

CHAMBERLAIN UNIVERSITY TECHNICAL STANDARDS FOR MASTER OF PUBLIC HEALTH (MPH) PROGRAM

Chamberlain University is committed to the achievement of superior student outcomes for a diverse population of students. Learning is designed to provide all students with the best academic experience and support services to become extraordinary public health practitioners. Practicum experiences are designed using a holistic experiential learning model that recognizes and fosters each student's professional potential to ultimately improve outcomes in communities across various fields of public health practice.

When considering a Public Health Program (MPH), the student must evaluate their abilities and skills. To succeed in a graduate program, a student must possess certain abilities and skills deemed essential functions for the care of the clients they will serve.

Students seeking admission and currently enrolled students should be aware that all students must meet technical standards with or without reasonable accommodations in addition to meeting academic standards. Students will be required to maintain satisfactory demonstration of both academic and technical standards for progression through the program.

A candidate for Chamberlain's MPH degree must have abilities and skills in five areas: Acquiring Knowledge; Developing Communication; Use and Integration of Data and Knowledge for Assessment; Intervention and Evaluation of Practice (Intellectual and Motor); and Developing Appropriate Professional Approaches, Behavior and Character.

Chamberlain is committed to excellence in accessibility to education; we encourage students with disabilities to seek accommodations. To make an accommodation request contact the Office of Student Disability Services at adaofficer@chamberlain.edu.

Acquiring Knowledge

- Must demonstrate ability to learn in classroom and all education settings including fieldwork, to find sources of information and acquire knowledge, and to be a life-long learner who can adapt their skills to new developments and techniques.
- Demonstrate cognitive abilities necessary to acquire and master curriculum content in a timely manner to include the following sources readings, lectures, educational materials, and demonstrations.
- Demonstrate accurate knowledge of public health as a profession.
- Demonstrate clarity of thinking to process information and appropriately apply it to situations in classroom and field.
- Demonstrate grounding in relevant social, behavioral, environmental, and biological science knowledge and research—including knowledge and skills in effective relationship building.

Developing Communication

- Must demonstrate communication skills for sensitive and effective interactions with clients, families and/or communities and teams.

- Comprehend information and communicate ideas and feelings, and communicate professionally with other students, faculty, staff, clients, and other professionals.
- Communicate in ways that are respectful, safe, and protect the privacy of faculty, staff, clients, and other professionals.
- Communicate clearly, professionally, and while using correct grammar and spelling in all communication.
- Apply appropriate writing style, including current American Psychological Association (APA) referencing, appropriate source citation, and documentation.
- Express ideas and feelings clearly.
- Must have the capacity for comfortable communication and interpersonal skills that enable effective collaboration within a multidisciplinary team.

Use and Integration of Data and Knowledge for Assessment

- The ability to use and integrate data as part of the assessment of evidence-based research. Measure, calculate, reason, analyze, and synthesize data related to assessment and intervention.
- Use research data to understand both client problems and effective strategies for intervention based upon individual client situations and circumstances.
- Concentrate, timely analyze and interpret data, and make decisions within environments in which exist a reasonable amount of visual and auditory distractions.
- Critically analyze and interpret data using basic statistical test, measures of disease occurrence and association.
- Exhibit the ability to conceptualize and integrate knowledge and appropriately apply that knowledge to professional practice.

Intervention and Evaluation of Practice (Intellectual and Motor)

- Students are to be able to synthesize information, problem solve and think critically to judge the most appropriate theory assessment strategy, and plan of care.
- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the appropriate role level for which the student is being prepared. Ask for help when needed and make proper judgments of when a task can or cannot be carried out alone.
- Use research data to understand both client problems and effective strategies for intervention based upon individual client situations circumstances.
- Accurately assess client strengths and needs for development of appropriate interventions.
 - Assess, develop, implement and evaluate plans of care and use data to adapt plans as needed to best serve clients.

Developing Appropriate Professional Approaches (Behavior and Character)

- Must have the ability to effectively handle and manage heavy workloads, function effectively under stress, adapt to changing environments, display flexibility and function in the face of ambiguity that is inherent in the various problems and life circumstances of clients.

- Maintain mature, sensitive, effective relationships with clients, families, students, faculty, staff, field instructors and other professionals under all circumstances.
- Exercise skills of diplomacy to advocate for clients' needs.
- Manifest concern for others.
- Demonstrate integrity, accountability, interest and motivation.
- Demonstrate ethical behavior, including a strong commitment to the goals of public health and to the Public Health Code of Ethics.
- Ability to interact with all individuals in a respectful and effective manner regardless of race, national origin, ethnicity, creed, religion, age, disability, sex, gender identity or any other protected status.
- Be receptive to feedback and supervision in a constructive manner, as well as use such feedback to enhance professional development/ performance.