

**Table 1: Relationship of Knowledge and Skills Elements Described in the *MCH Leadership Competencies v. 3.0* to Life Course Theory and Social Determinants of Health**

MCH Leadership Competencies (2)	Selected knowledge and skills elements from the language of the competencies
<p><b>1. MCH Knowledge Base</b> Knowledge concerning children with disabilities and their families including: health promotion, prevention, policy, systems of care, epidemiology, specific conditions (diagnosis, treatment, and outcomes)</p>	<ul style="list-style-type: none"> <li>• health promotion and prevention to improve well-being especially in disadvantaged and vulnerable populations</li> <li>• description of “distinct periods in human development that present both risks and opportunities to intervene to make lasting improvements”</li> <li>• focus on both individuals <u>and</u> populations</li> <li>• culturally competent family-centered systems of care in communities</li> <li>• use of population data</li> <li>• health disparities and strategies to address them</li> <li>• use of a systems approach; and evaluating the effectiveness of programs</li> </ul>
<p><b>2. Self-reflection</b> The process of examining the impact of personal values, beliefs, styles of communication, and experiences. This process develops a deeper understanding of one’s culture, personal and cultural biases, experiences, and beliefs as these may influence future action and learning.</p>	<ul style="list-style-type: none"> <li>• influence of personal attitudes, beliefs, and experiences</li> <li>• value of self-reflection in understanding personal beliefs</li> <li>• impact of beliefs and past experiences</li> </ul>
<p><b>3. Ethics &amp; Professionalism</b> Ethical behavior and professionalism include conduct congruent with generally accepted moral principles and values and with professional guidelines based on those principles and values</p>	<ul style="list-style-type: none"> <li>• consideration of the culture and values of communities in the development of policies, programs, and practices that may affect them</li> <li>• describe ethical implications of health disparities within MCH populations and propose strategies to address them.</li> <li>• emphasis on justice</li> </ul>
<p><b>4. Critical Thinking</b> The ability to identify an issue, dilemma, or problem; frame it as a specific question; explore and evaluate information relevant to the question; and integrate the information into development of a resolution</p>	<ul style="list-style-type: none"> <li>• use of formal systems of levels of evidence</li> <li>• use of population data to assess population needs, design programs, formulate policy, and design research</li> <li>• apply evidence-based guidelines and policies</li> <li>• translate research findings to meet needs</li> <li>• strategies for policy implementation</li> </ul>
<p><b>5. Communication</b> The ability to convey information to and receive information from others effectively and is a foundation of MCH practice, policy, and research. It includes the essential</p>	<ul style="list-style-type: none"> <li>• role of literacy level, cultural meanings in effectiveness of communication</li> <li>• sharing a vision</li> <li>• use of stories to motivate constituents and</li> </ul>

components of attentive listening and clarity in writing or speaking.	<p>policy makers</p>
<p><b>6. Negotiation &amp; Conflict Resolution</b> A cooperative process whereby participants try to find a solution that meets the legitimate interests of involved parties; it is a discussion intended to produce an agreement.</p>	<ul style="list-style-type: none"> <li>• sources of potential conflict in an interdisciplinary setting</li> <li>• theories, strategies and techniques in conflict resolution</li> <li>• applications to effecting change</li> </ul>
<p><b>7. Cultural Competency</b> Reflects the knowledge, interpersonal skills, and behaviors that enable a system, organization, program, or individual to work effectively cross-culturally by understanding, appreciating, honoring, and respecting cultural differences and similarities within and between cultures</p>	<ul style="list-style-type: none"> <li>• influence of personal biases and assumptions on individual and organizational behavior</li> <li>• influence of cultural, ethnic, and socioeconomic factors on access to health care services.</li> <li>• impact of culturally competent health care practices on individuals' access to health services, participation in health promotion and prevention programs, adherence to treatment plans, and overall health outcomes.</li> </ul>
<p><b>8. Family-centered Care</b> Ensures the health and well-being of children and their families through a respectful family-professional partnership that includes shared decision-making. It honors the strengths, cultures, traditions, and expertise that everyone brings to this relationship</p>	<ul style="list-style-type: none"> <li>• ensure that family perspectives play a pivotal role in MCH research, clinical practice, programs, or policy</li> <li>• Operationalize the "family-centered care" philosophical constructs and use these constructs to critique and strengthen practices, programs, or policies that affect MCH population groups</li> <li>• solicit and use family input in a meaningful way in the design or delivery of clinical services, program planning and evaluation</li> </ul>
<p><b>9. Developing Others through Teaching &amp; Mentoring</b> Teaching involves designing the learning environment, providing resources to facilitate learning, modeling the process of effective learning in the subject matter, and evaluating whether learning occurred.</p>	
<p><b>10. Interdisciplinary Team Building</b> Interdisciplinary practice provides a supportive environment in which the skills and expertise of team members from different disciplines, including families, are seen as essential and synergistic. The expertise of each team member is elicited and valued.</p>	<ul style="list-style-type: none"> <li>• skills to build and manage interdisciplinary teams</li> <li>• using interdisciplinary teams in practice</li> <li>• value diverse perspectives in a team</li> <li>• facilitate decision-making by interdisciplinary teams</li> </ul>
<p><b>11. Working with Communities &amp; Systems</b> Systems thinking is the ability to appreciate complexity. This includes the ability to see the whole and the parts to understand the ways in which the parts interact and influence outcomes. Collaboration is a mutually beneficial and</p>	<ul style="list-style-type: none"> <li>• principles of building constituencies and collaborations in communities and among organizations</li> <li>• principles of systems-thinking</li> <li>• identify community stakeholders and their extent of engagement in the collaboration process</li> <li>• interpret situations from a systems perspective</li> </ul>

<p>well-defined relationship entered by two or more organizations to achieve goals and act as one to solve an agreed upon issue</p>	
<p><b>12. Policy &amp; Advocacy</b> A policy is a decision designed to address a given problem or interrelated set of problems that affect a large number of people; Advocacy consists of activities carried out on behalf of policies or constituencies.. It is important for MCH leaders to possess policy and advocacy skills, because they often must defend and advocate for MCH resources in competitive economic and political environments.</p>	<ul style="list-style-type: none"> <li>• understanding of public policy process, including public-sector policies and private-sector initiatives that affect MCH population groups</li> <li>• methods for informing and educating policymakers about the needs of and impacts of current policies on MCH population groups</li> <li>• frame problems based on key data, including economic, political, and social trends that affect the MCH population.</li> <li>• Use data, levels of evidence, and evaluative criteria in proposing policy change</li> <li>• Identify a wide range of stakeholders who influence changes in MCH policy</li> </ul>