

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
<i>I. Skill Domain – Assessment and Analysis</i>	<i>I. Skill Domain – Assessment and Analysis</i>	<i>I. Skill Domain – Assessment and Analysis</i>	<i>I. Skill Domain – Assessment and Analysis</i>
<i>1. Recognize public health problems pertinent to the population.</i>	<i>1. Identify public health problems pertinent to the population</i>	<i>1. Assure identification of public health problems pertinent to the population</i>	<i>1. Validate identification of public health problems pertinent to the population</i>
i. Recognize the existence of a public health problem	i. Use critical thinking to determine whether a public health problem exists	i. Assure that critical thinking is used to determine whether a public health problem exists	i. Synthesize key findings from the critical thinking process to determine whether a public health problem exists
a. List relevant data and information sources within and outside the public health system	a. Identify relevant data and information sources within and outside the public health system	a. Validate the relevance of data and information sources within and outside the public health system	a. Use relevant data and information sources within and outside the public health system
b. Seek assistance synthesizing existing data and information into a determination of expected and observed numbers of cases or outcomes in a population	b. Synthesize existing data and information into a determination of expected and observed numbers of cases or outcomes in a population	b. Verify the accuracy of expected and observed numbers of cases or outcomes in a population	b. Synthesize existing data and information into a determination of expected and observed numbers of cases or outcomes in a population
c. Seek assistance in determining threshold values (e.g., baseline disease burden, prevalence of risk behaviors, etc.) for public health action	c. Determine threshold values (e.g., baseline disease burden, prevalence of risk behaviors, etc.) for public health action	c. Assure the accuracy of determined threshold values (e.g., baseline disease burden, prevalence of risk behaviors, etc.) for public health action	c. Validate the calculated threshold values (e.g., baseline disease burden, prevalence of risk behaviors, etc.) for public health action
d. N/A	d. Conduct a thorough search of the scientific literature and public health databases, using search engines and methods relevant to specific problems	d. Verify the completeness and accuracy of searches of literature and public health databases.	d. Synthesize results of searches of the scientific literature and public health databases
e. N/A	e. Quantify population-based health risks	e. Verify population-based health risks	e. Verify population-based health risks
f. N/A	f. N/A	f. Decide whether to obtain expertise outside the agency in order assist in decision-making	f. Determine whether additional outside expertise is needed to assist in decision-making

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ii. N/A	ii. Articulate the need for further investigation or other public health action, based on results of literature review and assessment of current data	ii. Decide whether to conduct further investigation or other public health action, based on results of literature review and assessment of current data	ii. Evaluate need for further investigation or other public health action, based on results of literature review and assessment of current data
iii. Collaborate with others, inside and outside the agency, to identify the problem	iii. Collaborate with others, inside and outside the agency, to identify the problem and form recommendations	iii. Lead collaborations with others, inside and outside the agency, to identify the problem and form recommendations	iii. Lead collaborations with others, inside and outside the agency, to identify the problem and form recommendations
<i>2. Conduct surveillance</i>	<i>2. Conduct surveillance</i>	<i>2. Oversee surveillance activities</i>	<i>2. Organize surveillance</i>
ii. N/A	i. Design surveillance for the particular public health issue under consideration	i. Approve surveillance for the particular public health issue under consideration	i. Evaluate validity of conducting surveillance for the particular public health issue under consideration
a. N/A	a. Identify types of surveillance methods for specific public health problems	a. Examine potential surveillance methods for specific public health problems	a. Examine types of surveillance methods for specific public health problems
b. N/A	b. Identify information system(s) to support surveillance system	b. Approve information system(s) for supporting surveillance systems	b. Recommend information system(s) to support surveillance system
c. N/A	c. Recommend types of surveillance systems for specific public health problems	c. Decide on types of surveillance systems for specific public health problems	c. Determine type of surveillance systems for specific public health problems
d. N/A	d. N/A	d. Review anticipated cost/benefit of initiating a new surveillance system	d. N/A
e. N/A	e. Identify additional burden to public health system and reporting entity anticipated to result from the proposed surveillance system	e. Decide whether to impose the additional burden to public health system and reporting entity that is anticipated to result from the proposed surveillance system	e. Evaluate additional burden to public health system and reporting entity anticipated to result from the proposed surveillance system
ii. Identify surveillance data needs	ii. Identify surveillance data needs	ii. Decide on surveillance data needs	ii. Evaluate surveillance data needs

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a. Create case definition(s), based on person, place and time	a. Create case definition(s), based on person, place, and time	a. Verify case definition(s), based on person, place, and time	a. Evaluate case definition(s), based on person, place, and time
b. N/A	b. Describe sources, quality, and limitations of surveillance data	b. Decide on sources of surveillance data	b. Evaluate sources, quality, and limitations of surveillance data
c. N/A	c. Define the data elements to be collected or reported	c. N/A	c. Assess the adequacy of the data elements to be collected or reported
d. N/A	d. Identify mechanisms to transfer data from source to public health agency	d. Decide on mechanisms to transfer data from source to public health agency	d. Assess mechanisms to transfer data from source to public health agency
e. N/A	e. Define timeliness required for data collection	e. Decide on acceptable timeliness for data collection and frequency for reporting	e. Evaluate timeliness requirements for data collection
f. N/A	f. Determine frequency of reporting	f. N/A	f. Assess frequency of reporting
g. Recognize potential uses of data to inform surveillance system	g. Describe potential uses of data to inform surveillance system design	g. Decide on surveillance system design	g. Create surveillance system design based on potential uses of data
h. N/A	h. Define the functional requirements of the supporting information system	h. Approve the functional requirements of the supporting information system	h. Assess the functional requirements of the information systems
iii. Implement new or revise existing surveillance systems	iii. Implement new or revise existing surveillance systems	iii. Supervise or manage implementation of new or revision of existing surveillance systems	iii. Implement new or revise existing surveillance systems
a. Define objectives and uses of surveillance system	a. Define objectives and uses of surveillance system	a. Approve objectives and uses of surveillance system	a. Develop guidelines for objectives and uses of surveillance systems
b. Test data collection, data storage and analytical methods	c. Test data collection, data storage and	b. Validate data collection, data storage	b. Validate data collection, data

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as directed	analytical methods	and analytical methods	storage and analytical methods
c. Assist in creating working surveillance system	c. Create working surveillance system	c. N/A	c. Create working surveillance system
d. Collect data for verification of the defined surveillance system parameters (timeliness, frequency, etc.)	d. Verify that data collection occurs according to the defined surveillance system parameters (timeliness, frequency, etc.)	d. Verify that data collection occurs according to the defined surveillance system parameters (timeliness, frequency, etc.)	d. Assess performance of data collection systems against the defined surveillance system parameters (timeliness, frequency, etc.)
e. Classify potential cases according to whether they meet the case definition	e. Assure correct classification of cases according to the case definition	e. N/A	e. N/A
f. Interview cases to solicit necessary information	f. Interview cases to solicit necessary information	f. N/A	f. N/A
g. Assist in monitoring data quality	g. Monitor data quality	g. Assure that data quality is monitored	g. Monitor data quality
h. Maintain good working relationships with reporting entities	h. Create good working relationships with reporting entities	h. Assure good working relationships with reporting entities	h. Create good working relationships with reporting entities
i. Provide feedback to reporting entities and other organizations or individuals who need to know about the data or system	i. Provide feedback to reporting entities and other organizations or individuals who need to know about the data or system	i. Assure provision of feedback to reporting entities and other organizations or individuals who need to know about the data or system	i. Synthesize information about surveillance system for communicating to reporting entities and other organizations or individuals who need to know about the data or system
iv. Report key findings from the surveillance system	iv. Identify key findings from the surveillance system	iv. Synthesize key findings from the surveillance system and other pertinent information for use by decision-makers	iv. Synthesize key findings from the surveillance system and other pertinent information for use by decision-makers

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a. Provide system results to senior epidemiologists	a. Examine system's results in the context of current scientific knowledge	a. Interpret system's results in the context of current scientific knowledge and other available information	a. Intrepret system's results in the context of current scientific knowledge
b. Recognize implications to public health programs	b. Identify implications to public health programs	b. Examine any implications to public health programs	b. Examine any implications to public health programs
c. Assist in developing conclusions from the surveillance data	c. Develop conclusions from the surveillance data	c. Determine relative priority of each conclusion from the surveillance data, prior to making recommendations to decision-makers	c. Determine relative priority of each conclusion from the surveillance data, prior to making recommendations to decision-makers
d. Communicate results to senior staff	d. Communicate results to agency managers and to reporters of surveillance data (see Communication competencies)	d. Communicate synthesized information to decision-makers and the public	d. Communicate synthesized information to decision-makers and the public
v. Support evaluation of surveillance systems	v. Conduct evaluation of surveillance systems	v. Assure evaluation of surveillance systems	v. Design and conduct evaluation of surveillance systems
a. Collect data necessary for evaluation of surveillance systems using national guidance and methods (RR German and the Guidelines Working Group. 2001. Updated Guidelines for Evaluating Public Health Surveillance Systems. MMWR 50(RR13):1-35)	a. Evaluate surveillance systems using national guidance and methods (RR German and the Guidelines Working Group. 2001. Updated Guidelines for Evaluating Public Health Surveillance Systems. MMWR 50(RR13):1-35)	a. Assure evaluation of surveillance systems using national guidance and methods (RR German and the Guidelines Working Group. 2001. Updated Guidelines for Evaluating Public Health Surveillance Systems. MMWR 50(RR13):1-35)	a. Evaluate surveillance systems using national guidance and methods (RR German and the Guidelines Working Group. 2001. Updated Guidelines for Evaluating Public Health Surveillance Systems. MMWR 50(RR13):1-35)
b. Assist in preparing recommendations for modifications to surveillance systems based on evaluation	b. Propose recommendations for modifications to surveillance systems based on evaluation	b. Appraise recommendations for modifications to surveillance systems based on evaluation	b. Develop and/or review recommendations for modifications to surveillance systems based on evaluation

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c. N/A	c. N/A	c. Decide whether to modify surveillance systems based on recommendations	c. Decide whether to modify surveillance systems based on recommendations
d. Assist in implementing changes to surveillance system based on results of evaluation	d. Implement changes to surveillance system based on results of evaluation	d. Assure that changes to surveillance system are implemented based on results of evaluation	d. Assure that changes to surveillance system are implemented based on results of evaluation
<i>3. Identify acute and chronic conditions or other adverse outcomes in the population</i>	<i>3. Investigate acute and chronic conditions or other adverse outcomes in the population</i>	<i>3. Assure investigation of acute and chronic conditions or other adverse outcomes in the population</i>	<i>3. Design investigation of acute and chronic conditions or other adverse outcomes in the population</i>
i. Assist in conducting a community health status assessment	i. Conduct a community health status assessment	i. Oversee a community health status assessment	i. Design a community health status assessment
ii. N/A	ii. Recommend priorities of potential public health problems to be addressed	ii. Decide on priority of public health problems to be addressed	ii. Recommend priorities of potential public health problems to be addressed
iii. Characterize investigative processes	iii. Select investigative processes	iii. Approve selection of investigative processes	iii. Determine investigative processes
a. Recognize different principles of investigation for endemic/sporadic illness or disease clusters versus acute outbreaks	a. Apply principles of investigation for endemic/sporadic illness or disease clusters versus acute outbreaks	a. Determine whether to use investigative methods for endemic/sporadic illness or disease clusters versus acute outbreaks	a. Determine whether to use investigative methods for endemic/sporadic illness or disease clusters versus acute outbreaks
b. List the major epidemiologic study designs, including the strengths and weaknesses of each	b. Describe the major epidemiologic study designs, including the strengths and weaknesses of each	b. Decide which epidemiologic study design to use for the public health problem to be investigated	b. Integrate knowledge about epidemiologic study designs into study design for the public health problem to be investigated
iv. Create hypotheses	iv. Create hypotheses	iv. Verify hypotheses	iv. Verify hypotheses
v. Assist in design of investigation (e.g.	v. Assist in design of investigation (e.g.,	v. Oversee design of investigations (e.g.,	v. Design investigations (e.g., disease

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disease investigations, studies or screening programs)	disease investigations, studies, or screening programs)	disease investigations, studies, or screening programs)	investigations, studies, or screening programs)
a. Identify target population for investigation	a. Identify target population for investigation	a. Validate selection of target population for investigation	a. Identify target population for investigation
b. N/A	b. Perform power calculations if necessary	b. Approve power calculations	b. Evaluate results of power calculations
c. N/A	c. Identify individuals or groups eligible to be in the study	c. Approve inclusion of individuals or groups in the study	c. Verify individuals or groups for inclusion in the study
d. Create case definition(s)	d. Create case definition(s)	d. Approve case definition(s)	d. Create case definition(s)
e. N/A	e. Identify timeframe for investigation	e. Approve timeframe for investigation	e. Verify timeframe for investigation
f. N/A	f. Select investigation design under existing constraints	f. Approve investigation design that will be most effective under existing constraints	f. Justify investigation design under existing constraints
g. N/A	g. Identify possible sources of bias	g. N/A	g. Evaluate possible sources of bias
h. N/A	h. Identify methods to minimize potential sources of bias	h. Approve methods to minimize potential sources of bias	h. Identify methods to minimize potential sources of bias
i. N/A	i. Identify potential confounders	i. N/A	i. Evaluate potential confounders
j. N/A	j. Design strategies to minimize or eliminate potential confounding	j. Approve strategies to minimize or eliminate potential confounding	j. Design strategies to minimize or eliminate potential confounding
vi. Conduct investigation as directed	vi. Use investigation techniques consistent with the public health problem	vi. Assure use of investigation techniques consistent with the public health problem	vi. Design investigation techniques consistent with the public health problem
a. Respond in a timeframe consistent with the public health problem being investigated	a. Respond in a timeframe consistent with the public health problem being investigated	a. Assure that response is in a timeframe consistent with the public health problem being investigated	a. Respond in a timeframe consistent with the public health problem being investigated

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b. N/A	b. Apply methods and measures that are consistent with the particular type of investigation	b. Assure that methods and measures are consistent with the particular type of investigation	b. Recommend methods and measures that are consistent with the particular type of investigation
c. Contact data sources	c. Identify sources of data for investigation	c. Approve data sources for investigation	c. Verify selection of data sources for investigation
d. Use methods for finding cases or other subjects suitable to the investigation	d. Identify methods to find cases and other subjects suitable to the investigation	d. Approve methods to find cases and other subjects	d. Verify selection of case finding methods
e. Use data collection instruments that have been constructed for the investigation	e. Design data collection instruments using new or existing information systems	e. Approve data collection instruments and supporting information systems	e. Evaluate data collection instruments and supporting information system
f. Use identified sampling methods	f. Identify sampling methods given the context of the situation	f. Approve sampling methods given the context of the situation	f. Evaluate sampling methods given the context of the situation
g. Support necessary coordination between all groups involved in investigation	g. Organize necessary coordination between all groups involved in investigation	g. Assure coordination between all groups involved in investigation	g. Organize necessary coordination between all groups involved in investigation
<i>4. Apply principles of good ethical/legal practice as they relate to study design and data collection, dissemination, and use</i>	<i>4. Apply principles of good ethical/legal practice as they relate to study design and data collection, dissemination, and use</i>	<i>4. Assure study design and data collection, dissemination, and use follow ethical/legal principles</i>	<i>4. Synthesize principles of good ethical/legal practice for application to study design and data collection, dissemination, and use</i>
i. Follow ethics guidelines and principles when planning studies, conducting research, and collecting, disseminating and using data	i. Follow ethics guidelines and principles when planning studies, conducting research, and collecting, disseminating and using data	i. Examine ethics guidelines and principles when planning studies, conducting research, and collecting, disseminating and using data	i. Integrate ethics guidelines and principles when planning studies, conducting research, and collecting, disseminating, and using data
a. Collect and use public health data, including individual identifiers, only with clearly identified justification	a. Collect and use public health data, including individual identifiers, only with clearly identified justification	a. Assure that public health data, including individual identifiers, are collected and used only with clearly identified justification	a. Collect and use public health data, including individual identifiers, only with clearly identified justification
b. Balance respect for persons	b. Balance respect for persons and	b. Balance respect for persons and	b. Balance respect for persons and

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and individual privacy with the risk of the threat to the community	individual privacy with the risk of the threat to the community	individual privacy with the risk of the threat to the community	individual privacy with the risk of the threat to the community
c. Apply public health code of ethics to collection, management, dissemination, and use of data and information, including principles of justice, timeliness, and transparency of purpose (www.apha.org/codeofethics)	c. Apply public health code of ethics to collection, management, dissemination, and use of data and information, including principles of justice, timeliness, and transparency of purpose (www.apha.org/codeofethics)	c. Assure that public health code of ethics is applied to collection, management, dissemination, and use of data and information, including principles of justice, timeliness, and transparency of purpose (www.apha.org/codeofethics)	c. Apply public health code of ethics to collection, management, dissemination, and use of data and information, including principles of justice, timeliness, and transparency of purpose (www.apha.org/codeofethics)
ii. Apply relevant laws to data collection, management, dissemination, and use of data and information	ii. Apply relevant laws to data collection, management, dissemination, and use of data and information	ii. Communicate to staff legal expectations, limitations and implications of collection, management, dissemination, and use of data and information	ii. Design data collection, management, dissemination and use of data and information to comply with relevant laws
iii. N/A	iii. Describe differences between public health practice and public health research	iii. Obtain decision on whether investigation involves public health practice or public health research	iii. Verify conclusions that have been reached regarding distinction between public health practice and public health research
iv. Describe human subjects research	iv. Describe human subjects research	iv. Assure legal and ethical conduct of human subjects research	iv. Assure legal and ethical conduct of human subjects research
v. Apply Institutional Review Board processes as directed	v. Apply Institutional Review Board processes as necessary	v. Assure application of necessary Institutional Review Board processes	v. Assure application of Institutional Review Board processes
vi. Bring potential conflicts of interest to attention of senior epidemiologists	vi. Manage conflict of interest as necessary	vi. Assure that conflicts of interest do not interfere with research or investigations	vi. Assure that conflicts of interest do not interfere with research or investigations
vii. Apply knowledge of privacy laws to protect confidentiality, including Health Insurance Portability and Accountability Act (HIPAA) and applicable state and local privacy laws	vii. Apply knowledge of privacy laws to protect confidentiality, including Health Insurance Portability and Accountability Act (HIPAA) and applicable state and local privacy laws	vii. Assure application of privacy laws to protect confidentiality, including Health Insurance Portability and Accountability Act (HIPAA) and applicable state and local privacy laws	vii. Incorporate privacy laws into study design to protect confidentiality, including Health Insurance Portability and Accountability Act (HIPAA) and applicable state and local privacy laws

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viii. Know agency procedures for dealing with Freedom of Information Act (FOIA) requests	viii. Know agency procedures for dealing with Freedom of Information Act (FOIA) requests	viii. Know agency procedures for dealing with Freedom of Information Act (FOIA) requests	viii. Know agency procedures for dealing with Freedom of Information Act (FOIA) requests
ix. Bring potential violations of ethical principles in preparing and submitting publications to attention of senior epidemiologists	ix. Apply ethical principles in preparing and submitting publications	ix. Assure application of ethical principles in preparing and submitting publications	ix. Apply ethical principles in preparing and submitting publications
<i>5. Organize data from surveillance, investigations, or other sources</i>	<i>5. Manage data from surveillance, investigations, or other sources</i>	<i>5. Assure management of data from surveillance, investigations, or other sources</i>	<i>5. Manage data from surveillance, investigations, or other sources</i>
ii. Assist in definition of database requirements, if indicated	i. Define database requirements, if indicated	i. Approve database requirements	i. Define database requirements, if indicated
a. N/A	a. Design database with or ensure that the database design includes the necessary variables and data dictionary	a. N/A	a. Design database with or ensure that the database design includes the necessary variables and metadata
b. Adhere to national standards for coding and variables as directed (e.g., assigning numeric codes to text response options for a variable) to ensure accuracy and ease of analysis	b. Adhere to national standards for coding and variables (e.g., assigning numeric codes to text response options for a variable) to ensure accuracy and ease of analysis	b. Verify use of variables and coding in databases	b. Verify choice of coding and variables (e.g., assigning numeric codes to text response options for a variable) to ensure and balance accuracy and ease of analysis
c. Use data entry techniques that ensure accuracy and reliability	c. Design data entry techniques that ensure accuracy and reliability	c. Verify data entry techniques to ensure accuracy and reliability	c. Evaluate accuracy and reliability of data entry techniques
d. Conduct data entry validation	d. Conduct data entry validation	d. N/A	d. Approve data entry validation processes
e. Perform data cleaning and error correction	e. Perform data cleaning and error correction	e. Verify that valid data cleaning has occurred	e. Approve data cleaning and error correction processes

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f. N/A	f. Communicate results of data error correction to data providers	f. Communicate results of data error correction to data providers	f. Communicate results of data error correction to data providers
g. N/A	g. Define the requirements for or design databases that support analysis using geographic information	g. Assure that database requirements or design support analysis using geographic information	g. Define the requirements for or design databases that support analysis using geographic information
ii. Maintain databases	ii. Manage databases	ii. Assure database management	ii. Manage databases
a. Maintain original data	a. Maintain original data, but transform data as needed for specific analyses	a. Assure that data are maintained and transformed as needed for specific analyses	a. Maintain original data, but transform data as needed for specific analyses
b. N/A	b. Use national standards where they exist when creating data sets for analysis	b. Assure that national standards are employed where they exist when data sets are created for analysis	b. Recommend national standards to use when creating data sets for analysis
c. Follow established procedures for creating new variables as necessary to support analysis of data	c. Create new variables as necessary to support analysis of data	c. N/A	c. Evaluate need for creation of new variables as necessary to support analysis of data
d. N/A	d. Perform merging and splitting of databases	d. N/A	d. Evaluate need for and perform merging and splitting of databases
e. Follow established procedures for linking relational data and subsetting it into analysis-specific flat data sets.	e. Determine methods for linking relational data and subsetting it into analysis-specific flat data sets	e. N/A	e. Recommend methods for linking relational data and subsetting it into analysis specific flat data sets
f. N/A	f. Change format of data from one software application to another if necessary (e.g. from ASCII to SAS)	f. N/A	f. Provide technical expertise in changing format of data from one software application to another if necessary (e.g. from ASCII to SAS)

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g. Document all changes to database	g. Document all data transformations	g. Assure that all data transformations are documented	g. Create processes for documenting data transformations
h. Apply practices for secure (restricted access) and stable (routine back-ups, database redundancy) data storage	h. Apply practices for secure (restricted access) and stable (routine back-ups, database redundancy) data storage	h. Insure secure (restricted access) and stable (routine back-ups, database redundancy) data storage	h. Insure secure (restricted access) and stable (routine back-ups, database redundancy) data storage
<i>6. Analyze data from an epidemiologic investigation or study</i>	<i>6. Analyze data from an epidemiologic investigation or study</i>	<i>6. Evaluate analysis of data from an epidemiologic investigation or study</i>	<i>6. Evaluate data from an epidemiologic investigation or study</i>
i. Use analysis plan for data	i. Create analysis plan for data	i. Approve analysis plan for data	i. Create analysis plan for data
a. N/A	a. Define analysis plan to insure that public health objectives are met	a. Assure that analysis plan will meet the public health objectives	a. Formulate analysis plan to insure that public health objectives are met
b. N/A	b. Identify valid statistical techniques given the data, study design, sample size, hypotheses, and other relevant factors	b. Validate the selected statistical techniques given the data, study design, sample size, hypotheses, and other relevant factors	b. Formulate valid statistical techniques given the data, study design, sample size, hypotheses, and other relevant factors
c. N/A	c. Specify the parameters to estimate	c. N/A	c. Verify the parameters selected for estimation
d. Recognize and describe the assumptions to be used in interpreting results	d. Specify the assumptions to be used in interpreting results	d. N/A	d. Verify the assumptions to be used in interpreting results
e. N/A	e. Create data sets to be used in the analysis	e. N/A	e. Approve the selection of the data sets for the analysis
f. N/A	f. Select software for analyzing and managing data	f. N/A	f. Approve the selection of the software to be used for analyzing and managing data
g. N/A	g. Analyze data using geospatial and	g. N/A	g. Recommend methods for analyzing the results including

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	graphical representations		geospatial and other graphical representations
ii. Conduct analysis of data	ii. Conduct analysis of data	ii. Approve data analysis	ii. Evaluate data
a. Compute frequencies and descriptive statistics	a. Compute frequencies and descriptive statistics	a. N/A	a. Compute frequencies and descriptive statistics
b. Perform analyses for rates and age adjustment as directed	b. Determine if rates and age adjustments are needed and perform analyses as necessary	b. N/A	b. Determine if rates and age adjustments are needed and perform analyses as necessary
c. Compute sensitivity, specificity, positive predictive value, incidence, prevalence, and attributable fraction as directed	c. Determine which standard epidemiologic measures are indicated (e.g., sensitivity, specificity, positive predictive value, incidence, prevalence, and attributable fraction) and compute as needed	c. N/A	c. Formulate a synopsis of the data using standard epidemiologic measures, including sensitivity, specificity, positive predictive value, incidence, prevalence and attributable fraction
d. N/A	d. Perform trend analyses	d. N/A	d. Determine best methodology for and perform trend analyses
e. Perform analyses for measures of association (e.g., Relative Risks and Odds Ratios), confidence intervals and p-values	e. Determine measures of association (e.g., Relative Risks and Odds Ratios), confidence intervals, and p-values and perform analysis as needed	e. N/A	e. Analyze using measures of association (e.g., Relative Risks and Odds Ratios), confidence intervals, and p-values
f. Interpret measures of association, confidence intervals, and p-values	f. Interpret measures of association, confidence intervals, and p-values	f. N/A	f. Interpret measures of association, confidence intervals, and p-values
g. N/A	g. Assess need for multivariable analyses	g. N/A	g. Evaluate using multivariate, and/or regression analyses as necessary

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
<i>I. Skill Domain – Assessment and Analysis</i>	<i>I. Skill Domain – Assessment and Analysis</i>	<i>I. Skill Domain – Assessment and Analysis</i>	<i>I. Skill Domain – Assessment and Analysis</i>
h. N/A	h. Perform multivariable and/or regression analyses as necessary	h. N/A	h. Perform multivariable and/or regression analyses as necessary
i. N/A	i. N/A	i. Verify results and interpretation of data analysis	i. Verify results and interpretation of data analysis
j. N/A	j. Assess the effect of potential confounders	j. N/A	j. Assess the effect of potential confounders
k. N/A	k. Assess whether effect modification is present	k. N/A	k. Assess whether effect modification is present
m. Create standard epidemiology report and necessary components including tables, graphs, and charts	m. Create standard epidemiology report and necessary components including tables, graphs, and charts	m. N/A	m. Create standard epidemiology report and necessary components including tables and graphs
n. N/A	n. Review and approve resulting epidemiology reports.	n. Review and approve resulting epidemiology reports	n. N/A
<i>7.. Summarize results of the analysis and draw conclusions</i>	<i>7. Summarize results of the analysis and draw conclusions</i>	<i>7. Evaluate conclusions and interpretations from investigation</i>	<i>7. Evaluate results of the analysis and interpret conclusions</i>
i. N/A	i. Apply knowledge of epidemiologic principles and methods to make recommendations regarding the validity of epidemiologic data	i. Assess the validity of the epidemiologic data, taking into consideration bias, and other study limitations	i. Assess the validity of the epidemiologic data, taking into consideration bias, and other study limitations
a. N/A	a. Determine likely sources of bias	a. N/A	a. Confirm likely sources of bias and likely effects on results
b. N/A	b. Assess validity and reliability of data collection instruments and methods	b. N/A	b. Verify the selection of data collection instruments and methods based on their validity and reliability
c. N/A	c. Determine other limitations in study design, sample selection, data collection,	c. N/A	c. Confirm other limitations in study design, sample selection, data

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
<i>I. Skill Domain – Assessment and Analysis</i>	<i>I. Skill Domain – Assessment and Analysis</i>	<i>I. Skill Domain – Assessment and Analysis</i>	<i>I. Skill Domain – Assessment and Analysis</i>
	analysis, and other features		collection, analysis and other features
d. N/A	d. Recognize the limitations of significance testing	d. N/A	d. Explain the limitations of significance testing
e. Distinguish between statistical association and causal effect	e. Make causal inferences based on principles of causation (e.g., strength, consistency, biological plausibility, dose-response, and temporal relationship)	e. Evaluate causal inferences based on principles of causation (e.g. strength, consistency, biological plausibility, dose-response, and temporal relationship)	e. Evaluate causal inferences based on principles of causation (e.g., strength, consistency, biological plausibility, dose-response, and temporal relationship)
f. N/A	f. Examine the influence of power and confidence limits on the interpretation of the study's data	f. N/A	f. Explain the influence of power and confidence limits on the interpretation of the study's data
iii. N/A	iii. Assess need for special analyses, including survival analyses, cost effectiveness/cost benefit/cost utility analyses	iii. Assess need for special analyses, including survival analyses, cost effectiveness/cost benefit/cost utility analyses	iii. Assess need for special analyses, including survival analyses, cost effectiveness/cost benefit/cost utility analyses
a. N/A	a. N/A	a. N/A	a. Formulate special analyses as necessary, including survival analyses, cost effectiveness/cost benefit/cost utility analyses
iv. Identify key findings from the study	iv. Identify key findings from the study	iv. Validate key findings from the study	iv. Synthesize key findings from the study
a. Relate study findings to current scientific knowledge	a. Interpret study's results in the context of current scientific knowledge	a. N/A	a. Evaluate study's results in the context of current scientific knowledge
b. N/A	b. Identify any implications to public health programs	b. Determine the importance of implications to public health programs	b. Verify any implications to public health programs

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
<i>I. Skill Domain – Assessment and Analysis</i>	<i>I. Skill Domain – Assessment and Analysis</i>	<i>I. Skill Domain – Assessment and Analysis</i>	<i>I. Skill Domain – Assessment and Analysis</i>
c. N/A	c. Communicate results	c. Synthesize results for communication to decision-makers and the public	c. Synthesize results for communication to decision-makers and the public
8. Assist in developing recommended evidence-based interventions and control measures in response to epidemiologic findings	8. Recommend evidence-based interventions and control measures in response to epidemiologic findings	8. Determine evidence-based interventions and control measures in response to epidemiologic findings	8. Formulate new interventions based on evidence when available and control measures in response to epidemiologic findings
i. Define cultural/social/political framework for recommended interventions	i. Establish cultural/social/political framework for recommendations or interventions	i. Approve interventions based on understanding of cultural/social/political framework for consideration	i. Examine cultural/social/political framework to develop recommendations or interventions
a. Describe study data in a way that makes the rationale for the recommendations clear	a. Describe study data in a way that makes the rationale for the recommendations clear	a. N/A	a. Describe study data in a way that makes the rationale for the recommendations clear
b. N/A	b. Relate study findings to existing policies, regulations, and laws as well as environmental factors (e.g., societal, cultural, or other factors that may affect the recommendations or interventions)	b. Interpret study findings in the context of existing policies, regulations, and laws as well as environmental factors (e.g., societal, cultural, or other factors that may affect the recommendations or interventions)	b. Evaluate study findings in relation to existing policies, regulations, and laws as well as environmental factors (e.g., societal, cultural, or other factors that may affect the recommendations or interventions)
ii. N/A	ii. Use scientific evidence in preparing recommendations for action or interventions	ii. Assure that scientific evidence is used in preparing recommendations for action or interventions	ii. Design recommendations using scientific evidence or interventions
a. N/A	a. Synthesize scientific evidence and knowledge for use in preparing recommendations	a. N/A	a. Synthesize scientific evidence and knowledge for use in preparing recommendations
b. N/A	b. Identify the key types of	b. N/A	b. Evaluate the key types of

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
<i>I. Skill Domain – Assessment and Analysis</i>	<i>I. Skill Domain – Assessment and Analysis</i>	<i>I. Skill Domain – Assessment and Analysis</i>	<i>I. Skill Domain – Assessment and Analysis</i>
	intervention for problem		intervention for problem
c. N/A	c. Develop assessment of the potential impact on the public's health from alternative interventions	c. Approve assessment of the potential impact on the public's health from alternative interventions	c. Evaluate the potential impact on the public's health from alternative interventions
d. N/A	d. Propose new recommendations or modifications to existing interventions as necessary based on study findings	d. Select new recommendations or modifications to existing interventions as necessary based on study findings	b. Formulate new recommendations or modifications to existing interventions as necessary based on study findings
e. N/A	e. Prioritize potential public health interventions	e. Approve prioritization of potential public health interventions	e. Prioritize potential public health interventions
f. N/A	f. Link any recommended behavioral interventions with risk communication and risk reduction methods	f. Assure that any recommended behavioral interventions are linked with risk communication and risk reduction methods	f. Link any recommended behavioral interventions with risk communication and risk reduction methods
9. Assist in evaluation of programs	9. Evaluate programs	9. Assure evaluation of programs	9. Evaluate programs
i. N/A	i. Assist in development of measurable and program-relevant goals and objectives	i. Approve measurable and program-relevant goals and objectives	i. Develop measurable and program-relevant goals and objectives in collaboration with program staff
ii. N/A	ii. Assist in development of program logic models and theories of action	ii. Decide on program logic models and theories of action	ii. Develop program logic models and theories of action in collaboration with program staff
iii. Collect surveillance and other data for use in tracking program objectives and outcomes	iii. Identify surveillance and other data for use in tracking program objectives and outcomes	iii. Approve surveillance and other data for use in tracking program objectives and outcomes	iii. Synthesize surveillance and other data to allow tracking program objectives and outcomes
iv. Assist in tracking progress toward program objectives and outcomes	iv. Record progress toward program objectives and outcomes	iv. Monitor progress toward program objectives and outcomes	iv. Critique progress toward program objectives and outcomes
v. Communicate information on progress toward program objectives and outcomes to program managers	v. Communicate information on progress toward program objectives and outcomes to program managers and staff for use in program planning and modification	v. Incorporate information on progress toward program objectives and outcomes in decisions on program planning and modification	v. Evaluate progress toward program objectives and outcomes for program managers and staff, to aid in program planning and modification

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
II. Skill Domain – Basic Public Health Sciences	II. Skill Domain – Basic Public Health Sciences	II. Skill Domain – Basic Public Health Sciences	II. Skill Domain – Basic Public Health Sciences
<i>1. Know how causes of disease affect epidemiologic practice</i>	<i>1. Use current knowledge of causes of disease to guide epidemiologic practice</i>	<i>1. Use current knowledge of causes of disease to guide epidemiologic practice</i>	<i>1. Use current knowledge of causes of disease to guide epidemiologic practice</i>
i. Relate basic etiologic processes for human diseases to subject matter areas of interest (e.g., infectious diseases, chronic diseases)	i. Relate basic etiologic processes for human diseases to subject matter areas of interest (e.g., infectious diseases, chronic diseases)	i. Assure that basic etiologic processes for human diseases are related to subject matter areas of interest (e.g., infectious diseases, chronic diseases)	i. Assure that basic etiologic processes for human diseases are related to subject matter areas of interest (e.g., infectious diseases, chronic diseases)
ii. Apply understanding of human and environmental biology and behavioral sciences and principles to determine potential biological mechanisms of disease	ii. Apply understanding of human and environmental biology and behavioral sciences and principles to determine potential biological mechanisms of disease	ii. Assure the application of understanding of human and environmental biology and behavioral sciences and principles to determine potential biological mechanisms of disease	ii. Assure the application of understanding of human and environmental biology and behavioral sciences and principles to determine potential biological mechanisms of disease
iii. N/A	iii. Explain how genetics and genomics effect disease processes and public health policy and practice	iii. Assure that the role of genetics and genomics on disease processes are considered when developing public health policy and practice	iii. Synthesize knowledge about the effect of genetics and genomics on disease processes and public health policy and practice
iv. Apply principles of the host/agent/environment model to disease causation, prevention, and control	iv. Apply principles of the host/agent/environment model to disease causation, prevention, and control	iv. Assure the application of principles of the host/agent/environment model to disease causation, prevention and control	iv. Assure the application of principles of the host/agent/environment model to disease causation, prevention and control
v. Describe the role and influence of socio-behavioral factors (including community, political, social, family, and individual behavioral factors) in health risks and health status	v. Describe the role and influence of socio-behavioral factors (including community, political, social, family, and individual behavioral factors) in health risks and health status	v. Assure that the role and influence of socio-behavioral factors (including community, political, social, family, and individual behavioral factors) are incorporated into understanding health risks and health status	v. Synthesize knowledge about the role and influence of socio-behavioral factors (including community, political, social, family, and individual behavioral factors) in health risks and health status
vi. N/A	vi. Incorporate etiologic principles into development of disease prevention and control strategies	vi. Incorporate etiologic principles into development of disease prevention and control strategies	vi. Incorporate etiologic principles into development of disease prevention and control strategies
<i>2. Identify the role of laboratory resources in epidemiologic activities</i>	<i>2. Use laboratory resources to support epidemiologic activities</i>	<i>2. Assure the use of laboratory resources to support epidemiologic activities</i>	<i>2. Develop processes for using laboratory resources to support epidemiologic activities</i>
i. Identify the roles and capabilities of public health laboratories and other	i. Identify the roles and capabilities of public health laboratories and other laboratories,	i. Examine the roles and capabilities of public health laboratories and other laboratories,	i. Synthesize the roles and capabilities of public health laboratories in epidemiology

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
II. Skill Domain – Basic Public Health Sciences	II. Skill Domain – Basic Public Health Sciences	II. Skill Domain – Basic Public Health Sciences	II. Skill Domain – Basic Public Health Sciences
laboratories, and how they are used in epidemiology investigations	and how they are used in epidemiology investigations	and how they are used in epidemiology investigations	investigations
ii. N/A	ii. Coordinate laboratory and epidemiology activities including test selection, communication, and reporting results in the field	ii. Assure the coordination of laboratory and epidemiology activities including test selection, communication, and reporting results in the field	ii. Determine laboratory and epidemiology activities including test selection, communication, and reporting results in the field
iii. N/A	iii. Interpret laboratory data accounting for factors that influence the results of screening and diagnostic tests	iii. Evaluate the interpretation of laboratory data accounting for factors that influence the results of screening and diagnostic tests	iii. Develop methods for the interpretation of laboratory data accounting for factors that influence the results of screening and diagnostic tests
iv. Use identified specimen collection, storage and transportation measures	iv. Implement necessary specimen collection, storage, and transportation measures	iv. Oversee necessary specimen collection, storage, and transportation measures	iv. Develop methods for specimen collection, storage, and transportation measures
<i>3. Use identified informatics tools in support of epidemiologic practice</i>	<i>3. Apply principles of informatics, including data collection, processing, and analysis, in support of epidemiologic practice</i>	<i>3. Assure application of principles of informatics, including data collection, processing, and analysis, in support of epidemiologic practice</i>	<i>3. Apply principles of informatics, including data collection, processing, and analysis, in support of epidemiologic practice</i>
i. Use information technologies and communication tools necessary to support epidemiologic investigations and surveillance	i. Use information technologies and communication tools necessary to support epidemiologic investigations and surveillance	i. Provide access information technologies and communication tools necessary to support epidemiologic investigations and surveillance	i. Use information technologies and communication tools necessary to support epidemiologic investigations and surveillance
ii. Use software tools that support public health data acquisition, entry, abstraction, analysis, and reporting	ii. Use software tools that support on-line searching, public health data acquisition, entry, abstraction, management, analysis, planning, mapping, and reporting	ii. Provide access to software tools that support on-line searching, public health data acquisition, entry, abstraction, management, analysis, planning, mapping, and reporting	ii. Use software tools that support on-line searching, public health data acquisition, entry, abstraction, management, analysis, planning, mapping, and reporting
iii. Apply procedures (policies) and technical means (security) to ensure the integrity and protection of confidential information in electronic files and computer systems	iii. Apply procedures (policies) and technical means (security) to ensure the integrity and protection of confidential information in electronic files and computer systems	iii. Assure that procedures (policies) and technical means (security) are used to ensure the integrity and protection of confidential information in electronic files and computer systems	iii. Apply procedures (policies) and technical means (security) to ensure the integrity and protection of confidential information in electronic files and computer systems
iv. Combine data and information from	iv. Combine data and information from	iv. Use data and information from multiple	iv. Synthesize data and information from

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
II. Skill Domain – Basic Public Health Sciences	II. Skill Domain – Basic Public Health Sciences	II. Skill Domain – Basic Public Health Sciences	II. Skill Domain – Basic Public Health Sciences
multiple sources, to create new information to support public health decision-making	multiple sources, to create new information to support public health decision-making	sources, to create new information to support public health decision-making.	multiple sources, to create new information to support public health decision-making
a. Suggest limitations of current data collection that might determine the need for new data collection	a. Determine whether new data collection is needed or existing data sets or systems can be mined	a. Decide whether to create new data collection systems or to mine existing data sets or systems.	a. Decide whether to create new data collection systems or to mine existing data sets or systems
b. N/A	b. Participate in the development of new or enhancement of existing databases to support epidemiologic investigations, surveillance, etc.	b. Oversee the development of new or enhancement of existing data bases to support epidemiologic investigations, surveillance, etc.	b. Develop new or enhance existing databases to support epidemiologic investigations, surveillance, etc.
c. N/A	c. Use interoperable data standards as needed for storage and transmission, and be able to find the relevant standards specifications as needed	c. Assure the utilization of interoperable data standards for storage and transmission, and be able to find the relevant standards specifications as needed	c. Assure the utilization of interoperable data standards for storage and transmission, and be able to find the relevant standards specifications as needed
d. N/A	d. Maintain electronic documents (guidelines, datasets) including with documented versions, dissemination methods, and relevant standards specifications	d. Assure the maintenance of electronic documents (guidelines, datasets) including with documented versions, dissemination methods, and relevant standards specifications	d. Create processes for maintenance of electronic documents (guidelines, datasets) including with documented versions, dissemination methods, and relevant standards specifications
	v. Participate in development of data models to ensure representation of epidemiologic needs in associated data bases and information systems	v. Participate in development of data models to ensure representation of epidemiologic needs in associated data bases and information systems	v. Participate in development of data models to ensure representation of epidemiologic needs in associated data bases and information systems
4. N/A	4. N/A	4. Develop and manage information systems to improve effectiveness of surveillance, investigation and other epidemiology practices	4. Develop and manage information systems to improve effectiveness of surveillance, investigation, and other epidemiology practices
i. N/A	i. N/A	i. Engage and consult with IT professionals with necessary expertise for developing	i. N/A

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
II. Skill Domain – Basic Public Health Sciences	II. Skill Domain – Basic Public Health Sciences	II. Skill Domain – Basic Public Health Sciences	II. Skill Domain – Basic Public Health Sciences
		information systems to support epidemiology programs	
ii. N/A	ii. N/A	ii. Articulate the needs of the epidemiology program to the information technology specialists	ii. N/A
iii. N/A	iii. N/A	iii. Assure that all members of systems development teams, including epidemiologists and IT specialists, fill roles consistent with their expertise..	iii. Compose and manage systems development teams in a manner that demonstrates a recognition of the appropriate roles and domains for computer scientists, epidemiologists, policy makers and programmers and other IT specialists in information systems development
iv. N/A	iv. N/A	iv. Lead the development of integrated, cost-effective public health information systems that are consistent with a larger (enterprise-level) information architecture	iv. Lead and advocate for, or otherwise actively participate in, the development of integrated, cost-effective public health information systems within the public health enterprise, ensuring that new applications and information systems are built in conformance with a larger (enterprise-level) information architecture
v. N/A	v. N/A	v. Participate in developing confidentiality and privacy policies for the enterprise, and in developing security systems to support the implementation of those policies.	v. Participate in developing confidentiality and privacy policies for the enterprise, and ensure the development of security systems to support the implementation of those policies
vi. N/A	vi. N/A	vi. Assure that information systems developed for epidemiology programs fully support the objectives, functions, and business processes of the public health system	vi. Assure that the information systems developed for epidemiology programs fully support the objectives, functions, and business processes of the public health system

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
III. Skill Domain – Communication	III. Skill Domain – Communication	III. Skill Domain – Communication	III. Skill Domain – Communication
<i>1. Prepare written and oral reports and presentations that communicate necessary information to agency staff</i>	<i>1. Prepare written and oral reports and presentations that communicate necessary information to professional audiences, policy makers, and the general public</i>	<i>1. Assure preparation of written and oral reports and presentations that communicate necessary information to professional audiences, policy makers, and the general public</i>	<i>1. Organize preparation of written and oral reports and presentations that communicate necessary information to professional audiences, policy makers, and the general public</i>
i. Identify methods and content for communication of epidemiologic findings	i. Identify audience, methods, and content for communication of epidemiologic findings	i. Approve selection of audience, methods, and content for communication of epidemiologic findings	i. Verify selection of audience, methods, and content for communication of epidemiologic findings
a. N/A	a. Identify target audience for communication	a. N/A	a. Decide on target audience for communication
b. Identify relevant data to report	b. Identify relevant data to report	b. N/A	b. Determine relevance of data to report
c. Assess needs and interests of target audience for materials that are used in communication	c. Assess needs and interests of target audience for materials that are used in communication	c. N/A	c. Review assessment of needs and interests of target audience for materials that are used in communication
d. Use communication methods that meet the needs of the target audience, as directed	d. Identify communication methods that meet the needs of the target audience	d. N/A	d. Verify methods of communication selected for target audience
ii. Communicate epidemiologic work to agency staff through written reports and oral presentations	ii. Communicate epidemiologic work to professional audiences and agency staff through written reports and oral presentations	ii. Review written reports and oral presentations to assure that content communicates epidemiologic work to professional audiences and agency staff	ii. Create written reports and oral presentations that communicate epidemiologic work to professional audiences and agency staff
a. N/A	a. Prepare abstracts either for publication or for presentation at scientific meetings	a. N/A	a. Prepare abstracts either for publication or for presentation at scientific meetings
b. N/A	b. Prepare manuscripts for scientific publication	b. N/A	b. Prepare manuscripts for scientific publication
c. Prepare summary reports and memoranda for use within the agency	c. Prepare summary reports and memoranda for use within the agency	c. N/A	c. Prepare summary reports and memoranda for use within the agency

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
III. Skill Domain – Communication	III. Skill Domain – Communication	III. Skill Domain – Communication	III. Skill Domain – Communication
d. N/A	d. N/A	d. N/A	d. Critique reports, manuscripts, and other documents that have been prepared by others
e. Use current audio-visual tools to maximize communication	e. Use current audio-visual tools to maximize communication	e. N/A	e. Use current audio-visual tools to maximize communications
f. Create charts, tables, and figures that communicate to the targeted audience	f. Create charts, tables, and figures that communicate to the targeted audience	f. N/A	f. Create charts, tables, and figures that communicate to the targeted audience
iii. N/A	iii. Communicate epidemiologic information to the general public, the press and/or to policy makers through giving oral presentations or contributing to development of written documents	iii. Create processes to guide preparation of documents or oral presentations that communicate epidemiologic information to the general public, press and/or policymakers	iii. Create documents (briefs, press releases, Web pages) that communicate epidemiologic information to the general public, press and/or to policy makers
a. N/A	a. Contribute to press releases for the general public	a. Approve press releases on an as-needed basis	a. Contribute to or develop press releases for the general public
b. N/A	b. Participate in the development of disease prevention/health promotion materials for lay audiences	b. N/A	b. Develop disease prevention/health promotion materials for lay audiences
c. N/A	c. Communicate scientific findings in a language tailored to the needs of decision-makers, press, and other target audiences	c. Create documents that communicate scientific findings in language tailored to the needs of decision-makers, press, and other target audiences	c. Create documents that communicate scientific findings in language tailored to the needs of decision-makers, press, and other target audiences
iv. N/A	iv. Tailor surveillance information content and periodicity of dissemination for specific audiences and their uses	iv. Approve surveillance information content and periodicity of dissemination for specific audiences and their uses	vi. Determine content for surveillance information and periodicity of dissemination for specific audiences and their uses
v. Respond to public queries about epidemiologic data	v. Respond to public queries about epidemiologic data or related issues	v. Oversee responses to public queries about epidemiologic data or related issues	v. Create key messages for responding to public queries about epidemiologic data or related issues
vi. N/A	vi. Demonstrate ability to explain or teach basic epidemiologic principles to non-epidemiologists and lower level	vi. Demonstrate ability to explain or teach basic epidemiologic principles to non-epidemiologists and lower level	vi. Demonstrate ability to explain or teach basic and advanced epidemiologic principles to non-epidemiologists and lower

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
III. Skill Domain – Communication	III. Skill Domain – Communication	III. Skill Domain – Communication	III. Skill Domain – Communication
	epidemiologists	epidemiologists	level epidemiologists
<i>2. Recognize the basic principles of risk communication</i>	<i>2. Demonstrate the basic principles of risk communication</i>	<i>2. Assure that the basic principles of risk communication are followed in all communication of epidemiologic findings</i>	<i>2. Create messages that follow the principles of risk communication</i>
i. Provide epidemiologic information to support the development of risk communication messages	i. Participate in developing risk communication messages that convey epidemiologic information to particular public health problems	i. Develop risk communication messages that convey epidemiologic information to particular public health problems	i. Develop risk communication messages that convey epidemiologic information to particular public health problems
a. N/A	a. Assist in developing content for risk communication messages	a. Create content for risk communication messages	a. Create content for risk communication messages
b. Provide content to the public information officer and other relevant agency staff	b. Provide content to the public information officer and other relevant agency staff	b. Review the content provided to the public information officer and other relevant agency staff	b. Review and provide content to the public information officer and other relevant agency staff
c. N/A	c. Review risk communication messages for scientific accuracy and clarity	c. Review risk communication messages for scientific accuracy and clarity	c. Review risk communication messages for scientific accuracy and clarity
ii. Use basic risk communication principles to communicate epidemiologic messages to agency staff	ii. Use basic risk communication principles to communicate epidemiologic messages	ii. Oversee communication of epidemiologic messages	ii. Model risk communication principles when communicating epidemiologic messages

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
III. Skill Domain – Communication	III. Skill Domain – Communication	III. Skill Domain – Communication	III. Skill Domain – Communication
a. Refer media inquiries to the correct spokespersons for the agency	a. Refer media inquiries to the correct spokespersons for the agency	a. Assure that staff refer media inquiries to the correct spokespersons for the agency	a. Refer media inquiries to the correct spokespersons for the agency
b. N/A	b. N/A	b. Serve as agency spokesperson when necessary	b. Serve as agency spokesperson when necessary
c. N/A	c. Respond to media inquiries as requested by the public health agency	c. Respond to media inquiries	c. Respond to media inquiries
d. N/A	d. N/A	d. Assure that staff are using risk communication techniques suitable to the target audience	d. N/A
e. Adhere to the agency risk communication strategy	e. Adhere to the agency risk communication strategy	e. Adhere to the agency risk communication strategy	e. Adhere to the agency risk communication strategy
<i>3. Incorporate interpersonal skills in communication with agency personnel, colleagues, and the public</i>	<i>3. Incorporate interpersonal skills in communication with agency personnel, colleagues, and the public</i>	<i>3. Model interpersonal skills in communication with agency personnel, colleagues, and the public</i>	<i>3. Model interpersonal skills in communication with agency personnel, colleagues, and the public</i>
i. Demonstrate ability to listen effectively when epidemiologic findings are being presented or discussed	i. Demonstrate ability to listen effectively when epidemiologic findings are being presented or discussed	i. Demonstrate ability to listen effectively when epidemiologic findings are being presented or discussed	i. Demonstrate ability to listen effectively when epidemiologic findings are being presented or discussed
ii. Demonstrate professional interpersonal, interdisciplinary, transdisciplinary, and multidisciplinary communication	ii. Demonstrate professional interpersonal, interdisciplinary, transdisciplinary, and multidisciplinary communication	ii. Model professional interpersonal, interdisciplinary, transdisciplinary, and multidisciplinary communication	ii. Model professional interpersonal, interdisciplinary, transdisciplinary, and multidisciplinary communication
a. Participate in discussions and in group settings	a. Lead discussions and participate in group settings	a. Promote group discussions and lead such discussions when necessary	a. Lead discussions and participate in group settings
b. Show respect for others and promote diverse opinions	b. Show respect for others and promote diverse opinions	b. Show respect for others and promote diverse opinions	b. Show respect for others and promote diverse opinions
c. Demonstrate ability to solicit input from individuals and groups	c. Demonstrate ability to solicit input from individuals and groups	c. Solicit input from individuals and groups	c. Demonstrate ability to solicit input from individuals and groups
d. Demonstrate ability to communicate epidemiologic	d. Demonstrate ability to communicate epidemiologic	d. Create messages to communicate epidemiologic findings, methodology,	d. Create messages to communicate epidemiologic

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
III. Skill Domain – Communication	III. Skill Domain – Communication	III. Skill Domain – Communication	III. Skill Domain – Communication
findings, methodology, and principles when part of a multidisciplinary team	findings, methodology, and principles when part of a multidisciplinary team	and principles to multidisciplinary teams	findings, methodology, and principles to multidisciplinary teams
e. Demonstrate ability to interview individuals associated with disease investigations	e. Demonstrate ability to interview individuals associated with disease investigations	e. N/A	e. N/A
f. Use communication skills to help resolve conflict	f. Use communication skills to help resolve conflict	f. Use communication skills to help resolve conflict	f. Use communication skills to help resolve conflict
g. Support communication of findings to affected individuals or communities using mechanisms that are tailored to that individual community/special population	g. Communicate findings to affected individuals or communities using mechanisms that are tailored to that individual or community/special population	g. Create messages that communicate findings to affected individuals or communities using mechanisms that are tailored to that individual or community/special population	g. Create messages that communicate findings to affected individuals or community using mechanisms that are tailored to that individuals or community/special population
<i>4. Use effective communication technologies</i>	<i>4. Use effective communication technologies</i>	<i>4. Assure utilization of effective communication technologies</i>	<i>4. Use effective communication technologies</i>
i. Participate in the development of the design and content of Web-based communication	i. Participate in the development of the design and content of Web-based communication	i. Approve the design and content of Web-based communication	i. Create content for Web-based communication
ii. Use policies that address security, privacy, and legal considerations when communicating epidemiologic information via email, health alert networks, or other potentially public documents	ii. Use policies that address security, privacy, and legal considerations when communicating epidemiologic information via email, health alert networks, or other potentially public documents	ii. Enforce policies that address security, privacy, and legal considerations when communicating epidemiologic information via email, health alert networks, or other potentially public documents	ii. Develop as needed policies that address security, privacy, and legal considerations when communicating epidemiologic information via email, health alert networks, or other potentially public documents
iii. N/A	iii. Use effective educational and behavioral techniques and technological tools to promote public health (e.g., through community education, behavior modification, collaborative policy development, issue advocacy, and community mobilization)	iii. Use effective educational and behavioral techniques and technological tools to promote public health (e.g., through community education, behavior modification, collaborative policy development, issue advocacy, and community mobilization)	iii. Use effective educational and behavioral techniques and technological tools to promote public health (e.g., through community education, behavior modification, collaborative policy development, issue advocacy, and community mobilization)

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
IV. Skill Domain – Community Dimensions of Practice	IV. Skill Domain – Community Dimensions of Practice	IV. Skill Domain – Community Dimensions of Practice	IV. Skill Domain – Community Dimensions of Practice
<i>1. Provide epidemiologic input into epidemiologic studies, public health programs and community public health planning processes at the state, local or tribal level</i>	<i>1. Provide epidemiologic input into epidemiologic studies, public health programs and community public health planning processes at the state, local or tribal level</i>	<i>1. Lead epidemiologic studies, public health programs and community public health planning processes at the state, local or tribal level</i>	<i>1. Lead epidemiologic studies, public health programs and community public health planning processes at the state, local or tribal level</i>
i. Supply information from health status assessments to aid in the design, interpretation, and conduct of epidemiologic studies	i. Use information from the community and from health status assessments to aid in the design, interpretation, and conduct of epidemiologic studies	i. Synthesize information from the community and from health status assessments to aid in the design, interpretation, and conduct of epidemiologic studies	i. Synthesize information from the community and from health status assessments to aid in the design, interpretation, and conduct of epidemiologic studies
a. N/A	a. Use strategies for engaging communities in dialogue on health issues requiring study	a. Engage communities in dialogue on health issues requiring study	a. Engage communities in dialogue on health issues requiring study
b. N/A	b. Use strategies for reaching populations and individuals that traditionally may not have had the opportunity to participate in priority setting processes	b. Assure outreach to populations and individuals that traditionally may not have had the opportunity to participate in priority setting processes	b. Assure outreach populations and individuals that traditionally may not have had the opportunity to participate in priority setting processes
c. Provide communities with data as directed to aid in identifying health priorities for study	c. Assist communities in identifying health priorities for study	c. Provide leadership to communities in identifying health priorities for study	c. Provide leadership to communities in identifying health priorities for study
d. Provide technical assistance as directed to communities and outside partners with respect to surveillance, epidemiological data, and evaluation	d. Provide technical assistance to communities and outside partners with respect to surveillance, epidemiological data, and evaluation	d. Provide technical assistance to communities and outside partners with respect to surveillance, epidemiological data, and evaluation	d. Provide technical assistance to communities and outside partners with respect to surveillance, epidemiological data, and evaluation
ii. Assist in providing epidemiologic input into an assessment of the local public health system to aid in state, local or tribal public health planning	ii. Provide epidemiologic input into an assessment of the local public health system to aid in state, local or tribal public health planning	ii. Lead epidemiologic portion of assessment of the local public health system to aid in state, local or tribal public health planning	ii. Lead epidemiologic portion of assessment of the local public health system to aid in state, local or tribal public health planning
a. N/A	a. Map out the different levels of governmental public health (tribal, local, state, and federal) and their	a. Assure that the different levels of governmental public health (tribal, local, state, and federal) and their	a. Map out the different levels of governmental public health (tribal, local, state, and federal) and their

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
IV. Skill Domain – Community Dimensions of Practice	IV. Skill Domain – Community Dimensions of Practice	IV. Skill Domain – Community Dimensions of Practice	IV. Skill Domain – Community Dimensions of Practice
	roles and responsibilities in the community	roles and responsibilities are mapped out in the community	roles and responsibilities in the community
b. N/A	b. Characterize the interactions between different levels of government in relation to community public health programs	b. Assure that the interactions between different levels of government in relation to community public health programs are characterized	b. Characterize the interactions between different levels of government in relation to community public health programs
c. N/A	c. Assess the funding streams for public health and epidemiology programs that affect the community	c. Assess the funding streams for public health and epidemiology programs that affect the community	c. Assess the funding streams for public health and epidemiology programs that affect the community
d. Assist in identifying the specific populations within the community or region that each public health program seeks to reach	d. Identify the specific populations within the community or region that each public health program seeks to reach	d. Assure that the specific populations within the community or region that each public health program seeks to reach are identified	d. Identify the specific populations within the community or region that each public health program seeks to reach
e. Assist in identifying the epidemiology data collection and analysis needs of each program	e. Identify the epidemiology data collection and analysis needs of each program	e. Assure that the epidemiology data collection and analysis needs of each program are identified	e. Identify the epidemiology data collection and analysis needs of each program
f. N/A	f. N/A	f. Identify community themes and strengths	f. Identify community themes and strengths

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
IV. Skill Domain – Community Dimensions of Practice	IV. Skill Domain – Community Dimensions of Practice	IV. Skill Domain – Community Dimensions of Practice	IV. Skill Domain – Community Dimensions of Practice
g. N/A	g. Map out the community medical care delivery system, including financing and structure and major policy issues affecting medical care	g. Assure that the community medical care delivery system is mapped out, including financing and structure and major policy issues affecting medical care	g. Map out the community medical care delivery system, including financing and structure and major policy issues affecting medical care
h. N/A	h. Characterize relationships among public and private organizations within the community	h. Assure that relationships among public and private organizations within the community are characterized	h. Characterize relationships among public and private organizations within the community
i. N/A	i. Identify environmental, social, and cultural factors that affect the community's health	i. Assure that environmental, social, and cultural factors that affect the community's health are analyzed	i. Evaluate environmental, social, and cultural factors that affect the community's health
j. N/A	j. Document changes that are occurring or are expected to occur that affect the community's health or the local public health system (eg, a Mobilizing for Action through Planning and Partnerships [MAPP] forces of change assessment)	j. Examine changes that are occurring or are expected to occur that affect the community's health or the local public health system (eg, a Mobilizing for Action through Planning and Partnerships [MAPP] forces of change assessment)	j. Examine changes that are occurring or are expected to occur that affect the community's health or the local public health system (eg, a Mobilizing for Action through Planning and Partnerships [MAPP] forces of change assessment)
k. N/A	k. Identify threats and opportunities that arise from these changes	k. Evaluate threats and opportunities that arise from these changes	k. Evaluate threats and opportunities that arise from these changes

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
IV. Skill Domain – Community Dimensions of Practice	IV. Skill Domain – Community Dimensions of Practice	IV. Skill Domain – Community Dimensions of Practice	IV. Skill Domain – Community Dimensions of Practice
<i>2. Participate in development of community partnerships to support epidemiologic investigations</i>	<i>2. Participate in development of community partnerships to support epidemiologic investigations</i>	<i>2. Develop community partnerships to support epidemiologic investigations</i>	<i>2. Develop community partnerships to support epidemiologic investigations</i>
i. N/A	i. Identify partners and stakeholders necessary for epidemiologic investigation	i. Sustain relationships with partners and stakeholders necessary for epidemiologic investigation	i. Solicit partners and stakeholders necessary for epidemiologic investigation
ii. Contribute to community-specific participation strategies to engage the public in the planning, implementation, and evaluation of epidemiologic investigations when indicated	ii. Use community-specific participation strategies in the planning, implementation, and evaluation of epidemiologic investigations when indicated	ii. Assure the use of community-specific participation strategies in the planning, implementation, and evaluation of epidemiologic investigations when indicated	ii. Develop community-specific participation strategies in the planning, implementation, and evaluation of epidemiologic investigations when indicated
iii. N/A	iii. Clarify the roles of partners and stakeholders in the epidemiologic investigation	iii. Clarify the roles of partners and stakeholders in the epidemiologic investigation	iii. Clarify the roles of partners and stakeholders in the epidemiologic investigation
iv. N/A	iv. Participate in the development of epidemiologic studies, including incorporating input from task forces and other target audiences	iv. Lead the development of epidemiologic studies, including incorporating input from task forces and other target audiences	iv. Lead the development of epidemiologic studies, including incorporating input from task forces and other target audiences

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
V. Skill Domain – Cultural Competency	V. Skill Domain – Cultural Competency	V. Skill Domain – Cultural Competency	V. Skill Domain – Cultural Competency
<i>1. Describe population by race, ethnicity, culture, socio, educational, and professional backgrounds, age, gender, religion, and sexual orientation</i>	<i>1. Describe population by race, ethnicity, culture, socio, educational, and professional backgrounds, age, gender, religion, and sexual orientation</i>	<i>1. Differentiate special populations by race, ethnicity, culture, socio, educational, and professional backgrounds, age, gender, religion, and sexual orientation</i>	<i>1. Differentiate special populations by race, ethnicity, culture, socio, educational, and professional backgrounds, age, gender, religion, and sexual orientation</i>
i. Identify special populations in the community that may be significant in addressing public health problems	i. Identify special populations in the community that may be significant in addressing public health problems	i. Assure that each special population is characterized by size, location, and other factors that may be significant in addressing public health problems	i. Characterize each special population by size, location, and other factors that may be significant in addressing public health problems
<i>2. Establish relationships with groups of special concern (e.g., disadvantaged or minority groups, groups subject to health disparities, historically underrepresented groups)</i>	<i>2. Establish relationships with groups of special concern (e.g., disadvantaged or minority groups, groups subject to health disparities, historically underrepresented groups)</i>	<i>2. Establish relationships with groups of special concern (e.g., disadvantaged or minority groups, groups subject to health disparities, historically underrepresented groups)</i>	<i>2. Establish relationships with groups of special concern (e.g., disadvantaged or minority groups, groups subject to health disparities, historically underrepresented groups)</i>
i. N/A	i. Study populations' history and past treatment by public health system	i. Evaluate populations' history and past treatment by public health system	i. Evaluate historical context of populations' history and past treatment by public health system
ii. N/A	ii. N/A	ii. Formulate communication strategies for special populations based on knowledge of historical treatment	ii. Formulate communications strategies for special populations based on knowledge of historical treatment
iii. N/A	iii. N/A	iii. Organize outreach efforts to special populations	iii. Organize outreach efforts to special populations
iv. N/A	iv. Develop mechanisms to receive input from groups of special concern into the design and conduct of epidemiologic practice	iv. Assure that input from groups of special concern is used in the design and conduct of epidemiologic practice	iv. Assure that input from groups of special concern is used in the design and conduct of epidemiologic practice
<i>3. Describe surveillance systems that include health disparities or other potentially under-represented groups. (using standard categories where available)</i>	<i>3. Design surveillance systems to include health disparities or other potentially under-represented groups (using standard categories where available)</i>	<i>3. Assure that surveillance systems are designed to include health disparities or other potentially under-represented groups (using standard categories where available)</i>	<i>3. Assure that surveillance systems are designed to include health disparities or other potentially under-represented groups (using standard categories where available)</i>
i. Identify standard categories used to define special populations	i. Use standard categories when defining special populations	i. Assure that standard categories are used to define special populations, taking into	i. Select standard categories used to define special populations

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
V. Skill Domain – Cultural Competency	V. Skill Domain – Cultural Competency	V. Skill Domain – Cultural Competency	V. Skill Domain – Cultural Competency
		account historical, social, and political contexts of standard categories	
ii. Identify historical, social, and political contexts of standard categories	ii. Identify historical, social, and political contexts of standard categories	ii. N/A	ii. Examine historical, social, and political contexts of standard categories
iii. Identify limitations of standard categories	iii. Identify limitations of standard categories	iii. N/A	iii. Explain limitations of standard categories
iv. N/A	iv. Work with community as necessary to develop new categories if standard categories are unavailable	iv. Lead collaboration with community as necessary to develop new categories if standard categories are unavailable	iv. Work with community as necessary to develop new categories if standard categories are unavailable
v. N/A	v. Design data collection tools to capture information needed to assess health disparities	v. Assure that data collection tools and sampling plan capture information needed to assess health disparities and provide stable estimates in populations of interest	v. Verify that data collection tools will capture information needed to assess health disparities
vi. N/A	vi. Design sampling plan to ensure sample size large enough to provide stable estimates in populations of interest	vi. N/A	vi. Evaluate sampling plan to ensure sample size large enough to provide stable estimates in populations of interest
vii. Avoid potential adverse impacts of data collection on special populations	vii. Avoid potential adverse impacts of data collection on special populations	vii. Assure that data collection does not adversely impact special populations	vii. Avoid potential adverse impacts of data collection on special populations.
<i>4. Conduct investigations using languages and approaches tailored to population</i>	<i>4. Conduct investigations using languages and approaches tailored to population</i>	<i>4. Assure that investigations use languages and approaches tailored to population</i>	<i>4. Organize investigations that use languages and approaches tailored to population</i>
i. Identify primary language of population	i. Identify primary language of population	i. Identify primary language of population	i. Identify primary language of population
ii. Use knowledge of specific socio-cultural factors in the population	ii. Use knowledge of specific socio-cultural factors in the population	ii. Use knowledge of specific socio-cultural factors in the population	ii. Use knowledge of specific socio-cultural factors in the population
iii. N/A	iii. N/A	iii. Identify mechanisms for contact and communication with population	iii. Identify mechanisms for contact and communication with population
iv. N/A	iv. N/A	iv. Assure that investigative methods will accommodate special needs of the population	iv. Identify investigative methods that will accommodate special needs of the population

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
V. Skill Domain – Cultural Competency	V. Skill Domain – Cultural Competency	V. Skill Domain – Cultural Competency	V. Skill Domain – Cultural Competency
v. N/A	v. N/A	v. Synthesize this knowledge into an investigation strategy	v. Synthesize this knowledge into an investigation strategy
vi. N/A	vi. N/A	vi. Facilitate staff access to identified support or mechanisms needed to communicate with population.	vi. N/A
<i>5. Use standard population categories or subcategories when performing data analysis</i>	<i>5. Use standard population categories or subcategories when performing data analysis</i>	<i>5. Assure that standard population categories or subcategories are used for data analysis</i>	<i>5. Assure that standard population categories or subcategories are used for data analyses</i>
<i>6. N/A</i>	<i>6. Use knowledge of specific socio-cultural factors in the population to interpret findings</i>	<i>6. Use knowledge of specific socio-cultural factors in the population to interpret findings</i>	<i>6. Use knowledge of specific socio-cultural factors in the population to interpret findings s</i>
i. N/A	i. Identify cultural factors that may have influenced outcome of investigation	i. Evaluate cultural factors that may have influenced outcome of investigation	i. Evaluate cultural factors that may have influenced outcome of investigation
ii. N/A	ii. N/A	ii. Assess impact of investigation findings on the population	ii. Assess impact of investigation findings on the population
<i>7. Support public health actions that are relevant to the affected community</i>	<i>7. Recommend public health actions that would be relevant to the affected community</i>	<i>7. Assure that actions that are relevant to the affected community</i>	<i>7. Recommend actions that will be relevant to the affected community</i>
i. Use alternative actions that have been shown to be effective in similar populations	i. Use alternative actions that have been shown to be effective in similar populations	i. Assure use of alternative actions that have been shown to be effective in similar populations	i. Evaluate alternative actions that have been shown to be effective in similar populations
ii. Use action strategies that will address the issues identified in the investigation while meeting the needs of the community	ii. Use action strategies that will address the issues identified in the investigation while meeting the needs of the community	ii. Create action strategies that will address the issues identified in the investigation while meeting the needs of the community	ii. Create action strategies that will address the issues identified in the investigation while meeting the needs of the community
iii. N/A	iii. N/A	iii. Validate the choice of action strategy through consultation with the affected community	iii. Validate the choice of action strategy through consultation with the affected community

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
<i>VI. Skill Domain – Financial and Operational Planning and Management</i> (Operational planning, financial planning, and management skills)	<i>VI. Skill Domain – Financial and Operational Planning and Management</i> (Operational planning, financial planning, and management skills)	<i>VI. Skill Domain – Financial and Operational Planning and Management</i> (Operational planning, financial planning, and management skills)	<i>VI. Skill Domain – Financial and Operational Planning and Management</i> (Operational planning, financial planning, and management skills)
<i>1. Conduct epidemiologic activity within the financial and operational plan of the agency</i>	<i>1. Conduct epidemiologic activity within the financial and operational plan of the agency</i>	<i>1. Create operational and financial plans for future epidemiologic activities</i>	<i>1. Conduct epidemiologic activity within the financial and operational plan of the agency</i>
i. N/A	i. Set goals and objectives for epidemiology program	i. Set goals and objectives for epidemiology program	i. Provide input into goals and objectives for epidemiology program
ii. N/A	ii. Formulate tasks to meet goals and objectives	ii. Formulate tasks to meet goals and objectives	ii. Formulate tasks to meet goals and objectives
iii. Construct a timeline for carrying out the tasks	iii. Construct a timeline for carrying out the tasks	iii. Construct a timeline for carrying out the tasks	iii. Construct a timeline for carrying out the tasks
iv. Conduct epidemiologic activity, including travel, within specified budget	iv. Describe personnel, staffing, travels, and other needs for epidemiologic activity	iv. N/A	iv. Describe personnel, staffing, travels, and other needs for epidemiologic activity
v. Maintain accurate records	v. Maintain accurate records	v. N/A	v. Maintain accurate records
<i>2. Describe the financial planning and budgetary process of the epidemiology program</i>	<i>2. Assist in developing a fiscally sound budget that will support the activities defined in the operational plan and is consistent with the financial rules of the agency</i>	<i>2. Formulate a fiscally-sound budget that will support the activities defined in the operational plan and is consistent with the financial rules of the agency</i>	<i>2. Describe the financial planning and budgetary process of the agency</i>
i. N/A	i. Assess the financial rules of the agency and available resources to establish boundaries for the budget	i. Assess the financial rules of the agency and available resources to establish boundaries for the budget	i. Assess the financial rules of the agency and available resources to establish boundaries for the budget
ii. List resources necessary to carry out tasks in the operational plan, including personnel, equipment, supplies, and travel costs	ii. Estimate resources necessary to carry out tasks in the operational plan, including personnel, equipment, supplies, and travel costs	ii. Justify resources necessary to carry out tasks in the operational plan, including personnel, equipment, supplies, and travel costs	ii. Estimate resources necessary to carry out tasks in the operational plan, including personnel, equipment, supplies, and travel costs
iii. N/A	iii. N/A Estimate expenditures that may arise from unexpected epidemiologic activities, such as rapid investigations and emergency response	iii. Estimate expenditures that may arise from unexpected epidemiologic activities, such as rapid investigations and emergency response	iii. N/A

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
<i>VI. Skill Domain – Financial and Operational Planning and Management</i> (Operational planning, financial planning, and management skills)	<i>VI. Skill Domain – Financial and Operational Planning and Management</i> (Operational planning, financial planning, and management skills)	<i>VI. Skill Domain – Financial and Operational Planning and Management</i> (Operational planning, financial planning, and management skills)	<i>VI. Skill Domain – Financial and Operational Planning and Management</i> (Operational planning, financial planning, and management skills)
3. Implement operational and financial plans	3. Implement operational and financial plans	<i>3. Oversee implementation of operational and financial plans</i>	3. Implement operational and financial plans for assigned projects
i. N/A	i. Assign tasks to staff members	i. Assign tasks to staff members	i. N/A
ii. Compare progress to expectations established in plan	ii. Compare progress to expectations established in plan	ii. Compare progress to expectations established in plan	ii. Compare progress to expectations established in plan
iii. N/A	iii. Track fiscal expenditures against financial plan	iii. Evaluate fiscal expenditures against financial plan	iii. Evaluate fiscal expenditures against financial plan
iv. Adjust activities as necessary to stay within defined budget	iv. Adjust activities as necessary to stay within defined budget	iv. Adjust activities as necessary to stay within defined budget	iv. Adjust activities as necessary to stay within defined budget
v. Seek additional resources as necessary to support unexpected	v. Seek additional resources as necessary to support unexpected activities	v. Seek additional resources as necessary to support unexpected activities	v. N/A
vi. Follow chain of command	vi. Follow chain of command	vi. Follow chain of command and agency financial rules	vi. Follow chain of command
4. N/A	<i>4. Assist in preparation of proposals for extramural funding</i>	<i>4. Develop Requests for Proposals for extramural funding to support additional epidemiologic activities and special projects</i>	<i>4. Prepare proposals for extramural funding, for review and input from managers</i>
i. N/A	i. Identify funding needs for epidemiology activity	i. Identify epidemiologic activities that need extramural funding	i. Identify funding needs for epidemiology activity
ii. N/A	ii. Identify funding opportunities for epidemiology activity	ii. Evaluate funding opportunities to support epidemiology activities	ii. Identify funding opportunities for epidemiology activity
iii. N/A	iii. Prepare proposals, in whole or in part, to obtain funding for epidemiology activity	iii. Create scientifically-sound proposals that will support epidemiologic activities and meet the requirements of the funding agency	iii. Prepare proposals, in whole or in part, to obtain funding for epidemiology activity
5. N/A	<i>5. Use management skills</i>	<i>5. Use management skills</i>	5. N/A

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
<i>VI. Skill Domain – Financial and Operational Planning and Management</i> (Operational planning, financial planning, and management skills)	<i>VI. Skill Domain – Financial and Operational Planning and Management</i> (Operational planning, financial planning, and management skills)	<i>VI. Skill Domain – Financial and Operational Planning and Management</i> (Operational planning, financial planning, and management skills)	<i>VI. Skill Domain – Financial and Operational Planning and Management</i> (Operational planning, financial planning, and management skills)
i. N/A	i. Establish roles and responsibilities of all participants in epidemiologic activities	i. Establish roles and responsibilities of all participants in epidemiologic activities	i. N/A
ii. N/A	ii. Communicate role/responsibility expectations clearly to all team members	ii. Communicate role/responsibility expectations clearly to all staff	ii. N/A
iii. N/A	iii. Assess performance of team members as they carry out their responsibilities	iii. Assess performance of team members as they carry out their responsibilities	iii. N/A
iv. N/A	iv. Coach team members as needed in the performance of their responsibilities	iv. Coach team members as needed in the performance of their responsibilities	iv. N/A
v. N/A	v. N/A	v. Represent epidemiology program on the public health agency management team	v. N/A
<i>7. Use skills that foster collaborations, strong partnerships, and team building to accomplish epidemiology program objectives</i>	<i>7. Use skills that foster collaborations, strong partnerships, and team building to accomplish epidemiology program objectives</i>	<i>7. Promote collaborations, strong partnerships, and team building to accomplish epidemiology program objectives</i>	<i>7. Use skills that foster collaborations, strong partnerships, and team building to accomplish epidemiology program objectives</i>
i. Support collaborative relationships with key personnel of other agencies relevant to the particular epidemiology activity	i. Build collaborative relationships with key personnel of other agencies relevant to the particular epidemiology activity	i. Assure development of collaborative relationships with key personnel of other programs and agencies relevant to the particular epidemiology activity	i. Build collaborative relationships with key personnel of other agencies relevant to the particular epidemiology activity
ii. Work well with other epidemiology project team members of varied backgrounds and education	ii. Work well with other epidemiology project team members of varied backgrounds and education	ii. Lead epidemiology project team members of varied backgrounds and education in working collaboratively and effectively together	ii. Work well with other epidemiology project team members of varied backgrounds and education
iii. N/A	iii. Clarify roles and responsibilities of all participants in epidemiologic activities	iii. Oversee development of clear roles and responsibilities of all participants in epidemiologic activities	iii. Clarify roles and responsibilities of all participants in epidemiologic activities

<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3 Supervisor/Manager</i>	<i>Tier 3 Senior Scientist</i>
VII. Skill Domain – Leadership and Systems Thinking	VII. Skill Domain – Leadership and Systems Thinking	VII. Skill Domain – Leadership and Systems Thinking	VII. Skill Domain – Leadership and Systems Thinking
<i>1. N/A</i>	<i>1. Support the epidemiology perspective in the agency strategic planning process</i>	<i>1. Promote the epidemiology perspective in the agency strategic planning process</i>	<i>1. Promote the epidemiology perspective in the agency strategic planning process</i>
<i>2. Support the organization's vision in all programs and activities</i>	<i>2. Promote the organization's vision in all programs and activities</i>	<i>2. Lead the creation of epidemiology program's vision in the context of the agency's plan</i>	<i>2. Promote the organization's vision in all programs and activities</i>
i. Support strategic plan	i. Assist in strategic planning	i. Develop strategic plan	i. Assist in strategic planning
a. N/A	a. Describe process for organizational strategic planning	a. Develop process for epidemiological strategic planning within agency vision	a. Describe process for organizational strategic planning
b. N/A	b. Identify internal and external issues that may impact delivery of essential public health services (competency from Council on Linkages)	b. Evaluate internal and external issues that may impact delivery of essential public health services	b. Identify internal and external issues that may impact delivery of essential public health services (competency from Council on Linkages)
c. N/A	c. Facilitate collaboration with internal and external groups to ensure participation of key stakeholders (competency from Council on Linkages)	c. Direct collaboration with internal and external groups to ensure participation of key stakeholders	c. Facilitate collaboration with internal and external groups to ensure participation of key stakeholders (competency from Council on Linkages)
d. N/A	d. Participate in the development of strategic priorities and associated action plans	d. Develop strategic priorities and associated action plans	d. Participate in the development of strategic priorities and associated action plans
e. N/A	e. N/A	e. Assure that research agenda is consistent with budget resources and with strategic plan	e. Create research agenda for program areas of responsibility for incorporation into strategic plan
ii. Support change	<i>ii. Implement change</i>	<i>ii. Implement change</i>	<i>ii. Implement change</i>
a. Demonstrate individual skills necessary to implement change,	a. Demonstrate individual skills necessary to implement change,	a. Demonstrate individual skills necessary to implement change,	a. Demonstrate individual skills necessary to implement change,

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VII. Skill Domain – Leadership and Systems Thinking	VII. Skill Domain – Leadership and Systems Thinking	VII. Skill Domain – Leadership and Systems Thinking	VII. Skill Domain – Leadership and Systems Thinking
including ability to support change	including ability to support change	including ability to support change	including ability to support change
b. Demonstrate ability to function as member of a team during change processes	b. Demonstrate ability to function as member of a team during change processes	b. Demonstrate ability to lead teams during change processes	b. Demonstrate ability to function as member of a team during change processes
c. N/A	c. Participate in monitoring and sustaining organizational change	c. Monitor and sustain organizational change	c. Participate in monitoring and sustaining organizational change
<i>3. Use performance measures to improve epidemiology program effectiveness</i>	<i>3. Use performance measures to evaluate and improve epidemiology program effectiveness</i>	<i>3. Use performance measures to evaluate and improve epidemiology program effectiveness</i>	<i>3. Use performance measures to evaluate and improve epidemiology program effectiveness</i>
i. Contribute to implementation and monitoring of organizational performance measures that demonstrate program effectiveness	i. Contribute to development, implementation, and monitoring of organizational performance measures that demonstrate program effectiveness	i. Develop, implement, and monitor organizational performance measures that demonstrate program effectiveness	i. Contribute to development, implementation, and monitoring of organizational performance measures that demonstrate program effectiveness
a. Demonstrate knowledge of performance measures	a. Demonstrate knowledge of performance measures	a. Systematize existing organizational performance measures	a. Demonstrate knowledge of performance measures
b. N/A	b. Lead process to develop new performance measures if necessary	b. Lead process to develop new performance measures if necessary	b. N/A
c. N/A	c. Assist in creating plan for implementing performance measures	c. Create plan for implementing performance measures	c. .Assist in creating plan for implementing performance measures
d. Adopt and implement performance measures	d. Adopt and implement performance measures	d. Lead team in implementing performance measures	d. Adopt and implement performance measures
e. N/A	e. N/A Evaluate results of performance measures' implementation	e. Evaluate results of performance measures' implementation	e. N/A
f. Take action to improve program performance	f. Take action to improve program performance	f. Take action to improve program performance	f. Take action to improve program performance
<i>4. Promote ethical conduct in epidemiology practice</i>	<i>4. Promote ethical conduct in epidemiology practice</i>	<i>4. Promote ethical conduct in epidemiology practice</i>	<i>4. Promote ethical conduct in epidemiology practice</i>

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i. Demonstrate ethical conduct in personal behavior and epidemiology practice	i. Demonstrate ethical conduct in personal behavior and epidemiology practice	i. Demonstrate ethical conduct in personal behavior and epidemiology practice	i. Demonstrate ethical conduct in personal behavior
ii. Promote ethical conduct in organization's policies and practices including emphasis on addressing health disparities	ii. Promote ethical conduct in organization's policies and practices including emphasis on addressing health disparities	ii. Promote ethical conduct in organization's policies and practices including emphasis on addressing health disparities	ii. Promote ethical conduct in organization's policies and practices including emphasis on addressing health disparities
iii. N/A	iii. Make expectations of ethical conduct clear to team members	iii. Make expectations of ethical conduct clear to team members	iii. Make expectations of ethical conduct clear to team members
iv. Follow organization's policies and practices related to ethical conduct	iv. Follow organization's policies and practices related to ethical conduct	iv. Enforce organization's policies and practices related to ethical conduct	iv. N/A
<i>4. Practice professional development</i>	<i>4. Promote workforce development</i>	<i>4. Assure professional development of epidemiology workforce</i>	<i>4. Promote workforce development</i>
<i>i. N/A</i>	i Organize team with skills necessary to conduct high-level epidemiology analyses	i. Assemble teams with necessary skills to conduct a range of epidemiologic functions	i. Organize team with skills necessary to conduct high-level epidemiology analyses
<i>a. N/A</i>	a. Assess skills and abilities needed to perform high-level epidemiology analyses	a. Assess skills and abilities needed to perform high-level epidemiology analyses	a. Assess skills and abilities needed to perform high-level epidemiology analyses
<i>b. N/A</i>	b. Evaluate current agency staff to determine whether individuals with needed skills and abilities are present	b. Evaluate current agency staff to determine whether individuals with needed skills and abilities are present	b. Evaluate current agency staff to determine whether individuals with needed skills and abilities are present
<i>c. N/A</i>	<i>c. N/A</i>	c, Assess workforce, workplace, and other issues that impact recruitment	<i>c. N/A</i>
<i>d. N/A</i>	<i>d. N/A</i>	d. Develop recruitment plans that address identified issues	<i>d. N/A</i>
<i>e. N/A</i>	e. Coordinate with agency management to recruit individuals	e. Coordinate with agency management to recruit individuals	e. Coordinate with agency management to recruit individuals

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	with needed skill, if necessary	with needed skill, if necessary	with needed skill, if necessary
<i>f. N/A</i>	f. Collaborate with external organizations to obtain assistance with needed analytical support if necessary	f. Collaborate with external organizations to obtain assistance with needed analytical support if necessary	d. Collaborate with external organizations to obtain assistance with needed analytical support if necessary
<i>g. N/A</i>	g. Assure that teams with necessary skills to conduct a range of epidemiologic functions are incorporated into work plans and the workforce	g. Assure that teams with necessary skills to conduct a range of epidemiologic functions are incorporated into work plans and the workforce	<i>g. N/A</i>
<i>h. N/A</i>	h. Provide coaching to staff performing epidemiologic analyses	h. Provide coaching to staff performing epidemiologic analyses	h. Provide coaching to staff performing epidemiologic analyses
ii. Participate in ongoing team learning	ii. Promote ongoing team learning	ii. Enable ongoing team learning	ii. Promote ongoing team learning
a. N/A	a. Assess the proficiency of team members' skills against standard competency sets	a. Assess the proficiency of team members' skills against standard competency sets	a. Assess the proficiency of team members' skills against standard competency sets
b. N/A	b. Identify professional development opportunities for team members	b. Identify professional development opportunities for team members	b. Identify professional development opportunities for team members
c. N/A	c. Adjust workload of team members as necessary to enable participation in professional development opportunities	c. Adjust workload of team members as necessary to enable participation in professional development opportunities	c. N/A
d. N/A	d. Encourage team members take advantage of development opportunities	d. Provide resources for team members take advantage of development opportunities	d. Encourage team members take advantage of development opportunities
e. Assess personal educational and training needs and seek	e. Assess personal educational and training needs and seek	e. Assess personal educational and training needs and seek additional	e. Assess personal educational and training needs and seek

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additional education and training as necessary	additional education and training as necessary	education and training as necessary	additional education and training as necessary
iii. N/A	iii. Retain epidemiology staff	iii. Retain epidemiology staff	iii. N/A
a. N/A	a. Assess issues affecting workforce retention	a. Assess issues affecting workforce retention	a. N/A
b. N/A	b. Evaluate strategies to improve workforce retention	b. Evaluate strategies to improve workforce retention	b. N/A
c. N/A	c. Develop strategies to retain staff consistent with agency human resource retention strategies	c. Develop strategies to retain staff consistent with agency human resource retention strategies	c. N/A
<i>6. Prepare for emergency response</i>	<i>6. Prepare for emergency response</i>	<i>6. Lead epidemiology unit in prepaing for emergency response</i>	<i>6. Prepare for emergency response)</i>
i. N/A	i. Present epidemiology perspective in development of agency emergency response plan.	i. Present epidemiology perspective in development of agency emergency response plan.	i. N/A
ii. N/A	ii. Participate in emergency response planning for epidemiology unit	ii. Lead emergency response planning for epidemiology unit	ii. Participate in emergency response planning for epidemiology unit
a. Be familiar with the epidemiology section of emergency response plan	a. Participate in the development of a written epidemiology section in the agency's or agency unit's emergency response plan including continuity of agency operations	a. Assure that the agency (or agency unit) has a written epidemiology section of emergency response plan including continuity of agency operations	a. Participate in the development of a written epidemiology section in the agency's or agency unit's emergency response plan for including continuity of agency operations.
b. N/A	b. Communicate epidemiology information, roles, capacities, and legal authority to all emergency response partners	b. Assure communication of epidemiology information, roles, capacities, and legal authority to all emergency response partners	b. Communicate epidemiology information, roles, capacities, and legal authority to all emergency response partners

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VII. Skill Domain – Leadership and Systems Thinking	VII. Skill Domain – Leadership and Systems Thinking	VII. Skill Domain – Leadership and Systems Thinking	VII. Skill Domain – Leadership and Systems Thinking
c. N/A	c. Maintain regular communication with emergency response partners	c. Assure regular communication with emergency response partners	c. Maintain regular communication with emergency response partners
d. Participate in regular exercises and/or drills of all parts of emergency response	d. Participate in regular exercises and/or drills of all parts of emergency response	d. Lead epidemiology unit's participation in regular exercises and/or drills of all parts of emergency response	d. Participate in regular exercises and/or drills of all parts of emergency response.
e. N/A	e. Participate in the evaluation of emergency response exercises/drills (or actual response)	e. Evaluate the participation of the epidemiology unit in emergency response exercises/drills (or actual response)	e. Participate in the evaluation of emergency response exercises/drills (or actual response)
f. Obtain necessary continuing education to respond to emergencies	f. Assure that staff receive necessary continuing education to respond to emergencies	f. Assure that staff receive necessary continuing education to respond to emergencies	f. Obtain necessary continuing education to respond to emergencies
ii. Respond to public health emergencies	ii. Respond to public health emergencies	ii. Lead epidemiology response to public health emergencies	ii. Respond to public health emergencies
a. Adhere to individual's role in incident command and incident management	a. Adhere to individual's role in incident command and incident management	a. Assure that epidemiology staff adhere to their roles in incident command and incident management	a. Adhere to individual's role in incident command and incident management
b. Maintain regular communication with partner professionals in other agencies involved in emergency response	b. Maintain regular communication with partner professionals in other agencies involved in emergency response	b. Assure that regular communication is maintained with partner professionals in other agencies involved in emergency response	b. Maintain regular communication with partner professionals in other agencies involved in emergency response

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<i>VIII. Skill Domain – Policy Development</i>	<i>VIII. Skill Domain – Policy Development</i>	<i>VIII. Skill Domain – Policy Development</i>	<i>VIII. Skill Domain – Policy Development</i>
<i>1. Support the application of epidemiology knowledge to the development and analysis of public health policies</i>	<i>1. Bring epidemiology perspective in the development and analysis of public health policies</i>	<i>1. Bring epidemiology perspective in the development and analyze public health policies</i>	<i>1. Bring epidemiology perspective in the development and analysis of public health policies</i>
i. Describe how policy decisions are made within the agency	i. Demonstrate understanding public health policies and policy development from an epidemiology perspective	i. Evaluate public health policies and policy development from an epidemiology perspective	i. Demonstrate understanding of public health policies and policy development from an epidemiology perspective
a. N/A	a. Describe breadth and limitations of existing regulations and laws at agency, local, state, and federal level that affect epidemiology activities	a. Examine the breadth and limitations of existing regulations and laws at agency, local, state, and federal level that affect epidemiology activities	a. Describe breadth and limitations of existing regulations and laws at agency, local, state, and federal level that affect epidemiology activities
b. N/A	b. Demonstrate to decision-makers the value of epidemiology and other evidence in developing policy	b. Justify the use of epidemiology and other evidence in developing policy	b. Demonstrate to decision-makers the value of epidemiology and other evidence in developing policy
c. Provide epidemiologic and evidence-based information and data in the development of new policies, including data that demonstrate the need for change in existing policies	c. Provide epidemiologic and evidence-based information and data in the development of new policies, including data that demonstrate the need for change in existing policies	c. Synthesize epidemiologic and evidence-based information and data for presentation to policy makers	c. Provide epidemiologic and evidence-based information and data in the development of new policies, including data that demonstrate the need for change in existing policies
d. Assist in creating decision memos that outline policy alternatives and facilitate scientifically sound decision-making	d. Participate in creating decision memos that outline policy alternatives and facilitate scientifically sound decision-making	c. Create decision memos that outline policy alternatives and facilitate scientifically sound decision-making	d. Participate in creating decision memos that outline policy alternatives and facilitate scientifically sound decision-making
2. N/A	2 Support development of policies relating to epidemiology activities	2. Lead development of policies relating to epidemiology activities	2. Support development of policies relating to epidemiology activities
a. N/A	a. Provide input into the development of new policies	a. Create opportunities for staff to provide input into the development of new policies	a. Provide input into the development of new policies
b. N/A	b. N/A	b. Incorporate public input into development of epidemiologic policies	b. N/A
c. N/A	c. Advise in the development of	c. Create draft policy language to	c. Advise in the development of

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<i>VIII. Skill Domain – Policy Development</i>	<i>VIII. Skill Domain – Policy Development</i>	<i>VIII. Skill Domain – Policy Development</i>	<i>VIII. Skill Domain – Policy Development</i>
	draft policy language to support necessary epidemiologic actions and activities	support necessary epidemiologic actions and activities	draft policy language to support necessary epidemiologic actions and activities
d. N/A	d. N/A	d. Follow agency procedures for adopting and implementing new policies	d. N/A
e. N/A	e. Examine the impact of policies on achieving epidemiology program goals and objectives	e. Evaluate the impact of policies on achieving epidemiology program goals and objectives	e. Examine the impact of policies on achieving epidemiology program goals and objectives
iii. Support epidemiology roles in programs or plans that derive from public health policies	iii. Participate in translation of public health policies into epidemiology roles in programs or plans	iii. Translate public health policies into epidemiology roles in programs or plans	iii. Participate in translation of public health policies into epidemiology roles in programs or plans
iv. N/A	iv. Demonstrate ability to use designated channels to influence policy decisions made by entities other than the public health agency (such as dealing with elected officials or their staff)	iv. Use designated channels to influence policy decisions made by entities other than the public health agency (such as dealing with elected officials or their staff)	iv. Demonstrate ability to use designated channels to influence policy decisions made by entities other than the public health agency (such as dealing with elected officials or their staff)
v. Adhere to rules and laws applying to government employees and funding sources regarding lobbying	v. Adhere to rules and laws applying to government employees and funding sources regarding lobbying	v. Adhere to rules and laws applying to government employees and funding sources regarding lobbying	v. Adhere to rules and laws applying to government employees and funding sources regarding lobbying