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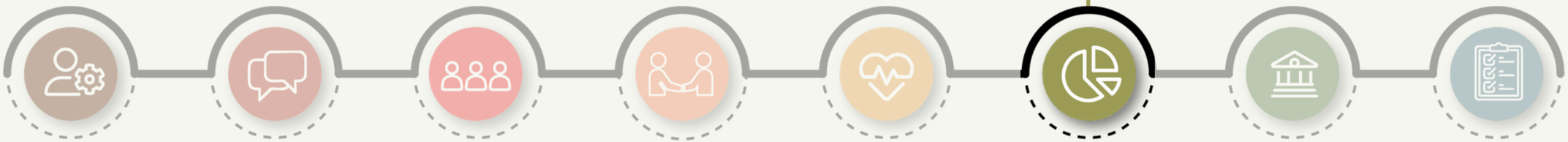
CLASSROOM TO CAREER

Governmental Public Health Toolkit

CENTER FOR PUBLIC HEALTH WORKFORCE DEVELOPMENT
ASPPH

DOMAIN 6

Information and Data



DOMAIN 6 INFORMATION AND DATA

Learning Objectives

By the end of this module, students will be able to:

- Apply all nine Domain 6 Information and Data job tasks in realistic governmental public health scenarios
- Demonstrate how Domain 6 job tasks are performed in governmental public health practice, including responsible data stewardship, documentation, and decision-making
- Select and use appropriate data approaches (primary, secondary, surveillance, and evaluation) to answer governmental public health questions and support public health action



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DOMAIN 6 INFORMATION AND DATA

Topic Overview

Governmental public health agencies rely on information and data to understand community health needs, monitor health trends, guide decision-making, and evaluate the impact of governmental public health programs and services. State, Tribal, local, and territorial (STLT) health departments use data to support population health improvement, resource allocation, accountability, and public trust.

Source: CDC. Public Health Data Strategy, 2023–2028. https://www.cdc.gov/public-health-data-strategy



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DOMAIN 6 INFORMATION AND DATA

Topic Overview

STLT health departments regularly work with information and data to:

- Monitor emerging health issues through surveillance and assessment
- Identify differences in health outcomes, disease burden, and population health needs
- Evaluate the effectiveness of governmental public health programs and interventions
- Inform governmental public health planning, policy development, and resource allocation
- Ensure data are managed, protected, and used responsibly

This Domain focuses on information and data practices used in governmental public health agencies to:

- Collect, manage, and analyze data to support governmental public health action
- Conduct surveillance, evaluation, and community health assessments
- Create data visualizations and communicate findings for varied audiences
- Support evidence-informed decision-making and continuous improvement
- Promote ethical, secure, and responsible use of data in governmental public health practice

Source: CDC. Public Health Data Strategy, 2023–2028. https://www.cdc.gov/public-health-data-strategy



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DOMAIN 6

Job Tasks



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DOMAIN 6

6.1

Comply with data use, security, and dissemination policies.



DOMAIN 6 INFORMATION AND DATA

6.1 Comply with data use, security, and dissemination policies.

What this task *involves*

Following rules about how data can be collected, stored, shared, and published



Source: CDC. Data Modernization. https://www.cdc.gov/surveillance/data-modernization

DOMAIN 6 INFORMATION AND DATA

6.1 Comply with data use, security, and dissemination policies.

On the job, this looks like:

- Protecting personal and confidential health information
- Following HIPAA, IRB, and agency data-sharing rules
- Knowing what data can (and cannot) be shared publicly

Skills you are practicing:

- Data ethics and confidentiality
- Understanding consent and privacy requirements
- Attention to detail and professional responsibility



Source: CDC. Data Modernization. https://www.cdc.gov/surveillance/data-modernization

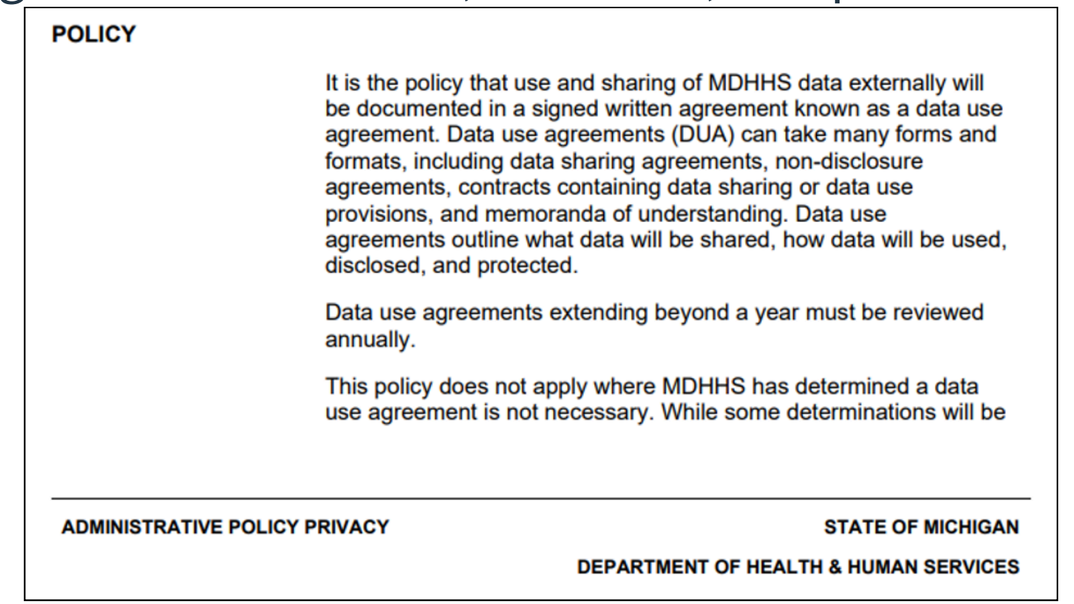
DOMAIN 6 INFORMATION AND DATA

6.1 Comply with data use, security, and dissemination policies.

Real-World *Example*

Michigan Department of Health & Human Services Data Use Agreements Policy

- This state policy explicitly states that external use of department data must be documented in a written data use agreement outlining how data are used, disclosed, and protected.



POLICY

It is the policy that use and sharing of MDHHS data externally will be documented in a signed written agreement known as a data use agreement. Data use agreements (DUA) can take many forms and formats, including data sharing agreements, non-disclosure agreements, contracts containing data sharing or data use provisions, and memoranda of understanding. Data use agreements outline what data will be shared, how data will be used, disclosed, and protected.

Data use agreements extending beyond a year must be reviewed annually.

This policy does not apply where MDHHS has determined a data use agreement is not necessary. While some determinations will be

ADMINISTRATIVE POLICY PRIVACY **STATE OF MICHIGAN**

DEPARTMENT OF HEALTH & HUMAN SERVICES

Source: Michigan Department of Health and Human Services. Data Use Agreements. https://mdhhs-pres-prod.michigan.gov/olmweb/EX/AP/Public/APP/100.pdf

DOMAIN 6 INFORMATION AND DATA

INSTRUCTOR GUIDANCE

6.1 Comply with data use, security, and dissemination policies.

Key points to emphasize:

- Ethical data use is a professional responsibility, not just a technical requirement
- Public health data often involve real people and communities
- Data policies protect privacy, strengthen trust, and promote responsible data use
- Many job roles require knowing when not to share data

Instructional focus:

- Emphasize decision-making about appropriate data use, not memorizing policies
- Reinforce privacy, confidentiality, and trust as core public health responsibilities
- Highlight trade-offs between data access, transparency, and protection

DOMAIN 6 INFORMATION AND DATA

6.1 Comply with data use, security, and dissemination policies.

CEPH Crosswalk

Domain 6 Job Task	Related CEPH MPH Foundational Competencies
6.1 Comply with data use, security, and dissemination policies	*No direct CEPH MPH Foundational Competency alignment identified*

Source: CEPH Accreditation Criteria (2024)
https://media.ceph.org/documents/2024.Criteria.pdf

DOMAIN 6

6.2

Manage the usage of data.

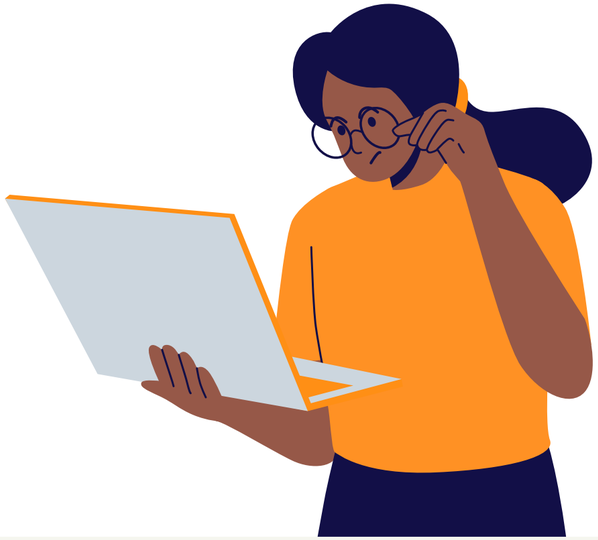


DOMAIN 6 INFORMATION AND DATA

6.2 Manage the usage of data.

What this task *involves*

Organizing and maintaining data so it is accurate, accessible, and useful



Source: CDC. Public Health Data Strategy, 2023–2028. https://www.cdc.gov/public-health-data-strategy

DOMAIN 6 INFORMATION AND DATA

6.2 Manage the usage of data.

On the job, this looks like:

- Cleaning datasets and checking for errors
- Tracking where data came from and how it's used
- Making sure data are stored securely and logically

Skills you are practicing:

- Data management and organization
- Basic data cleaning (Excel, R, SAS, Python, etc.)
- Documentation and version control



Source: CDC. Public Health Data Strategy, 2023–2028. https://www.cdc.gov/public-health-data-strategy

DOMAIN 6 INFORMATION AND DATA

6.2 Manage the usage of data.

Real-World *Example*

CDC WONDER Compressed Mortality File Documentation

- Provides the metadata that helps analysts understand dataset structure, variable meaning, and limitations—a core part of managing data for public health use.

CDC WONDER

Source: CDC WONDER. Compressed Mortality File Documentation. https://wonder.cdc.gov/wonder/help/cmf.html

DOMAIN 6 INFORMATION AND DATA

6.2 Manage the usage of data.

Real-World *Example*

CDC WONDER Compressed Mortality File Documentation

Compressed Mortality File:

Years 1968-1978 with ICD-8 Codes,
1979-1998 with ICD-9 Codes and
1999-2016 with ICD-10 Codes

Summary: The Compressed Mortality File (CMF) is a county-level national mortality and population database spanning the years 1968-2016. Compressed Mortality data are updated annually. The number of deaths, crude death rates or age-adjusted death rates can be obtained by place of residence (total U.S., Census or HHS regions, state, and county; urbanization level of residence for years 1999-present per the 2006 or the 2013 NCHS Urban-Rural Classification Scheme for Counties; or core-based statistical areas (CBSAs) of 250,000 or more population, both the December 2005 and February 2013 Office of Management and Budget (OMB) delineation of CBSAs), age group, race (years 1968-1998: White, Black, and Other; years 1999-present: American Indian or Alaska Native, Asian or Pacific Islander, Black or African American, and White), Hispanic origin (years 1968-1998: not available; years 1999-present: Hispanic or Latino, not Hispanic or Latino, Not Stated), sex, year of death, underlying cause of death (years 1968-1978: 4 digit ICD-8 codes and 69 cause-of-death recode; years 1979-1998: 4-digit ICD-9 codes, 72 cause-of-death recode, and injury intent and mechanism; years 1999-present: 4-digit ICD-10 codes, 113 cause-of-death recode, and injury intent and mechanism). For more information, see Compressed Mortality File Topics below and http://www.cdc.gov/nchs/data_access/cmf.htm.

Source: CDC WONDER. Compressed Mortality File Documentation. https://wonder.cdc.gov/wonder/help/cmf.html

DOMAIN 6 INFORMATION AND DATA

6.2 Manage the usage of data.

Real-World *Example*

CDC WONDER Compressed Mortality File Documentation

In WONDER: You can produce tables, maps, charts, and data extracts. Obtain death counts, crude death rates and age-adjusted death rates, standard error and 95% confidence intervals for rates for user-specified geographic, cause of death, and demographic criteria. Mortality measures can be obtained for several levels of geographic detail: national, Census region, Census division, state, county and urbanization level. The population estimates used as the denominator for rate calculations are also shown.
Variables: You can limit and index your data by any and all of these variables:

1. Location - U.S., HHS regions, or Census regions and divisions, state, county
2. Urbanization - classification for counties
   1999-present: pick between the 2006 or the 2013 NCHS Urban-Rural Classification Scheme for Counties; Metro and Non-Metro categories are available for the 2006 or 2013 schema.
   1968-1998: not available.
3. CBSA - core-based statistical areas for metropolitan statistical areas of 250,000 or more population.
   1999-present: pick between the December 2005 or the February 2013 CBSA lists;
   1968-1998: not available.
4. Year - 1968-1978, 1979-1998 and 1999-2016
5. Age Group - pick between two lists of age groups:
   <1 year of age, 1-4 years, 5-9 years, 10-14 years, 15-19 years, 20-24 years, 25-34 years, 35-44 years, 45-54 years, 55-64 years, 65-74 years 75-84 years, and 85years and over;
   infant age groups: < 1 day, 1-6 days, 7-27 days, 28-364 days
6. Race
   1999-present: American Indian or Alaska Native, Asian or Pacific Islander, Black or African American, White;
   1968-1998: Black, White, Other
7. Hispanic Origin
   1999-present: Hispanic or Latino, Not Hispanic or Latino, Not Stated
   1968-1998: not available.
8. Sex - Female, Male
9. Cause of Death - underlying cause of death classified by International Classification of Dieases (ICD):
   1999-present: ICD-10 codes, 113 selectted causes of death;
   1979-1998: ICD-9 codes, 72 seslected causes of death;
   1968-1978: ICD-8 codes, 68 seslected causes of death
10. Injury Intent and Mechanism - for analysis of injury mortality in years 1979 and later
    1968-1998: not available.

Source: CDC WONDER. Compressed Mortality File Documentation. https://wonder.cdc.gov/wonder/help/cmf.html

DOMAIN 6 INFORMATION AND DATA

INSTRUCTOR GUIDANCE

6.2 Manage the usage of data.

Key points to emphasize:

- Data management problems often appear before analysis begins
- Poor documentation leads to misinterpretation and wasted effort
- Good data management supports continuity when staff change
- Many data issues are subtle, not obvious

Instructional focus:

- Focus on practical data management decisions rather than technical database skills
- Encourage students to approach data management from the perspective of future users
- Reinforce the importance of consistent practices when working with data across teams and over time

DOMAIN 6 INFORMATION AND DATA

6.2 Manage the usage of data.

CEPH Crosswalk

Domain 6 Job Task	Related CEPH MPH Foundational Competencies
6.2 Manage the usage of data	*No direct CEPH MPH Foundational Competency alignment identified.*

Source: CEPH Accreditation Criteria (2024)
https://media.ceph.org/documents/2024.Criteria.pdf

DOMAIN 6

6.3

Engage in primary data collection using various quantitative and qualitative methods.

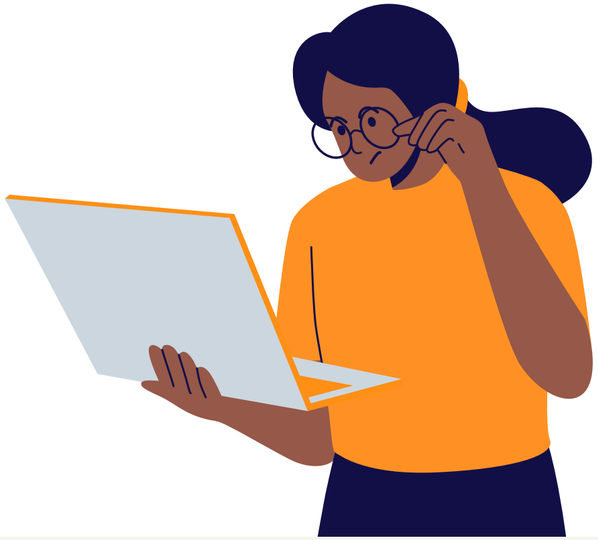


DOMAIN 6 INFORMATION AND DATA

6.3 Engage in primary data collection using various quantitative and qualitative methods.

What this task *involves*

Collecting new data directly from people or environments



Source: CDC. Principles of Community Engagement (2nd Edition). https://stacks.cdc.gov/view/cdc/11699

DOMAIN 6 INFORMATION AND DATA

6.3 Engage in primary data collection using various quantitative and qualitative methods.

On the job, this looks like:

- Designing surveys, interviews, or focus groups
- Conducting community assessments or observations
- Collecting quantitative and qualitative data ethically

Skills you are practicing:

- Survey and interview design
- Qualitative methods (focus groups, interviews)
- Community engagement and responsiveness



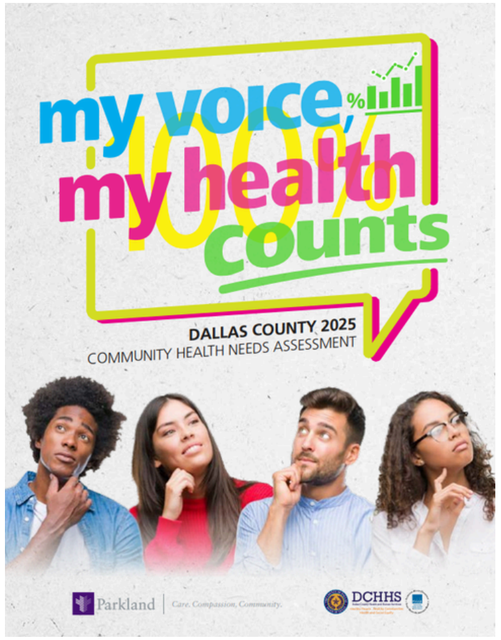
Source: CDC. Principles of Community Engagement (2nd Edition). https://stacks.cdc.gov/view/cdc/11699

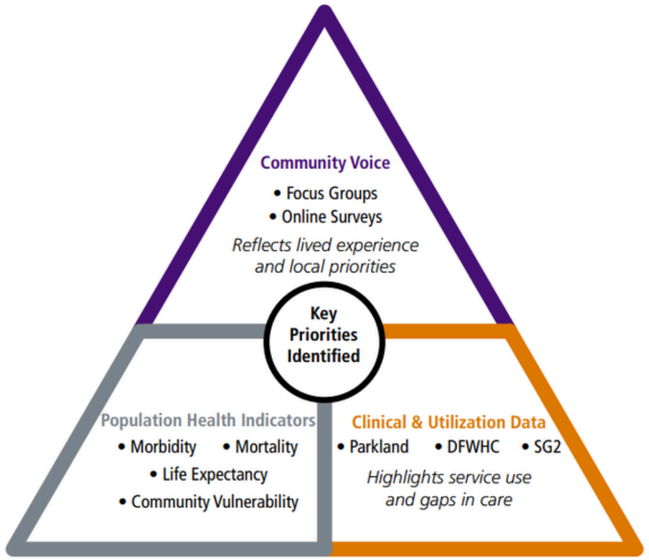
DOMAIN 6 INFORMATION AND DATA

6.3 Engage in primary data collection using various quantitative and qualitative methods.

Real-World *Example*

Primary Data Collection in Dallas County 2025 Community Health Needs Assessment





Source: Dallas County Health and Human Services. Dallas County 2025 Community Health Needs Assessment. https://www.dallascounty.org/Assets/uploads/docs/hhs/chna/BOOK%20CHNA%202025%20032326RH%208.5x11%20WEB.pdf

DOMAIN 6 INFORMATION AND DATA

INSTRUCTOR GUIDANCE

6.3 Engage in primary data collection using various quantitative and qualitative methods.

Key points to emphasize:

- Method choice reflects time, resources, and population context
- Ethical and responsible data practices begin before data collection
- Good questions matter more than perfect instruments

Instructional focus:

- Focus on practical data collection planning rather than research methodology depth
- Encourage students to anticipate how their choices may affect participation and response quality
- Reinforce feasibility and adaptation to real-world public health settings

DOMAIN 6 INFORMATION AND DATA

6.3 Engage in primary data collection using various quantitative and qualitative methods.

CEPH Crosswalk

Domain 6 Job Task	Related CEPH MPH Foundational Competencies
6.3 Engage in primary data collection using various quantitative and qualitative methods	**Competency 2:** Select quantitative and qualitative data collection methods appropriate for a given public health context.

Source: CEPH Accreditation Criteria (2024). https://media.ceph.org/documents/2024.Criteria.pdf

DOMAIN 6

6.4

Engage in secondary data usage using various quantitative and qualitative methods.

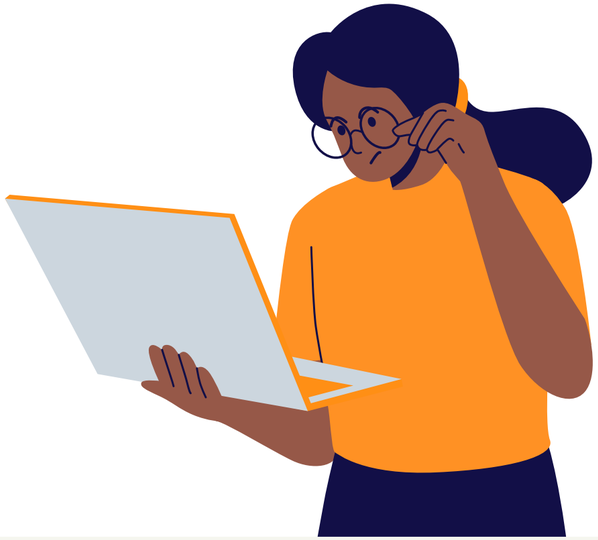


DOMAIN 6 INFORMATION AND DATA

6.4 Engage in secondary data usage using various quantitative and qualitative methods.

What this task *involves*

Using existing data sources collected by others



Source: CDC. Public Health Data Strategy, 2023–2028. https://www.cdc.gov/public-health-data-strategy/php/index.html

DOMAIN 6 INFORMATION AND DATA

6.4 Engage in secondary data usage using various quantitative and qualitative methods.

On the job, this looks like:

- Analyzing surveillance data, census data, or health records
- Combining multiple datasets to answer public health questions
- Understanding limitations of existing data

Skills you are practicing:

- Data analysis and interpretation
- Critical thinking about data quality
- Familiarity with public datasets (CDC, state health data)



Source**:** CDC. Public Health Data Strategy, 2023–2028. https://www.cdc.gov/public-health-data-strategy/php/index.html

DOMAIN 6 INFORMATION AND DATA

6.4 Engage in secondary data usage using various quantitative and qualitative methods.

Real-World *Example*

- CDC Behavioral Risk Factor Surveillance System (BRFSS)
- CDC Wide-ranging Online Data for Epidemiologic Research (WONDER)
- CDC National Notifiable Diseases Surveillance System (NNDSS)





Source:
CDC. Behavioral Risk Factor Surveillance System (BRFSS). https://www.cdc.gov/brfss/
CDC. Wide-ranging Online Data for Epidemiologic Research (WONDER). https://wonder.cdc.gov/
CDC. National Notifiable Diseases Surveillance System (NNDSS). https://www.cdc.gov/nndss/about/index.html

DOMAIN 6 INFORMATION AND DATA

INSTRUCTOR GUIDANCE

6.4 Engage in secondary data usage using various quantitative and qualitative methods.

Key points to emphasize:

- Secondary data are often the first and fastest option
- Every dataset has limitations and biases
- Data choice shapes what questions can be answered

Instructional focus:

- Focus on applying judgment when selecting and using secondary data
- Encourage students to weigh limitations against the intended use of the data
- Reinforce recognizing when available data are sufficient—and when additional or different data are needed

DOMAIN 6 INFORMATION AND DATA

6.4 Engage in secondary data usage using various quantitative and qualitative methods.

CEPH Crosswalk

Domain 6 Job Task	Related CEPH MPH Foundational Competencies
6.4 Engage in secondary data usage using various quantitative and qualitative methods	**Competency 3:** Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate. **Competency 4:** Interpret results of data analysis for public health research, policy, or practice.

Source: CEPH Accreditation Criteria (2024)
https://media.ceph.org/documents/2024.Criteria.pdf

DOMAIN 6

6.5

Conduct program evaluations in consultation with key partners.

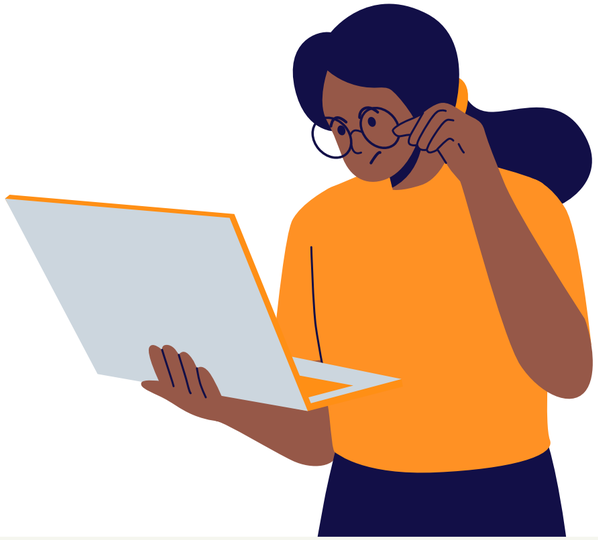


DOMAIN 6 INFORMATION AND DATA

6.5 Conduct program evaluations in consultation with key partners.

What this task *involves*

Assessing whether public health programs are working as intended



Source: CDC. CDC Program Evaluation Framework. https://www.cdc.gov/evaluation/php/evaluation-framework/index.html

DOMAIN 6 INFORMATION AND DATA

6.5 Conduct program evaluations in consultation with key partners.

On the job, this looks like:

- Developing evaluation questions and indicators
- Collecting outcome and process data
- Sharing findings with partners and leadership

Skills you are practicing:

- Evaluation design (logic models, indicators)
- Data interpretation and reporting
- Collaboration and partner communication



Source: CDC. CDC Program Evaluation Framework. https://www.cdc.gov/evaluation/php/evaluation-framework/index.html

DOMAIN 6 INFORMATION AND DATA

6.5 Conduct program evaluations in consultation with key partners.

Real-World *Example*

Administration for Community Living's (ACL) Program Evaluations and Reports:

- Shows how a federal agency conducts program evaluations in collaboration with grantees, program participants, and other key partners
- Examines implementation, participant characteristics, sustainability, performance, and outcomes
- Uses process and outcome evaluation to assess both program implementation and effects

Source: Administration for Community Living (ACL). Program Evaluations and Reports. https://acl.gov/programs/program-evaluations-and-reports

DOMAIN 6 INFORMATION AND DATA

INSTRUCTOR GUIDANCE

6.5 Conduct program evaluations in consultation with key partners.

Key points to emphasize:

- Evaluation begins with a clear understanding of how a program is intended to work
- Logic models clarify program activities, intended outcomes, assumptions, and evaluation priorities
- Meaningful evaluation requires consultation with key partners throughout the evaluation process

Instructional focus:

- Focus on evaluation as a collaborative process, not solely a technical exercise
- Emphasize engaging key partners in determining what questions are important and useful to answer
- Reinforce that partner perspectives help ensure evaluation findings are relevant and actionable

DOMAIN 6 INFORMATION AND DATA

6.5 Conduct program evaluations in consultation with key partners.

CEPH Crosswalk

Domain 6 Job Task	Related CEPH MPH Foundational Competencies
6.5 Conduct program evaluations in consultation with key partners	**Competency 11:** Select methods to evaluate public health programs.

Source: CEPH Accreditation Criteria (2024)
https://media.ceph.org/documents/2024.Criteria.pdf

DOMAIN 6

6.6

Conduct ongoing and/or new surveillance analyses to monitor emerging health trends.

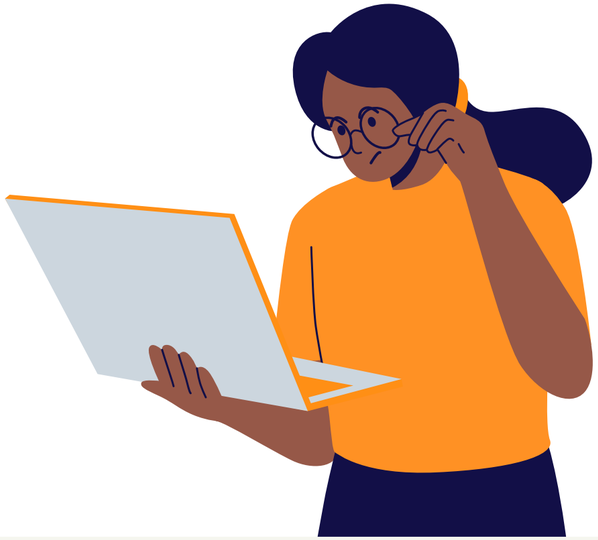


DOMAIN 6 INFORMATION AND DATA

6.6 Conduct ongoing and/or new surveillance analyses to monitor emerging health trends.

What this task *involves*

Monitoring health data to identify trends and emerging issues.



Source: CDC. Public Health Surveillance: Preparing for the Future—Newer. Faster. Smarter. Better. 2018. https://stacks.cdc.gov/view/cdc/58736

DOMAIN 6 INFORMATION AND DATA

6.6 Conduct ongoing and/or new surveillance analyses to monitor emerging health trends.

On the job, this looks like:

- Tracking disease rates over time
- Identifying outbreaks or emerging health threats
- Reporting findings to decision-makers

Skills you are practicing:

- Epidemiologic thinking
- Trend analysis and basic statistics
- Understanding population health patterns



Source: CDC. Public Health Surveillance: Preparing for the Future—Newer. Faster. Smarter. Better. 2018. https://stacks.cdc.gov/view/cdc/58736

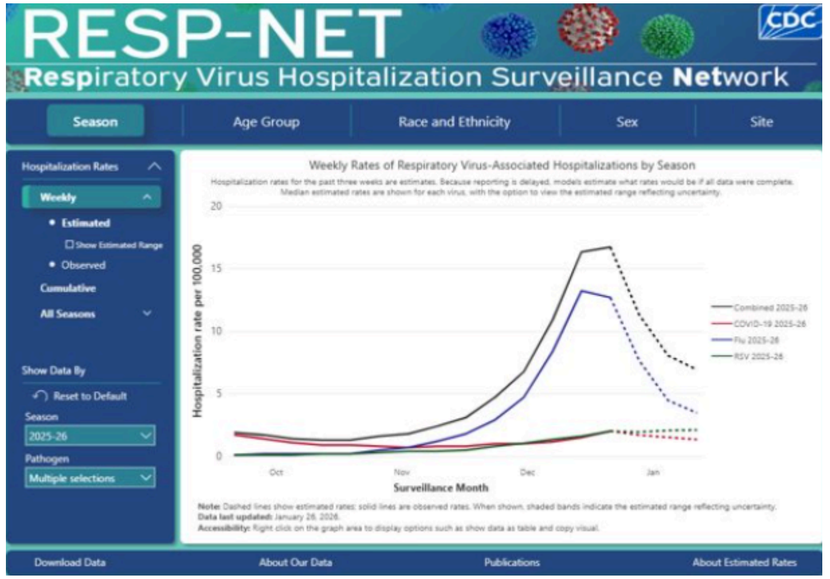
DOMAIN 6 INFORMATION AND DATA

6.6 Conduct ongoing and/or new surveillance analyses to monitor emerging health trends.

Real-World *Example*

CDC's Respiratory Virus Hospitalization Surveillance Network (RESP-NET):

- Shows how surveillance systems track respiratory hospitalizations over time, informing situational awareness and response.



Source: CDC. Respiratory Virus Hospitalization Surveillance Network (RESP-NET). https://www.cdc.gov/resp-net/dashboard/index.html

DOMAIN 6 INFORMATION AND DATA

INSTRUCTOR GUIDANCE

6.6 Conduct ongoing and/or new surveillance analyses to monitor emerging health trends.

Key points to emphasize:

- Many staff interpret surveillance outputs created by others
- Trend identification requires context and judgment
- Not every increase requires action—but some do
- Surveillance supports timely, preventive decision-making

Instructional focus:

- Emphasize interpreting trends in context, not reacting to single data points
- Reinforce the need to distinguish what the data show from what additional information is needed to guide action
- Highlight how uncertainty, delays, and incomplete data affect interpretation

DOMAIN 6 INFORMATION AND DATA

6.6 Conduct ongoing and/or new surveillance analyses to monitor emerging health trends.

CEPH Crosswalk

Domain 6 Job Task	Related CEPH MPH Foundational Competencies
6.6 Conduct ongoing and/or new surveillance analyses to monitor emerging health trends	**Competency 1:** Apply epidemiological methods to settings and situations in public health practice. **Competency 3:** Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.

Source: CEPH Accreditation Criteria (2024)
https://media.ceph.org/documents/2024.Criteria.pdf

DOMAIN 6

6.7

Create and/or maintain data visualizations.

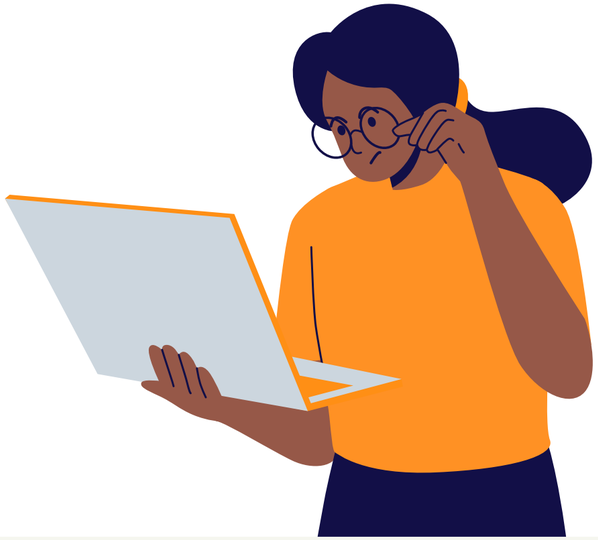


DOMAIN 6 INFORMATION AND DATA

6.7 Create and/or maintain data visualizations.

What this task *involves*

Turning data into clear visuals that support understanding



Source: CDC/NCHS. NCHS Data Visualization Gallery. https://www.cdc.gov/nchs/data-visualization/index.htm

DOMAIN 6 INFORMATION AND DATA

6.7 Create and/or maintain data visualizations.

On the job, this looks like:

- Creating charts, dashboards, maps, and infographics
- Updating visuals as new data becomes available
- Designing visuals for different audiences

Skills you are practicing:

- Data visualization principles
- Tools like Excel, Tableau, Power BI, or R
- Communicating complex data simply



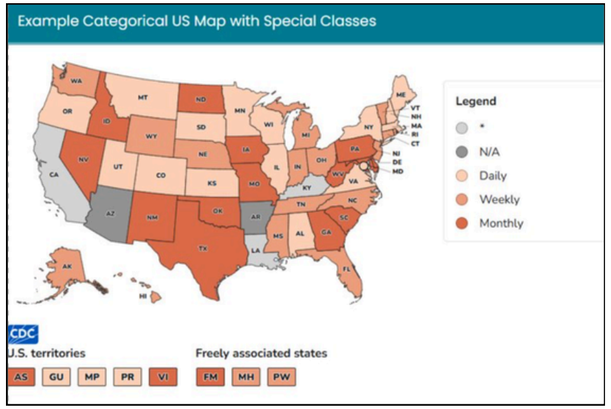
Source: CDC/NCHS. NCHS Data Visualization Gallery. https://www.cdc.gov/nchs/data-visualization/index.htm

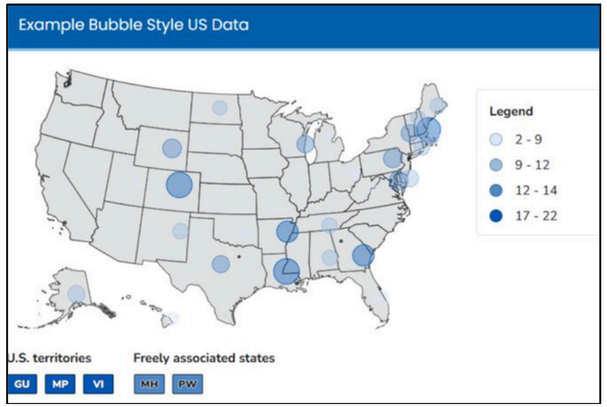
DOMAIN 6 INFORMATION AND DATA

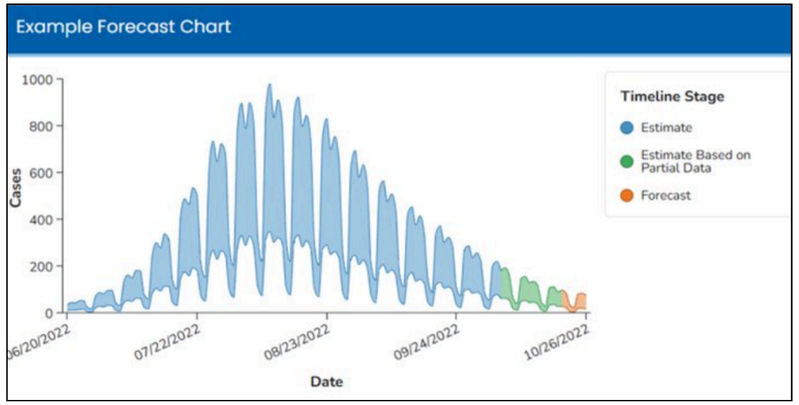
6.7 Create and/or maintain data visualizations.

Real-World *Example*

CDC Open-Source Visualization Editor (COVE) Data Visualization Types







Source: CDC Open-Source Visualization Editor (COVE). Data Visualization Types. https://www.cdc.gov/cove/data-visualization-types

DOMAIN 6 INFORMATION AND DATA

INSTRUCTOR GUIDANCE

6.7 Create and/or maintain data visualizations.

Key points to emphasize:

- Visuals shape how data are understood and acted upon
- Poor design can mislead, even if data are correct
- Accessibility is a core design consideration
- Critiquing visuals is a common workplace task

Instructional focus:

- Emphasize interpretation and usability, not aesthetics alone
- Reinforce that visualization choices should match audience and purpose
- Encourage students to justify design improvements based on clarity, accuracy, and accessibility

DOMAIN 6 INFORMATION AND DATA

6.7 Create and/or maintain data visualizations.

CEPH Crosswalk

Domain 6 Job Task	Related CEPH MPH Foundational Competencies
6.7 Create and/or maintain data visualizations	*No direct CEPH MPH Foundational Competency alignment identified.*

Source: CEPH Accreditation Criteria (2024)
https://media.ceph.org/documents/2024.Criteria.pdf

DOMAIN 6

6.8

Communicate data in collaboration with relevant audiences.

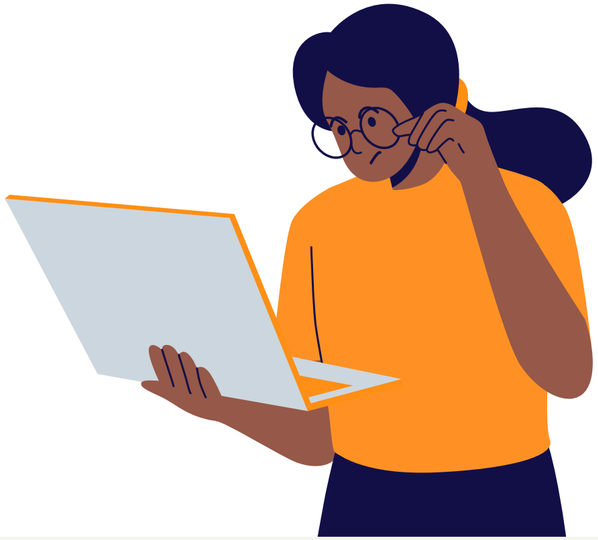


DOMAIN 6 INFORMATION AND DATA

6.8 Communicate data in collaboration with relevant audiences.

What this task *involves*

Working with relevant audiences to communicate data findings in ways that are clear, accurate, and useful



Source: CDC. Clear Communication Index. https://www.cdc.gov/ccindex

DOMAIN 6 INFORMATION AND DATA

6.8 Communicate data in collaboration with relevant audiences.

On the job, this looks like:

- Presenting data to community members, leaders, or policymakers
- Translating technical results into plain language
- Incorporating audience input when developing or refining data messages

Skills you are practicing:

- Data storytelling
- Written and oral communication
- Audience-centered messaging



Source: CDC. Clear Communication Index. https://www.cdc.gov/ccindex

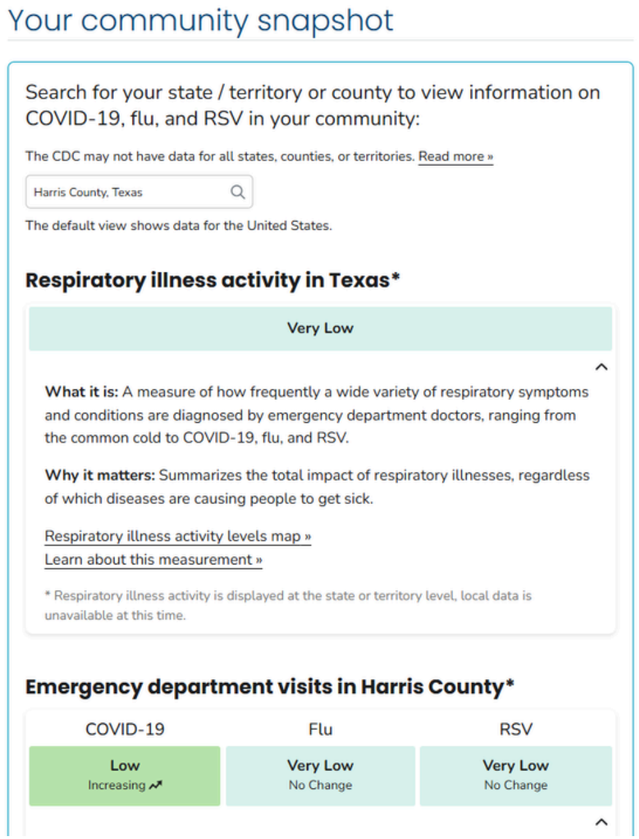
DOMAIN 6 INFORMATION AND DATA

6.8 Communicate data in collaboration with relevant audiences.

Real-World *Example*

CDC Respiratory Illnesses Data Channel:

- CDC uses user testing and collaboration with public health partners to inform how respiratory illness data are presented, visualized, and communicated to relevant audiences.



Sources: CDC. Respiratory Illnesses Data Channel; Release Notes & Frequently Asked Questions. https://www.cdc.gov/respiratory-viruses/data/index.html https://www.cdc.gov/respiratory-viruses/data/faqs.html

DOMAIN 6 INFORMATION AND DATA

INSTRUCTOR GUIDANCE

6.8 Communicate data in collaboration with relevant audiences.

Key points to emphasize:

- The same data must be communicated differently across audiences
- Clarity and accuracy must coexist
- Poor communication can undermine trust and action
- Collaboration is often required to get messaging right

Instructional focus:

- Focus on communication as a collaborative process, not a one-way transfer of information
- Encourage students to consider how relevant audiences can inform communication choices before and during message development
- Reinforce balancing audience preferences and needs with the responsibility to communicate data accurately and transparently

DOMAIN 6 INFORMATION AND DATA

6.8 Communicate data in collaboration with relevant audiences.

CEPH Crosswalk

Domain 6 Job Task	Related CEPH MPH Foundational Competencies
6.8 Communicate data in collaboration with relevant audiences	**Competency 18:** Select communication strategies for different audiences and sectors. **Competency 19:** Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy.

Source: CEPH Accreditation Criteria (2024)
https://media.ceph.org/documents/2024.Criteria.pdf

DOMAIN 6

6.9

Conduct comprehensive jurisdictional assessments focused on population health status and public health issues facing the community.

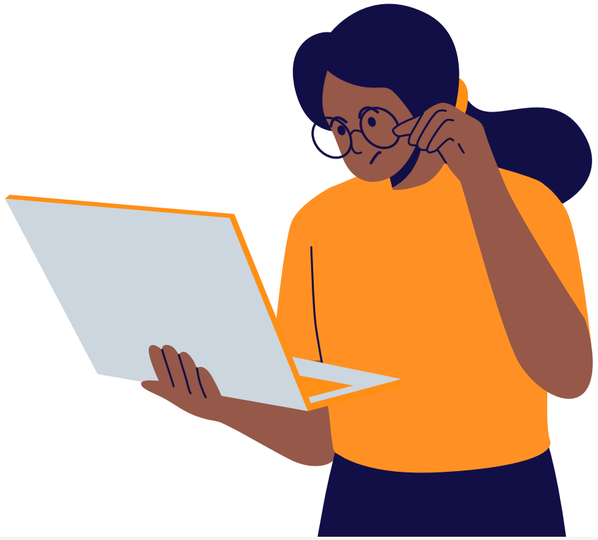


DOMAIN 6 INFORMATION AND DATA

6.9 Conduct comprehensive jurisdictional assessments focused on population health status and public health issues facing the community.

What this task *involves*

Assessing the overall health status and needs of a community.



Source: CDC Public Health Infrastructure Center. Community Health Assessment: Drivers. https://www.cdc.gov/infrastructure/public-health-systems-emerging-practices/drivers.html

DOMAIN 6 INFORMATION AND DATA

6.9 Conduct comprehensive jurisdictional assessments focused on population health status and public health issues facing the community.

On the job, this looks like:

- Leading or contributing to community health assessments
- Combining data with community input
- Identifying priority health issues, outcomes, and needs

Skills you are practicing:

- Systems thinking
- Community-engaged research
- Integrating qualitative and quantitative data



Source: CDC Public Health Infrastructure Center. Community Health Assessment: Drivers. https://www.cdc.gov/infrastructure/public-health-systems-emerging-practices/drivers.html

DOMAIN 6 INFORMATION AND DATA

6.9 Conduct comprehensive jurisdictional assessments focused on population health status and public health issues facing the community.

Real-World *Example*

Dallas County 2025 Community Health Needs Assessment (CHNA):

- Conducted once every three years in partnership with Parkland to address Dallas County residents' health needs
- Serves as a strategic roadmap to advance and strengthen public health and healthcare infrastructure in the county
- Results drive the community health implementation plan, which focuses on health inequities illustrated by disparity indicators

Source: Dallas County Health and Human Services. 2025 Community Health Needs Assessment. https://www.dallascounty.org/Assets/uploads/docs/hhs/chna/BOOK%20CHNA%202025%20032326RH%208.5x11%20WEB.pdf

DOMAIN 6 INFORMATION AND DATA

INSTRUCTOR GUIDANCE

6.9 Conduct comprehensive jurisdictional assessments focused on population health status and public health issues facing the community.

Key points to emphasize:

- Community health assessments (CHAs) are research-informed products, not just reports
- Reviewing other assessments is common professional practice
- Strong CHAs integrate data, community voice, and priorities
- This task supports planning, accreditation, and funding

Instructional focus:

- Emphasize critical review of existing CHAs, not simply locating information
- Encourage students to assess how effectively CHAs bring together evidence, community input, and identified priorities
- Reinforce adapting promising approaches to local context rather than assuming they are transferable across jurisdictions

DOMAIN 6 INFORMATION AND DATA

6.9 Conduct comprehensive jurisdictional assessments focused on population health status and public health issues facing the community.

CEPH Crosswalk

Domain 6 Job Task	Related CEPH MPH Foundational Competencies
6.9 Conduct comprehensive jurisdictional assessments focused on population health status and public health issues facing the community	**Competency 2:** Select quantitative and qualitative data collection methods appropriate for a given public health context. **Competency 7:** Assess population needs, assets, and capacities that affect communities' health.

Source: CEPH Accreditation Criteria (2024)
https://media.ceph.org/documents/2024.Criteria.pdf

DOMAIN 6 INFORMATION AND DATA

Discussion Prompt

- How do the Domain 6 job tasks connect to one another to move data from collection to public health action?
- Which Domain 6 job task requires the most professional judgment rather than technical skill, and why?
- How can data management, visualization, and communication practices strengthen or limit the accuracy and usefulness of population health information?
- What did the surveillance and interpretation activities reveal about when public health professionals should act versus wait for more data?
- Which Domain 6 job task do you feel most prepared to perform, and which do you want to strengthen before entering the workforce?



DOMAIN 6 INFORMATION AND DATA

Wrap-up

Next Steps

- Information and data are foundational to governmental public health decision-making
- Data support surveillance, evaluation, planning, communication, and accountability
- Effective governmental public health practice requires both technical skills and professional judgment
- Data become meaningful when they are translated into action that improves population health
- Ethical, responsible, and transparent data practices strengthen public trust and public health impact



Q & A





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