

# Discipline Specific Competencies

## Introduction

The Continuing Professional Competencies (CPC) program is a mandatory program for all Regular CIPHI members and was developed to support environmental public health professionals in being both current and diverse in their knowledge and skills. The Profession Development (PD) model guides members in monitoring, tracking, and reporting of competency building activities that contribute to their professional development hour requirements.

The Council of Professional Experience has identified competencies which encompass the essential knowledge, skills, and abilities necessary for continued development after receiving the CPHI(C) in the field of environmental public health.

The 119 competency statements below are general in nature and allow for interpretation and personalization by each member. Competency statements have been grouped into eight categories. No category takes precedence over another, nor is there an expectation that a minimum number of competencies from any one category be utilized.

**Note: These competencies are aligned with the certification requirements to obtain the CPHI(C). Those requirements are administered and tested by the Board of Certification. The competencies listed in this document build and expand upon the Board of Certification requirements but are designed for anyone who already has the CPHI(C).**

When CoPE is conducting PDH audits, they will assess education entries against these competencies to verify eligibility. It is the member's responsibility to link all entered education activities to a discipline specific competency. The member should provide reference to a specific discipline specific competency if they feel it may not be obviously related to the environmental public health field to an auditor.

## Discipline Specific Competency Tables

Members may have varying proficiencies in the various practice areas for environmental public health. To build their scope of knowledge and skills, members are encouraged to assess their abilities and seek out activities that expand their competency. There are 8 categories of competencies which members can explore:

1. Public Health Sciences
2. Assessment and Analysis
3. Policy Program Planning, Implementation, and Evaluation
4. Partnerships, Collaboration, and Advocacy
5. Diversity and Inclusiveness
6. Communication
7. Leadership
8. Legal and Regulatory

### Table 1: Public Health Sciences (T1)

This category includes key knowledge, critical thinking skills, and aptitudes related to the environmental public health sciences. Competency in this category requires the ability to apply knowledge in practice.

## Competency Statement - Public Health Sciences

<b>T1-1</b>	Explain and evaluate <i>practice</i> principles
<b>T1-2</b>	Using resources available, identify potential incident causes
<b>T1-3</b>	Identify and explain the procedures for investigating an incident such as an outbreak
<b>T1-4</b>	Use equipment, techniques, and procedures to conduct inspections/investigations
<b>T1-5</b>	Identify and explain analysis reports in relationship to the <i>practice</i>
<b>T1-6</b>	Identify symptoms and etiology of common diseases related to the <i>practice</i> , using relevant reference materials
<b>T1-7</b>	Identify and explain hazards related to the <i>practice</i> , i.e. chemical, biological, radiological, and physical hazards
<b>T1-8</b>	Explain the control measures used to prevent or reduce exposure to hazards related to the <i>practice</i>
<b>T1-9</b>	Explain the potential impacts to public health associated with the <i>practice</i> , e.g. the impacts associated with land use, development planning activities, environmental contaminants, and any type and quantity of spills
<b>T1-10</b>	Identify, explain, and apply, where necessary, the most recent provincial/regional <i>practice</i> requirements, standards, guidelines, policy and program changes including amendments using relevant reference materials
<b>T1-11</b>	Explain roles and functions of the CPHI(C) holder related to the <i>practice</i>
<b>T1-12</b>	Explain practice advisories/orders/recalls
<b>T1-13</b>	Based on information provided, implement or rescind relevant practice advisories/orders/recalls
<b>T1-14</b>	Recommend behavioural changes based on practice knowledge and historical data such as communicable disease trends
<b>T1-15</b>	Explain changes to sampling techniques and advances related to analysis results in practice

T1-16	Apply systematic inspection processes to any premises, and conduct audits when applicable
T1-17	Use and maintain knowledge of current practice technologies, inspection equipment and sampling equipment
T1-18	Assess and monitor the quality of one's own work
T1-19	Research policy and procedure development and analyze evidence to help with the evaluation of practice policies and programs
T1-20	Analyze practice activities to assist in effective and efficient delivery
T1-21	Analyze and apply practice risk assessment and protection strategies
T1-22	Develop operation plans or provide feedback/input on operational plans to Managers, looking at evidence and research
T1-23	Evaluate practice program needs or provide feedback/input to Managers
T1-24	Evaluate political action and perspective to support practice area policies and programs
T1-25	Evaluate the historical interaction of public health and local/regional conditions
T1-26	Develop policies and procedures to manage actions taken by department, especially on high-risk events and activities

## Table 2: Assessment and Analysis (T2)

This category describes the competencies needed to assess, analyze, and evaluate information (including data, facts, concepts, and theories). These competencies are required to make evidence-informed decisions, prepare budgets and reports, conduct investigations, and make recommendations for policy and program development.

Competency Statement - Assessment and Analysis	
T2-1	When applicable, evaluate areas/facilities to confirm non-compliance activities related to the <i>practice</i>
T2-2	Identify indicators used in sampling quality

T2-3	Identify and explain how to set up a sampling program for a given site and situation, when relevant policy is in place
T2-4	Identify and apply relevant reference material for <i>practice</i> activities and issues
T2-5	Use appropriate methodologies to collect, store, and retrieve accurate <i>practice</i> information
T2-6	Identify and interpret illness or adverse results based on available evidence for, and analysis of, the <i>practice</i>
T2-7	Explain and apply progressive enforcement actions required when hazardous practices, related illnesses, or non-compliance activities have been identified
T2-8	Assess risk status based on investigation, in order to assign priorities for <i>practice</i> assessment, inspection, and follow-up actions
T2-9	Identify community leaders and champions as sources of information for community action
T2-10	Assess and interpret requirements and best practices that are relevant to local conditions and policies
T2-11	Apply existing data collection tools to assess <i>practice</i> outcomes
T2-12	Evaluate past public health impacts of failed systems and recommend corrective action
T2-13	Analyze technical papers, understand tabular and graphical presentations of data, and interpret them for a non-technical audience
T2-14	Analyze internally generated quality assurance data to assist in planning for and setting future directions
T2-15	Analyze internally generated data and communicate it to staff to enhance effective program delivery and assist in planning and setting future environmental public health directions
T2-16	Interpret and apply practice methodologies, including biostatistics and epidemiology, and recommend specific actions to assist in planning for and setting future directions
T2-17	Evaluate program implications for political and local audiences in non-technical terms, using appropriate media
T2-18	Design new data collection tools to assess practice outcomes

T2-19	Evaluate the effectiveness of performance of procedures, interventions, and programs related to the practice
T2-20	Evaluate resource needs and conduct assessments based on analysis of practice program information when applicable (e.g. in response to an emergency or disaster)
T2-21	Assist stakeholders in development and implementation of applicable practice plans (such as Food Safety plans and/or Public Health plans for various emergency scenarios incorporating incident management system principles)
T2-22	Review and monitor compliance of practice plans
T2-23	Evaluate tools, equipment, and procedures used in the practice

### Table 3: Policy Program Planning, Implementation, and Evaluation (T3)

This category describes the competencies needed to effectively choose options, and to explain, assess, analyze, implement, and evaluate policies, and/or programs in environmental public health. This includes the management of incidents such as outbreaks and emergencies.

Competency Statement - Policy Program Planning, Implementation, and Evaluation	
T3-1	Implement, evaluate, and maintain fiscally responsible programs and projects
T3-2	Identify, explain, and apply priorities to maximize outcomes based on workload assigned
T3-3	Identify and explain effective <i>practice</i> guidelines, policies, and procedures
T3-4	Identify areas to work with others to implement <i>practice</i> policies and ensure continuing quality assurance
T3-5	Explain selected policy and program options that address a specific <i>practice</i> health issue
T3-6	Explain and propose amendments to policy, procedures, operational plans, or existing <i>practice</i> legislation and/or implement changes
T3-7	Recommend proposed activities for the <i>practice</i> operational plan
T3-8	Identify and explain prevention and risk management strategies to address <i>practice</i> incidents, outbreaks, and emergencies

T3-9	Explain relevant data and prepare reports to document actions, keep records, and inform appropriate parties on <i>practice</i> issues
T3-10	Interpret the results of interventions during an audit or inspection to determine if improvements have occurred over time
T3-11	Analyze <i>practice</i> risk and evaluate lessons learned during a public health emergency/outbreak
T3-12	Analyze policy statements and procedures related to <i>practice</i> inspection/assessment activities
T3-13	Analyze <i>practice</i> program data, including investigation procedures and risk reduction, to assess progress and program effectiveness
T3-14	Evaluate the implementation of continuing quality assurance, and develop a plan to implement recommendations to improve quality assurance and assessment results
T3-15	Evaluate the feasibility and expected outcomes of each practice program policy option
T3-16	Evaluate practice program activity outcomes to determine whether resources budgeted are being maximized/used effectively
T3-17	Develop strategies for determining budget priorities, which are incorporated into a practice program budget (e.g. for food safety budgets)

#### Table 4: Partnerships, Collaboration, and Advocacy (T4)

This category captures the competencies required to influence and work with others to improve the health and well-being of the public through the pursuit of a common goal. Partnership and collaboration optimize performance through shared resources and responsibilities. Advocacy – speaking, writing, or acting in favour of a particular cause, policy, or group of people – often aims to reduce inequities in health status or access to health services related to practice issues.

Statement - Partnerships, Collaboration, and Advocacy	
T4-1	Research, prepare, deliver, and evaluate educational programs on current <i>practice</i> techniques and advances for the general public and applicable stakeholders, and identify and prepare related materials
T4-2	Develop media release materials to promote or provide information on an issue related to the <i>practice</i>
T4-3	Recommend stakeholder participation in <i>practice</i> education programs and other learning opportunities
T4-4	Identify key persons in organizations located in your area and use a coordinated approach to open and maintain communication lines between stakeholders to ensure effective program implementation

T4-5	Describe role and mandate related to any <i>practice</i> issue when queried by public, municipal partners, related agencies, or other professionals
T4-6	Explain and use collaborative techniques with neighbouring agencies, organizations, communities, and professionals, to promote common <i>practice</i> education initiatives/services
T4-7	Use applicable practices to enhance/promote behaviour change
T4-8	Use team building, negotiation, and conflict resolution skills to build community partnerships and facilitate effective team delivery of <i>practice</i> programs
T4-9	Evaluate and advocate for the equitable allocation of resources related to the <i>practice</i> program delivery
T4-10	Develop a dialogue between local governments and community partners regarding identified <i>practice</i> strategies, to attain and sustain behaviour change
T4-11	Evaluate <i>practice</i> issues that need collaboration with communities/partners and other stakeholders to amend legislation/policies and protect the health and well-being of individuals and communities

### Table 5: Diversity and Inclusiveness (T5)

This category identifies the socio-cultural competencies required to interact effectively with diverse individuals, groups, and communities. It is the embodiment of attitudes and practices that result in inclusive behaviours, practices, programs, and policies.

Competency Statement – Diversity and Inclusiveness	
T5-1	Apply cultural sensitivity while maintaining the protection of public health as the number one priority
T5-2	Identify how cultural diversity influences practice activities and how they may need to be adapted to respond to diversity issues
T5-3	Evaluate how regional and cultural perceptions of authority may influence how enforcement and attempts for behaviour change are received
T5-4	Apply culturally relevant practice behaviour change requirements with sensitivity and tact
T5-5	Evaluate when to collaborate with related professions, organizations, and communities to effectively address culturally relevant practice issues, e.g. with other agencies/regulators with shared jurisdiction for safe drinking water and/or safe recreational water
T5-6	Identify population, cultural, socioeconomic, and educational diversity when contributing to the development of practice educational and promotional materials

T5-7	Develop policies and program delivery mechanisms that respond to diversity in population, regional, educational, age, gender, health status, and ability-related characteristics
T5-8	Develop strategies and approaches that recognize workplace diversity when dealing with occupational issues
T5-9	Develop strategies to ensure that both professional and support staff understand the importance of using diverse and inclusive approaches that are consistent with practice principles
T5-10	Develop an organizational framework and policy structure that supports a culture of collaboration and partnership across all discipline specific practices
T5-11	Implement opportunities for training and understanding cultural diversity

### Table 6: Communication (T6)

Communication involves an interchange of ideas, opinions, and information. This category addresses numerous dimensions of communication including internal and external exchanges (written, verbal, non-verbal), listening skills, computer literacy, providing appropriate information to different audiences, working with the media, and social marketing techniques.

Competency Statement - Communication	
T6-1	Identify and use teaching as part of regulatory functions of environmental public health program delivery activities
T6-2	Explain basic concepts of the various environmental public health <i>practices</i> and the value and importance of possible consequences and resolutions to clients and the public, using both written and oral communication
T6-3	Conduct all communications utilizing appropriate verbal and written language relevant to each situation while reflecting the needs of both the end-user and the need to protect and promote public health
T6-4	Use effective listening skills when participating in a situation related to a health issue/action
T6-5	Use polite, prompt, and professional communication
T6-6	Develop <i>practice</i> communication protocols, e.g. emergency preparedness communication protocols
T6-7	Use flexibility when preparing public health educational programs and information
T6-8	Explain resolution of conflicts within the agency, in the community, and with regulated parties



T6-9	Assess the needs of learners and teach environmental public health concepts to persons of all ages, genders, cultures, and educational backgrounds, in various settings and with available resources
T6-10	Apply appropriate risk communication principles/strategies and exchange information with colleagues, other professionals, and clients
T6-11	Explain the goals, purposes, problems, and needs for effective and efficient delivery of the various <i>practice</i> components
T6-12	Interpret amended concepts related to an identified <i>practice</i> issue to policy-makers using current technology
T6-13	Research, interpret, and prepare information related to an identified practice issue that requires immediate action to reduce risk for distribution to the community
T6-14	Design, develop, and implement community networks to receive and provide information about issues that may affect the health of citizens

### Table 7: Leadership (T7)

This category focuses on leadership competencies that build capacity, improve performance, and enhance the quality of the working environment. They also enable organizations and communities to create, communicate, and apply shared visions, missions, and values.

Competency Statement - Leadership	
T7-1	Identify solutions to environmental public health problems, with guidance from other CPHI(C) holders as applicable
T7-2	Explain performance standards in all public health programs
T7-3	Explain the CIPHI Code of Ethics to manage self in all areas of environmental public health, and act ethically with clients, information, and resources
T7-4	Explain the mission and priorities of the environmental public health organization where one works
T7-5	Assist employer organization to become/stay evidence based
T7-6	Explain the key values of the organization (employer) and follow a shared vision in the planning and implementation of environmental public health programs and policies in the community
T7-7	Explain and share knowledge, tools, expertise, and experience, e.g. in mentoring situations

T7-8	In committees, evaluate, explain and use best practices and incorporate relevant guidelines into policies and practice
T7-9	Assess issues and recommend policies and practices that advance public health goals and organizational learning
T7-10	Recommend and apply key values of environmental public health programs and policies in the community
T7-11	Research and apply learning opportunities for environmental public health staff to build strong teams with different skill sets, and to promote sharing of knowledge, tools, expertise, and experience
T7-12	Analyze program activity data for inclusion in the organization's annual performance report
T7-13	Design, develop, and implement continuing education sessions for peers and related stakeholders on successes and challenges in delivering applicable environmental public health programs
T7-14	Design, implement, and evaluate quality assurance processes of all programs, policies, and best practices
T7-15	Evaluate the historical development, structure, and interaction of environmental public health and health care systems at the local, provincial/territorial, national, and international levels
T7-16	Implement and evaluate information about the economic and political implications of decisions
T7-17	Evaluate and provide direction and empathy when presented with staff concerns related to situations experienced in the field

### Table 8: Legal and Regulatory (T8)

This category includes key knowledge and critical thinking skills related to the regulatory and legal context of the practice.

Competency Statement - Legal and Regulatory	
T8-1	Identify, explain, and follow the legal and regulatory context of the legislation applicable to the <i>practice</i>
T8-2	Identify and explain the relevant legislative infrastructure and roles of authority at the municipal, provincial, federal, and multi-jurisdictional levels
T8-3	Use legal and regulatory discretion when dealing with issues and problems in the <i>practice</i>

T8-4	When other strategies have been exhausted, identify and explain enforcement procedures (including applicable litigation processes) according to policy
T8-5	Identify and explain rationale for enforcement action on non-compliant practices
T8-6	Apply the underlying principles of <i>practice</i> legislation and hazard analysis/risk assessment
T8-7	Evaluate recent legislative changes related to the <i>practice</i> , as applicable
T8-8	Apply enforcement procedures applicable to the situation
T8-9	Recommend specific actions or amendments to legislation based on the analysis of information
T8-10	Apply selected policies and applicable regulatory tools and options when non-compliance is observed
T8-11	Assess and provide recommendations in response to proposed policies, legislation, and standards that affect <i>practice</i> program delivery
T8-12	Analyze <i>practice</i> interventions that include enforcement leading to litigation
T8-13	Research, advocate, and apply proposed <i>practice</i> policies, legislation, and standards that improve current levels to protect the health and well-being of individuals and communities
T8-14	Implement and evaluate the limitations and uses of public health legislation, policies, and standards