaknesses	Knowledgeable
<b>Community Dimensions of Practice Skills</b>	<b>By the end of <i>The CDC Experience</i>, the fellow will be able to:</b>		
	7.1	Identify community assets and available resources	Aware
	7.2	Identify how public and private organizations operate within a community	Aware

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These competencies were adapted and synthesized from a number of resources, including but not limited to the following:

- (1) Advancing the Healthy People 2010 Objectives Through Community-Based Education: A Curriculum Planning Guide. HP 2010 Taskforce, editor. 1-226. 2004.
- (2) Council on Linkages. Competencies for Providing Public Health Services. Keck CW, editor. HRSA , 1-18. 2004. Association of Schools of Public Health. 1-28-2004. [http://www.trainingfinder.org/competencies/list\\_ephs.htm](http://www.trainingfinder.org/competencies/list_ephs.htm)
- (3) The Healthy People Curriculum Task Force. Joint project of the [Association of Academic Health Centers \(AHC\)](#) and the [Association of Teachers of Preventive Medicine \(ATPM\)](#). [http://www.atpm.org/taskforce/HPC\\_Taskforce.html](http://www.atpm.org/taskforce/HPC_Taskforce.html)
- (4) Henderson JM. Bioterrorism & Emergency Readiness - Competencies for All Public Health Workers. Centers for Disease Control and Prevention and Center for Health Policy Columbia University School of Nursing , 1-24. 2002. <http://cpmcnet.columbia.edu/dept/nursing/institute-centers/chphsr/btcomps.pdf>
- (5) Lawrence R, Runyan J, Tilson H, Wallace R, Wiese W. An Inventory of Knowledge and Skills Relating to Disease Prevention and Health Promotion. Association for Teachers of Preventive Medicine (ATPM) . 2004. <http://www.atpm.org/library/inventory/inventory3.htm>
- (6) O'Carroll PW, Richards J, and the Public Health Informatics Competencies Working Group. Informatics Competencies for Public Health Professionals. 1-34. 2002. Northwest Center for Public Health Practice, University of Washington School of Public Health and Community Medicine. <http://healthlinks.washington.edu/nwcp/phi/comps/>
- (7) Moore, Kristine A.; Boulton, Matthew; Danila, Richard; Dicker, Richard; McConnon, Patrick; Morse, Dale; Wiersma, Steven. The CDC/CSTE Applied Epidemiology Fellowship Program, 1-54, 2004. Cooperative Agreement (U60/CCU007277-12) between CSTE and CDC. <http://www.cste.org/pdffiles/WFImplementation%20coverstairs2.pdf>
- (8) Proceedings from CDC Foundation Working Group on Population Health and Medical Education
- (9) The National Public Health Leadership Institute: <http://www.phli.org/about.htm>