**Population Health Competency Assessment (use as Pre- and Post-Assessment)**

Instructions: Using the Self-Assessment scale to the right, circle the number that best represents your current skill level for each competency item listed below.

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| **Competency Items** | **Competency Level** | | | | |
| **Not at all competent** | **Somewhat Competent** | **Moderately Competent** | | **Highly Competent** |
| **Foundations of population health** | | | | | |
| Compare and contrast population health and public health and describe potential roles for family medicine in each of these areas. |  |  |  | |  |
| Demonstrate ability to locate demographic and healthcare data to analyze various patient populations. |  |  |  | |  |
| Summarize the process for selecting national quality measures and developing guidelines to promote health of populations. |  |  |  | |  |
| Compare/Contrast different health systems’ approaches to population health. (Kaiser, OHSU Family Medicine) |  |  |  | |  |
| **Public Health** | | | | | |
| Identify and discuss the 10 essential functions the public health entities in the community and describe real examples of this in action in the tri-county area. |  |  |  | |  |
| Compare and contrast various models of public health systems in different community types (i.e. urban, suburban, rural). |  |  |  | |  |
| Describe the role of the Public Health Officer and other key public health officials and the process for contacting them. |  |  |  | |  |
| List reportable diseases in Oregon and describe the process for how to report these to the public health department. |  |  |  | |  |
| Discuss the role of the public health in controlling emerging epidemics of chronic and infectious disease. |  |  |  | |  |
| Describe effective communication strategies to educate the public and the healthcare sector about various public health issues and concerns. |  |  |  | |  |
| Describe the importance of the integration of primary care and public health and identify the role of a family physician in this integration. |  |  |  | |  |
| **Social Determinants of Health, Health Equity, and Community Engagement** | | | | | |
| Develop awareness of commonly identified social determinants of health (SDH) and disparities in health equity and discuss strategies for influencing SDH and health equity at the population level. |  |  |  | |  |
| Analyze various populations and identify health disparities at the following levels:  Personal patient panel, clinic population, Portland Metro Area. |  |  |  | |  |
| Develop an awareness of principles of community engagement and community engaged research. |  |  |  | |  |
| Understand the process of conducting community strengths and needs assessment. |  |  |  | |  |
| Analyze different local approaches for impacting social determinants of health and propose ways the primary care can partner with the community to make progress in these areas. |  |  |  | |  |
| Influence SDH and health equity at the population level by employing key concepts of community organizing |  |  |  | |  |
| **Health Policy and Management** | | | | | |
| Demonstrate knowledge of the basics of health services organization, financing and delivery necessary to engage in the policy process. |  |  |  |  | |
| Understand the context(s) in which health policies are created, implemented and sustained at the local, state, and federal levels. |  |  |  |  | |
| Frame and analyze complex health policy challenges that support population health. |  |  |  |  | |
| Identify key stakeholders in the Portland/Oregon/U.S. political and practice landscape, and understand the roles they play in policymaking. |  |  |  |  | |
| Apply basic policy analytic skills to engage in current policy debates around local social, public health, and health care issues. |  |  |  |  | |