



APPENDIX A

Global Health Concentration Competencies and Sub-Competencies for the MPH Degree for Council on Education for Public Health-accredited Schools and Programs of Public Health: A Reference Companion Document

The material listed underneath each of competencies below represents global health content drawn from the literature and other sources that did not connect to CEPH foundational requirements for the MPH (D1 and D2) from which these global health competencies were differentiated. This material may be useful in adopting or adapting the ASPPH-suggested concentration competencies or framing alternative or additional concentration competencies or sub-competencies, depending on the institution's approach.

** Sub-competencies marked with an asterisk have been edited by ASPPH. This editing included adding verbs where none existed, streamlining text, and reducing duplication among the sub-competencies. It is envisioned that the sub-competencies listed below might be helpful to schools and programs wishing to adopt, adapt, or otherwise implement global health concentration competencies for their MPH degrees.*

1. Analyze the roles, relationships, and resources of the entities influencing global health

- a. Describe the major global funders and actors influencing global health (added by ASPPH staff)
- b. Describe the roles and relationships of the major entities influencing global health and development (Associations of Schools of Public Health, 2011; Jogerst et al., 2015)
- c. Describe the interrelationship of foreign policy and health diplomacy (Associations of Schools of Public Health, 2011)
- d. Identify, analyze, and challenge power structures (Hagopian et al., 2008)
- e. Describe the major players in global health governance and institutions that conduct health/public health policy research and analysis (NYU College of Global Public Health, 2018)
- f. Describe international organizations, their interactions, and their effects on local actions for health (Cole et al., 2011)*
- g. Assess systems that affect global health challenges (Leon, Winskell, McFarland, & del Rio, 2015)*
- h. Analyze the impact of transnational movements on population health (Associations of Schools of Public Health, 2011)
- i. Describe the role of transnational networks and global institutions in the adoption and enforcement of international laws, conventions, agreements, and standards that affect health and safety (e.g. trade, labor, food supply, the environment, pharmaceuticals, international aid, human rights, and conflict) (Hagopian et al., 2008)*

- j. Categorize health-related targets within the Sustainable Development Goals according to global burden of disease, disease control priorities, and health system platforms (NYU College of Global Public Health, n.d.)
- k. Describe major public health efforts to reduce disparities in global health (such as Millennium Development Goals and Global Fund to Fight AIDS, TB, and Malaria) (Jogerst et al., 2015)
- l. Demonstrate an understanding of historical and present north-south power dynamics, social and political contexts, and determinants of health (Cole et al., 2011)*
- m. Explain the interactions among political and economic history, power, participation, and engagement globally (Cole et al., 2011)*
- n. Explain the public health implications of free trade agreements and other instruments that may commit governments to laws and regulations (ASPPH Respondent During Review Period, 2018) *
- o. Describe the origins, function, and future of global health organizations (ASPPH Respondent During Review Period, 2018) *
- p. Describe the role of the UN and the United Nations Declaration on the Rights of Indigenous Peoples in addressing Indigenous health and human rights (ASPPH Respondent During Review Period, 2018)
- q. Describe colonial histories and resulting marginalization and health inequities faced by Indigenous populations (ASPPH Respondent During Review Period, 2018)*
- r. Describe the role of colonization and decolonization in the marginalization and health status of Indigenous populations (ASPPH Respondent During Review Period, 2018)
- s. Explain how the global economy impacts public health in different countries and different regions within countries (ASPPH Respondent During Review Period, 2018)
- t. Describe how internal political and cultural conflicts shape communities' public health problems and how this differs from conflicts between countries and between cultures within countries (ASPPH Respondent During Review Period, 2018)*
- u. Compare inequalities among global health populations (ASPPH Respondent During Review Period, 2018)*

2. Apply ethical approaches in global health research and practice

- a. Discuss relationships among health, equal rights, and global inequities (Jogerst et al., 2015) *
- b. Discuss broad ethical issues as they relate to equity globally (Jackson & Cole, 2013)*
- c. Summarize local and national codes of ethics relevant to one's working environment (Jogerst et al., 2015)*
- d. Explain the mechanisms used to hold international organizations accountable for public health practice standards (Associations of Schools of Public Health, 2011)
- e. Analyze ethical and professional issues that arise in responding to public health emergencies (Associations of Schools of Public Health, 2011)
- f. Describe the role of the World Health Organization in linking health and human rights, the Universal Declaration of Human Rights, International Ethical Guidelines for Biomedical Research Involving Human Subjects (Jogerst et al., 2015)*

- g. Discuss the mandates, roles, and approaches of international organizations in practice (Cole et al., 2011; Jackson & Cole, 2013)*
- h. Promote integrity in professional practice (Associations of Schools of Public Health, 2011)
- i. Apply ethical approaches appropriate for specific international, country, or local projects (Jackson & Cole, 2013)*
- j. Describe how to resolve common ethical issues and challenges that arise when working within diverse economic, political, and cultural contexts (Jogerst et al., 2015)*
- k. Identify and respond to ethical and diverse economic, political and cultural contexts and analyze ethical issues in global health research and practice
- l. Apply research skills, including research ethics (Akbar et al., 2005) *
- m. Apply the fundamental principles of international standards for the protection of human subjects in diverse cultural settings (Associations of Schools of Public Health, 2011)
- n. Incorporate qualitative, quantitative, and operations research skills to design and apply reliable, valid, and ethically sound research to identify innovative solutions for international health problems (Hagopian et al., 2008)

3. Apply monitoring and evaluation techniques to global health programs, policies, and outcomes

- a. Develop skills for monitoring and evaluating the processes and outcomes of global health programs and policies (UNC Gillings School of Global Public Health, 2018)
- b. Design monitoring and evaluation plans for public health programs (Boston University School of Public Health, 2018)
- c. Articulate the purpose of formative, process, and outcome evaluations (Boston University School of Public Health, 2018)
- d. Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, appropriate uses, with an emphasis on reliability and validity (Boston University School of Public Health, 2018)
- e. Apply analytic methods to evaluate the impacts and costs of public health programs and policies (Boston University School of Public Health, 2018)
- f. Support the use of data from monitoring and evaluation projects in informing evidence-based decision-making for the development of new programs and continuous quality improvement efforts (Boston University School of Public Health, 2018)
- g. Use participatory strategies to set priorities, assess at all stages, and develop and implement all interventions (ASPPH Respondent During Review Period, 2018)*
- h. Discuss evaluation reports in relation to their quality, utility, and impact on global public health (Association of Schools of Public Health, 2006)*

4. Propose sustainable and evidence-based multi-sectoral interventions, considering the social determinants of health specific to the local area

- a. Identify methods for assuring health program sustainability (Associations of Schools of Public Health, 2011; Jogerst et al., 2015; UNC Gillings School of Global Public Health, 2018)**
- b. Explain the science of scaling up proven, evidence-based programs (Association of Schools & Programs of Public Health, 2017) *
- c. Use financial management techniques that promote program sustainability and cost-effectiveness of primary health-care systems (Hagopian et al., 2008)
- d. Work in low-resource settings to promote sustainable interventions for global health (Cole et al., 2011)*
- e. Propose solutions for the unique challenges involved in conducting public health research in low-resource settings
- f. Examine the successes and challenges of primary health care systems and health promotion in low-and-middle-income countries (Karkee, Comfort, & Alfonso, 2015) *
- g. Describe maternal and child health interventions (Karkee et al., 2015) *
- h. Adapt clinical or discipline-specific skills to practice in a resource-constrained setting (Jogerst et al., 2015)*
- i. Discuss the value of disseminating practice findings in the literature and via other mechanisms (added by ASPPH staff)
- j. Discuss how to adapt research findings to practice settings (added by ASPPH staff)
- k. Identify complex adaptive systems that affect health (added by ASPPH staff)
- l. Select preparedness response and recovery approaches to emergency incidents or humanitarian crises (added by ASPPH staff)
- m. Promote state-of-the-art and localized practices for working with Indigenous populations (ASPPH Respondent During Review Period, 2018)*
- n. Explain the implications of “health in all policies” in a global health intervention context (ASPPH Respondent During Review Period, 2018)*
- o. Discuss the role of social determinants of health in understanding health (ASPPH Respondent During Review Period, 2018)*
- p. Explain the importance of resource management in the development and evaluation of public health interventions (ASPPH Respondent During Review Period, 2018)*
- q. Promote sustainable interventions in health care settings (ASPPH Respondent During Review Period, 2018)
- r. Create space for stakeholders, especially historically marginalized populations (ASPPH Respondent During Review Period, 2018)
- s. Discuss the elements necessary for partnerships in public health practice to ensure reciprocal, productive, and supportive relationships (ASPPH Respondent During Review Period, 2018)
- t. Develop strategies to reduce the greatest health inequities, including those faced by Indigenous populations, women, impoverished, refugee and other marginalized populations (ASPPH Respondent During Review Period, 2018)

5. Design sustainable workforce development strategies for resource-limited settings (Associations of Schools of Public Health, 2011)

- a. Describe the health care workforce crisis in the developing world, the factors that contribute to the problem, and strategies to address it (Jogerst et al., 2015)
- b. Describe general trends and influences in the global availability and movement of health care workers (Jogerst et al., 2015)
- c. Explain the economic, social, political, and academic conditions that can produce a strong health workforce (Hagopian et al., 2008)*
- d. Address barriers to recruitment, training, and retention of competent human resources in low to middle-income countries (Hagopian et al., 2008)*
- e. Develop strategies for reducing the transiency and establishing the permanency of the health care workforce in Indigenous communities (ASPPH Respondent During Review Period, 2018)
- f. Describe the need for trained public health professionals to conduct sound and culturally competent, population-based research (ASPPH Respondent During Review Period, 2018)*

6. Display critical self-reflection, cultural humility, and ongoing learning in global health

Critical Self-Reflection

- a. Critically self-reflect upon one's own social location prior to responding to others in their diverse locations (Cole et al., 2011)*
- b. Articulate the role of reflection and self-assessment of cultural humility in ongoing professional growth (Expert Panel on Cultural Competence Education for Students in Medicine and Public Health, 2012)
- c. Employ self-reflection to evaluate the impact of one's practice (Expert Panel on Cultural Competence Education for Students in Medicine and Public Health, 2012)
- d. Self-reflect on one's professional identity and values used in professional practice (Bruno & Dell'Aversana, 2018)*
- e. Acknowledge one's limitations in skills, knowledge, and abilities (Jogerst et al., 2015)
- f. Question one's ways of being, relating, and acting (Mezirow, 1991)*
- g. Critically reflect on beliefs, values, feelings, and implicit assumptions that are used in identifying and solving a problem (Mezirow, 1991)*
- h. Question one's practice assumptions with the intention of exposing gaps, problems and contradictions to improve practice (Askeland & Fook, 2009)*
- i. Practice ongoing discernment in relation to one's own interests, strengths, and values (Brown, 2014)
- j. Apply knowledge of different global public health practitioner roles to individual career development (ASPPH Respondent During Review Period, 2018)*
- k. Self-reflect on one's professional identity, as well as theories, values, and devices used in professional practice, to deal with complex professional expectations (Bruno & Dell'Aversana, 2018)*
- l. Integrate academic learning with 'real-world' experiences to develop both valuable self-monitoring and professional self-constructive ability (Bruno & Dell'Aversana, 2018)

- m. Question one's ways of being, relating, and acting in engaging in critical reflection on beliefs, values, feelings, and implicit assumptions that are used in setting and solving a problem (Mezirow, 1991)*.
- n. Critically reflect upon one's own cultural worldview, the worldview of diverse populations, the potential impacts upon health care, and the importance of inclusion and consultation in addressing global health issues (ASPPH Respondent During Review Period, 2018)
- p. Analyze one's experiences and interactions after an applied experience (Association of Schools & Programs of Public Health, 2017) *

Cultural Humility

- q. Practice integrity, regard, and respect for others in all aspects of professional practice (Jogerst et al., 2015) *
- r. Describe how to consider perspectives of other professionals and persons from other cultures or contexts (Association of Schools & Programs of Public Health, 2017) *
- s. Practice cultural humility (Association of Schools & Programs of Public Health, 2017)*
- t. Discuss how to integrate social and cultural cues with political and historical awareness (Association of Schools & Programs of Public Health, 2017) *

Ongoing Learning in Global Health

- u. Educate oneself about global health issues on an ongoing basis (Cole et al., 2011)
- v. Demonstrate established habits for self-guided, ongoing learning in relation to global health policies, focus regions and/or countries, and topical areas of interest (Brown, 2014)*
- w. Communicate proficiently in English and a local and/or second language (Akbar et al., 2005)*
- x. Collaborate to overcome linguistic and literacy challenges in the clinical and community encounter (Expert Panel on Cultural Competence Education for Students in Medicine and Public Health, 2012) *
- y. Describe strategies to communicate with patients and communities who do not speak your native language (Expert Panel on Cultural Competence Education for Students in Medicine and Public Health, 2012) *
- z. Communicate with people who do not speak your native language by speaking their language proficiently (ASPPH Respondent During Review Period, 2018) *
- aa. Describe the value of traditional knowledge (ASPPH Respondent During Review Period, 2018) *
- bb. Educate oneself about new developments in public health and planetary health (ASPPH Respondent During Review Period, 2018)

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