

Fall 2018 BCH Graduate Student Essential Skills Assessment

PhD Students

The Department of Behavioral and Community Health (BCH) is asking its graduate students to rate themselves on skills that we, as a department, believe our students will have by the time they graduate. These data help us to track the quality of our program and identify areas that need improvement.

Your responses to these questions will be kept confidential, and they will not be tied to your student record. This survey is administered by the School of Public Health's Office of Planning and Evaluation, and any identifying information will be removed before the data are shared with BCH.

If you are unsure of how to answer a question, go with your gut! There are no right or wrong answers, and we would like you to **please be as honest as possible.** You are not expected to have all of these skills upon entering the program, so please be honest if you haven't been exposed to a certain area or skill.

This survey will present you with different areas within a particular topic essential to public health practice. Some of the questions ask you to rate your level of skill in each area. Please see below for clarification of your answer options.

Basic: I have some experience with this, and I can do it if I have assistance or guidance.

Intermediate: I can usually do this independently but need help or guidance in some situations.

Advanced: I can do this independently across most situations.

Not exposed: I have not been taught how to do this/I am not familiar with this skill.

1. Please rate your level of **skill** in the following areas of **self-presentation**.

	Basic	Intermediate	Advanced	Not Exposed
Introduce yourself to people of different backgrounds appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe your training and background briefly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Display a positive and interested demeanor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Display a relaxed demeanor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dress appropriately for professional occasions (e.g., conferences, presentations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remain calm in stressful interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe career goals effectively and efficiently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please rate your level of **skill** in the following areas of **interpersonal and oral communication**.

	Basic	Intermediate	Advanced	Not Exposed
Display appropriate nonverbal cues (e.g., gaze, distance, loudness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen and respond appropriately (i.e., without judgment or criticism) to the opinions of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide positive, constructive feedback in an efficient and effective manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use clear, organized language to present main message(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exchange ideas and information in a positive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use language appropriate to the situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make coherent and effective presentations to various populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use presentation software to illustrate presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be truthful when delivering sensitive feedback to students and peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please rate your level of skill in the following areas of written communication.

	Basic	Intermediate	Advanced	Not Exposed
Produce written products without spelling/grammatical errors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in editing of own and others' work, including using track changes and comments in Adobe and Microsoft Word	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask for editorial assistance and include relevant suggestions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret what is needed for the structure and content of different written products (e.g., brochures)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek supplemental information (e.g., information, tables, figures from credible source) needed for a written product and provide appropriate referencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an outline for a professional product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesize and accurately cite information in a literature review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use software to produce professional level products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please rate your level of skill in the following areas related to theory application.

	Basic	Intermediate	Advanced	Not Exposed
Critique the use of theory in public health literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critique the use of theory in social, behavioral, and community health sciences literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choose major social, behavioral, and public health theories to use with health topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarize major behavioral public health theories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify theoretical constructs in intervention components	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find or develop measures that reflect theoretical constructs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare and contrast theories and frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulate the historical underpinnings of prominent health behavior theories and appreciate their evolving nature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an intervention that is grounded in theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please rate your level of skill in the following areas related to theory development and testing.

	Basic	Intermediate	Advanced	Not Exposed
Use existing theory, models, and theoretical constructs to develop original theoretical statements related to hypothesized main effects, moderators, mediators, and outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Define and operationalize constructs in original theoretical statements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply appropriate statistical tests to test the performance of original theoretical statements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret findings regarding the performance of original theoretical statements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make recommendations regarding future use of original theoretical statements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please rate your level of skill in the following areas of program development and evaluation.

	Basic	Intermediate	Advanced	Not Exposed
Use major program development and evaluation frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select a problem of importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform a needs assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct asset mapping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write concise and clear project and presentation educational objectives that can be evaluated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and pilot test a program/intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and pilot test evaluation instruments (process and outcome)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess and improve program fidelity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design an analytic plan for program evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess program effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revise program for future implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disseminate program findings via various channels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please rate your level of skill in the following areas related to cultural competency and community engagement.

	Basic	Intermediate	Advanced	Not Exposed
Discuss the general principles of cultural competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss the general principles of cultural humility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulate how community competence and capacity building relate to honest, authentic relationships with communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate sensitivity towards group differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Converse with people of different backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be an effective team member or leader within a group of individuals with diverse backgrounds and perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss at least one public health special population (e.g., minority, poverty, LGBT, women) in-depth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss the advantages of diversity and inclusivity effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with community members to plan and implement a community activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop effective educational materials like PowerPoint slides and newsletters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulate the health risk for at least one special population				

8. Please rate your level of skill in the following areas related to data collection and management.

	Basic	Intermediate	Advanced	Not Exposed
Manage and populate data sets, including labeling and recoding variables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create new or assemble existing items to measure a desired construct/domain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify theoretical constructs and items of interest on which to collect data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build valid data collection tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify existing sources of data when appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select an appropriate research design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a data sampling plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a data collection protocol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean data sets and prepare variables for analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minimize and address missing data using appropriate methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please rate your level of skill in the following areas related to quantitative research methods and analysis.

	Basic	Intermediate	Advanced	Not Exposed
Read and evaluate all components of a quantitative research article, including methods, tables, and figures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop testable quantitative research questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss the appropriateness of a variety of statistical techniques to analyze quantitative data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select appropriate statistical techniques for a quantitative research question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a quantitative data analysis plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run basic quantitative statistical techniques using a packaged program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run intermediate level quantitative statistical techniques using a packaged program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the concepts of mediation and moderation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Display data clearly in tables and figures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use PowerPoint and Excel to create tables and figures for presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translate research into a scientific presentation (e.g., poster presentation, panel discussion, social media platform)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform item reduction and scale development through factor analysis and reliability analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform moderation and mediation analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine whether pieces of information are tangential to the research question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please rate your level of skill in the following areas related to qualitative research methods and analysis.

	Basic	Intermediate	Advanced	Not Exposed
Read and evaluate all components of a qualitative research article, including methods, tables, and figures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss the role of qualitative data in public health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply mixed methods approaches to research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply qualitative methods to research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select appropriate analytic techniques for a qualitative research question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a qualitative data analysis plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize a analytic package for the management and organization of qualitative data in order to prepare for analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build emergent themes and sub-themes within qualitative data which require re-reading of text and an iterative process of data aggregation and interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employ basic qualitative analysis techniques (e.g., axial coding, inductive coding, memoing, content analysis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Present and interpret results of qualitative data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize qualitative analytic packages for advanced analysis techniques such as triangulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please rate your level of **skill** in the following areas related to **specialized data analysis**.

	Basic	Intermediate	Advanced	Not Exposed
Know at least one specialized data analysis technique well enough to use it (e.g., GIS, multi-level modeling, network analysis, grounded theory analysis, phenomenological analysis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know at least one specialized data analysis technique well enough to teach it (e.g., GIS, multi-level modeling, network analysis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independently run advanced analytic techniques using a packaged program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read advanced level data analysis output (e.g., structural equation modeling) and accurately interpret findings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform item reduction and scale development through techniques such as Rasch analysis or latent class analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please rate your level of **skill** in writing the following sections of a **manuscript**.

	Basic	Intermediate	Advanced	Not Exposed
Introduction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please rate your level of **skill** in the following areas related to **informatics**.

	Basic	Intermediate	Advanced	Not Exposed
Use basic data sources (e.g., PubMed) to identify information on a public health topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with a librarian to do an extensive literature search	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and use mobile/computer apps to gather information or collect data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify credible and non-credible online sources of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask and answer a research question using online sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct a literature review using online databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Please rate your level of **skill** in the following areas of **social media**.

	Basic	Intermediate	Advanced	Not Exposed
Discuss the value of social media to public health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss ways that social media can be used as a research tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask and answer a research question using social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage social media platforms to communicate health information (e.g., statistics, reports) effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize social media platforms to increase the audience for public health information in an effective manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze social media platform content in public health research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Please rate your level of **skill** in the following areas related to **ethical practices**.

	Basic	Intermediate	Advanced	Not Exposed
Speak to the similarities and differences between biomedical and public health ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss special ethical issues regarding working with communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor own behavior for ethical challenges in the conduct of research, as a public health professional, and as a member of a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write an IRB application and do follow-up as needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Please rate your level of **skill** in the following areas related to **public health content**.

	Basic	Intermediate	Advanced	Not Exposed
Discuss at least one area of public health content on an expert level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop appropriate research questions and hypotheses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an appropriate conceptual model to address public health research questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify the most important threats to internal and external validity for various research scenarios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a research proposal for theory-based research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a grant application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defend a research proposal to faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. What **other skills**, not mentioned in this survey, do you think BCH graduate students should gain during their program? _____