While you wait for the webinar to start at 12:30 EASTERN US… check out ASPPH’s:

**Global Health Concentration Competencies for the Master of Public Health (MPH) Degree**

& accompanying

**Toolkit**
ASPPH Presents Webinar Series

Global Health Competencies for the MPH Degree and Accompanying Toolkit

Wednesday, December 12, 2018
12:30-1:30 p.m. Eastern United States
Method for Submitting Questions/Comments

Join the Conversation...

• You can ask questions in writing anytime during the webinar.

• Simply type them in the “Questions” field on the right side of your screen.
Today’s Presenters

James W. Curran, MD, MPH
Emory University Rollins
School of Public Health

Laura Magaña, PhD, MS
Association of Schools
and Programs of Public Health
Today’s Presenters, Continued

Elizabeth Ablah, PhD, MPH
University of Kansas School of Medicine KU – MPH Program
Today’s Presenters, Continued

Margaret Bentley, PhD
Consortium of Universities for Global Health &
University of North Carolina Gillings School of Global Public Health

Kasia Czabanowska, MA, PhD
Association of Schools of Public Health in the European Region &
Maastricht University
Moderating

Elizabeth Weist, MA, MPH, CPH
Association of Schools and Programs of Public Health
Learning Objectives

• **Identify** the six competencies that ASPPH developed as a resource for CEPH-accredited institutions offering MPH global health concentrations

• **Describe** the main features of the accompanying competency toolkit

• **Reflect on** methods to apply the competencies into one’s own curricular and practice offerings
Presenting

James W. Curran, MD, MPH
Emory University Rollins
School of Public Health
Presenting

Laura Magaña, PhD, MS
Association of Schools and Programs of Public Health
From: Health Professionals for a New Century, The Lancet (2010), by Frenk et al.
Master of Public Health (MPH) students concentrating in global health upon graduation from a Council on Education for Public Health (CEPH)-accredited school or program of public health
ASPPH’S GLOBAL HEALTH CONCENTRATION
COMPETENCIES FOR THE MPH

1. Analyze the roles, relationships, and resources of the entities influencing global health
2. Apply ethical approaches in global health research and practice
3. Apply monitoring and evaluation techniques to global health programs, policies, and outcomes
4. Propose sustainable and evidence-based multi-sectoral interventions, considering the social determinants of health specific to the local area
5. Design sustainable workforce development strategies for resource-limited settings
6. Display critical self-reflection, cultural humility, and ongoing learning in global health

CEPH’S D2
MPH Foundational Competencies

CEPH’S D1
MPH & DrPH Foundational Public Health Knowledge
Presenting

Elizabeth Ablah, PhD, MPH
University of Kansas School of Medicine KU – MPH Program
Goal of the Project

Review and update the 2011 Global Health Competency Model Version 1.1 with members and other global health partners while aligning it with the new CEPH criteria
ASPPH-Recommended Global Health Concentration Competencies for the MPH

1. **Analyze** the roles, relationships, and resources of the entities influencing global health
2. **Apply** ethical approaches in global health research and practice
3. **Apply** monitoring and evaluation techniques to global health programs, policies, and outcomes
4. **Propose** sustainable and evidence-based multi-sectoral interventions, considering the social determinants of health specific to the local area
5. **Design** sustainable workforce development strategies for resource-limited settings
6. **Display** critical self-reflection, cultural humility, and ongoing learning in global health
Tenets

The concentration competencies are built upon the following tenets to:

- **Inform curricular planning** for CEPH-accredited schools and programs by offering examples to fulfill CEPH’s requirements for “at least five distinct competencies for each concentration”
- **Serve as a roadmap** to improve education for global health
- **Prepare students**, upon MPH degree completion with a specialization in global health, for a trajectory to assume roles across local, national, regional, and transnational settings
## Comparison of Two ASPPH Global Health Competency Models

<table>
<thead>
<tr>
<th></th>
<th>Old Model</th>
<th>New Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td>ASPPH’s Global Health Competency Model Version 1.1</td>
<td>ASPPH's Master of Public Health's Global Health Concentration Competencies</td>
</tr>
<tr>
<td><strong>When Released</strong></td>
<td>2011</td>
<td>2018</td>
</tr>
<tr>
<td><strong>Goal</strong></td>
<td>To promote population health, safety, and well-being at local and global levels by enhancing the global health competence of students</td>
<td></td>
</tr>
<tr>
<td><strong>Target Audience</strong></td>
<td>Master's level students specializing in global health (could include MPH, MS, MSPH, etc.)</td>
<td>Master of Public Health (MPH) students specializing in global health</td>
</tr>
<tr>
<td><strong>Competency Structure</strong></td>
<td>Seven domains, 38 competencies</td>
<td>Six concentration competencies</td>
</tr>
<tr>
<td><strong>Built on Top of What Foundation</strong></td>
<td>2009 ASPPH-produced MPH Competencies</td>
<td>2016 CEPH-produced accreditation criteria (foundational knowledge, foundational competencies for the MPH)</td>
</tr>
<tr>
<td><strong>Supporting Materials</strong></td>
<td>None</td>
<td>Toolkit</td>
</tr>
</tbody>
</table>
How Faculty Can Use the Competencies: Toolkit

- Definitions (competency model, domain, competency)
- Background on the competencies
- Developing learning objectives
- Developing coursework, sample curriculum content
- Listing of exemplar resources
- Appendix: Sample of sub-competencies and learning objectives to supplement CEPH's Accreditation Criteria for Foundational Knowledge and Foundational Competencies for the MPH Degree
A *competency* includes the following components:

<table>
<thead>
<tr>
<th>Action verb (measurable)</th>
<th>Content</th>
<th>Context, when necessary</th>
</tr>
</thead>
</table>

An Example:

<table>
<thead>
<tr>
<th>Action verb (measurable)</th>
<th>Content</th>
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</thead>
</table>

Design sustainable workforce development strategies for resource-limited settings

Design *(action verb)*… sustainable workforce development strategies *(content)*… for resource-limited settings *(context)*
# Learning Taxonomy

## Cognitive Domain (evidence of change in knowledge, e.g. facilities for facts and figures, conceptual frameworks, and/or metacognition)

<table>
<thead>
<tr>
<th>Bloom’s Taxonomy Levels (revised using Anderson &amp; Krathwohl)</th>
<th>Level 1: Remember</th>
<th>Level 2: Understand</th>
<th>Level 3: Apply</th>
<th>Level 4: Analyze</th>
<th>Level 5: Evaluate</th>
<th>Level 6: Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Levels</td>
<td>Recall information</td>
<td>Explain ideas or concepts</td>
<td>Use information</td>
<td>Break into parts to explore and understand relationships</td>
<td>Justify decisions</td>
<td>Generate new ideas and synthesize learning</td>
</tr>
<tr>
<td>Action Verbs*</td>
<td>Define, describe, identify, label, list, match, memorize, name, recall, recite, recognize, record, relate, repeat, select, state, write</td>
<td>Arrange, associate, clarify, classify, compile, conclude, determine consequences, discuss, draw conclusions, explain, express, generalize, give examples, infer, interpret, predict, respond to, restate, summarize, transcribe</td>
<td>Apply, calculate, classify, chart, compute, deliver, demonstrate, dramatize, employ, generalize, illustrate, implement, locate, manipulate, order, operate, perform, practice, predict, prepare, present, produce, report, sketch, tabulate, translate, use</td>
<td>Analyze, appraise, arrange, categorize, compare, contrast, correlate, determine, differentiate, distinguish, examine, experiment, inspect, invertorize, outline, solve, test</td>
<td>Appraise, assess, choose, compare, confirm, criticize, critique, decide, diagnose, evaluate, judge, justify, measure, prioritize, prove, rank, rate, recommend, research, revise, weigh, validate, verify</td>
<td>Adapt, arrange, assemble, build, combine, compose, construct, create, derive, develop, design, draft, establish, formulate, generate, integrate, manage, organize, plan, prepare, propose, reorder, structure, shape, synthesize, transform</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>Lectures, audio/visuals, examples, analogies, discussions, multimedia activities</td>
<td>Didactic questions, discussion, review, automated audience response systems, multimedia activities, computer-based tutorials, asynchronous online forums</td>
<td>Case studies, exercises, drills &amp; practice demonstrations, projects, sketches, role plays, simulations, cooperative learning activities, field observations, audio/visuals, multimedia activities, computer-based tutorials, asynchronous online forums, virtual field trips and related observations</td>
<td>Exercises, case studies, critical incidents, essays, interviews, journal critiques, panel discussions, mapping, audio/visuals, multimedia activities, computer-based tutorials, asynchronous online forums, virtual field trips and related observations</td>
<td>Argument labs, debates, auditions, case studies, projects, simulations, panel discussions, comparison activities, audio/visuals, multimedia activities, computer-based tutorials, asynchronous online forums</td>
<td>Formation of a hypotheses, case studies, problem solving activities, development plans, delivery of testimony, simulations, audio/visuals, multimedia activities, computer-based tutorials, asynchronous online forums</td>
</tr>
<tr>
<td>Evaluation Methods</td>
<td>Pre/post-tests, standardized assessments, critiques, reports, presentations, essays, case studies, simulation performance, actual performance, interviews, portfolios, debates, blogs, theses, self-reports, reflection papers, self-evaluations, peer evaluations</td>
<td></td>
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</tbody>
</table>

*the listed verbs represent a few of the more prominent examples from a very wide range of possible action verbs and there will be cases where the verb could fall into more than one category*

Developing Sub-competencies and Learning Objectives

A **sub-competency** is the required behavior that must precede a given competency and/or combine with other behaviors to demonstrate a competency.

A **learning objective** specifies the aim of a lesson, course, or curriculum (the content covered in a course of study) and reveals the knowledge and skills required to fulfill a given competency.

<table>
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<th>Action verb (measurable)</th>
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ASSOCIATION OF SCHOOLS AND PROGRAMS OF PUBLIC HEALTH
An Example:

**COMPETENCY**

*Design* sustainable workforce development strategies for resource-limited settings

**POTENTIAL SUB-COMPETENCY**

*Synthesize* the factors that contribute to the health care workforce crisis in resource-limited settings

**POTENTIAL LEARNING OBJECTIVE**

*Present* general trends and influences in the global availability and movement of health care workers (Jogerst et al., 2015)*

* indicates the original content has been modified from the source.
MORE POTENTIAL LEARNING OBJECTIVES

• **Analyze** the gaps and related requirements for training public health professionals in resource-limited settings

• **Propose** the optimal economic, social, political, and academic conditions that can produce a strong health workforce

• **Construct** strategies for establishing the permanency of the health care workforce in Indigenous communities
From Learning Objectives to Coursework

• **Introduce** students to current, objective-relevant resources

• **Ensure** students demonstrate that each component of the objective has been met

• **Measure (grade)** students using an objective, consistent structure
Demonstration of Backwards Design for Curriculum Development

COMPETENCY

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

SUB-COMPETENCY

*Analyze* the roles and resources of the entities influencing global health

LEARNING OBJECTIVE

*Examine* the function of entities influencing global health
Select an Instructional Strategy

- Audio/visuals, e.g. videos
- Papers
- Exercises
- Case studies
- Critical incidents
- Essays
- Interviews
- Journal critiques
- Panel discussions
- Mapping
- Multi-media activities
- Computer-based tutorials
- Root cause analysis
- Needs and assets assessments
- Asynchronous online forums

Image from: http://www.cobblearning.net/ccsdintechnews/category/engaging-instructional-strategies/page/3/#.XArguGhKg2w
Determine the Assessment Tool

- Paper/Thesis
- Pre-/post-test
- Presentation
- Essays
- Case study
- Simulation performance
- Actual performance
- Interview
- Portfolio
- Debate
- Blogs
- Self-report/Self-evaluation
- Reflection paper
- Peer evaluation

Image from: http://www.midwestpbis.org/evaluation
Exemplar Resources by Competency

Image from https://students.uthscsa.edu/counseling/2013/04/counseling-services-self-help-links/
Appendix – Sample Resources

D1 MPH Foundation Knowledge

1. Explain public health history, philosophy and values
   a. Understand definitions, concepts, and principles of the evolving concept of global health, and the policies and processes that underlie its historic development and contemporary context (University of Michigan School of Public Health, n.d.).

2. Identify the core functions of public health and the 10 Essential Services

3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
   a. Conduct formative research (Association of Schools & Programs of Public Health [ASPPH], 2011).
   b. Conduct a situation analysis across a range of cultural, economic, and health contexts (ASPPH, 2011; Jogerst et al., 2015).
Your Turn!
Input, Feedback, and Questions

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ASPPH Presents WEBINAR

ASSOCIATION OF SCHOOLS AND PROGRAMS OF PUBLIC HEALTH
Thank You to Today’s Presenters

Dean Curran
Dr. Magaña
Dr. Bentley
Dr. Ablah
Dr. Czabanowska
Thank You!

This webinar has been recorded and will be available on the webinar event page on the ASPPH website soon:

https://www.aspoph.org/event/aspoph-presents-teaching-learning-for-the-mph-global-health-concentration/

Contact: sweiner@aspoph.org
For more information about and to register for upcoming webinars, visit the ASPPH Events page:

http://www.aspph.org/events/category/webinar/
Coming Attractions

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