

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

ASPPH.ORG

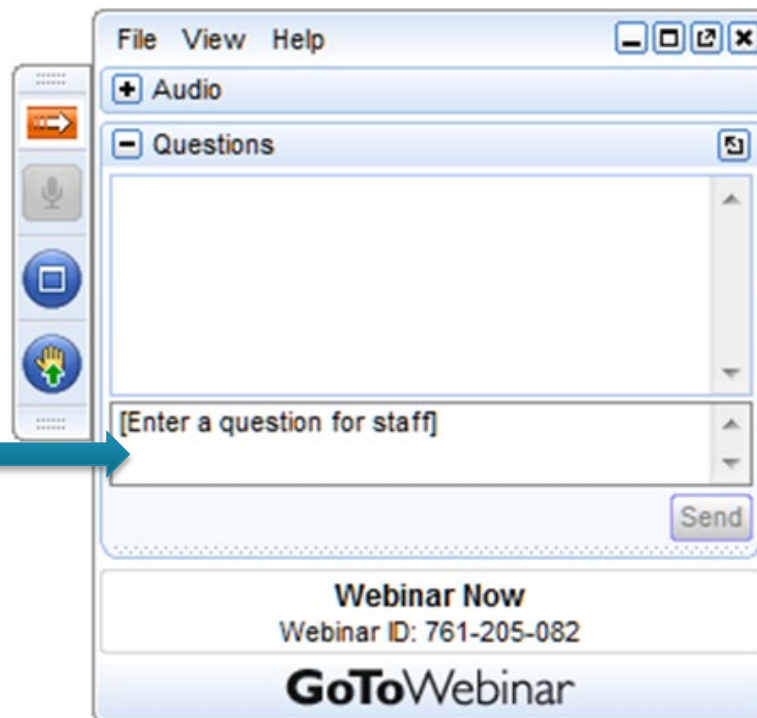
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Today's Presenters



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



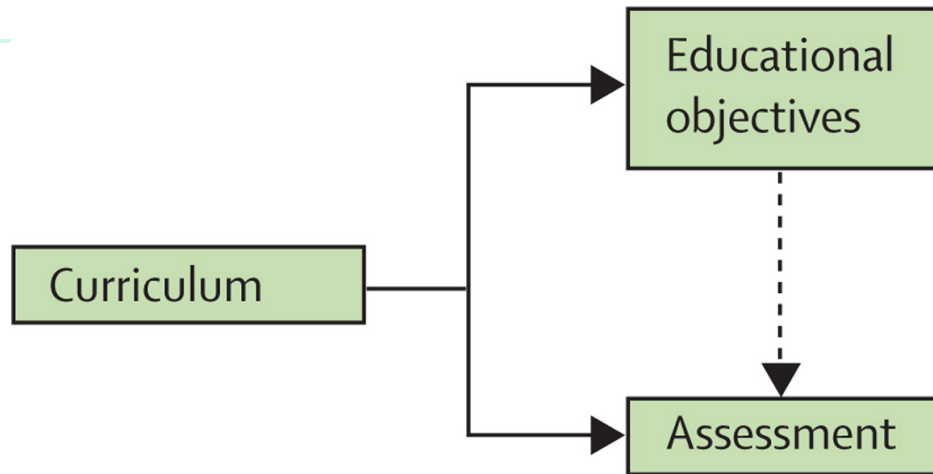
James W. Curran, MD, MPH
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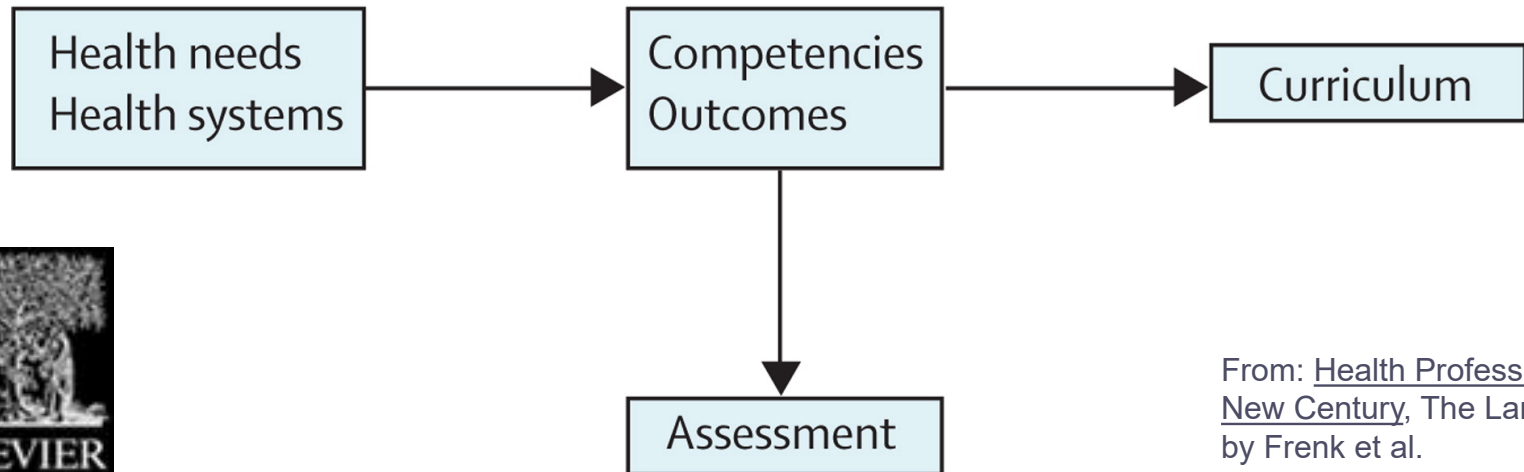


Laura Magaña, PhD, MS
Association of Schools
and Programs of Public
Health

Traditional model



Competency-based education model



From: [Health Professionals for a New Century](#), The Lancet (2010), by Frenk et al.

Learner Target Audience

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



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

July 26, 2018



<https://www.aspph.org/teach-research/models/masters-global-health/>

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

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

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

Definitions

A ***competency*** includes the following components:

Action verb (measurable)	Content	Context, when necessary
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An Example:

Action verb (measurable)	Content	Context, when necessary
-----------------------------	---------	----------------------------

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)

Bloom's Taxonomy Levels (revised using Anderson & Krathwohl)	Level 1: Remember	Level 2: Understand	Level 3: Apply	Level 4: Analyze	Level 5: Evaluate	Level 6: Create
Description of Levels	Recall information	Explain ideas or concepts	Use information	Break into parts to explore and understand relationships	Justify decisions	Generate new ideas and synthesize learning
Action Verbs*	Define, describe, identify, label, list, match, memorize, name, recall, recite, recognize, record, relate, repeat, select, state, write	Arrange, associate, clarify, classify, compile, conclude, determine consequences, discuss, draw conclusions, explain, express, generalize, give examples, infer, interpret, predict, respond to, restate, summarize, transcribe	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	Analyze, appraise, arrange, categorize, compare, contrast, correlate, determine, differentiate, distinguish, examine, experiment, inspect, inventorize, outline, solve, test	Appraise, assess, choose, compare, confirm, criticize, critique, decide, diagnose, evaluate, judge, justify, measure, prioritize, prove, rank, rate, recommend, research, revise, weigh, validate, verify	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
Instructional Strategies	Lectures, audio/visuals, examples, analogies, discussions, multi-media activities	Didactic questions, discussion, review, automated audience response systems, multi-media activities, computer-based tutorials, asynchronous online forums	Case studies, exercises, drills & practice demonstrations, projects, sketches, role plays, simulations, cooperative learning activities, field observations, audio/visuals, multi-media activities, computer-based tutorials, asynchronous online forums, virtual field trips and related observations	Exercises, case studies, critical incidents, essays, interviews, journal critiques, panel discussions, mapping, audio/visuals, multi-media activities, computer-based tutorials, root cause analysis, needs and assets assessments, asynchronous online forums	Argument labs, debates, auditions, case studies, projects, simulations, panel discussions, comparison activities, audio/visuals, multi-media activities, computer-based tutorials, asynchronous online forums	Formation of a hypotheses, case studies, problem solving activities, development plans, delivery of testimony, simulations, audio/visuals, multi-media activities, computer-based tutorials, asynchronous online forums
Evaluation Methods	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					

* 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

<http://bit.ly/ASPPH-CompsRefGuide>

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

Action verb (measurable)	Content	Context, when necessary
-----------------------------	---------	----------------------------

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

An Example: (Continued)

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



Image from:
<http://www.cobblearning.net/ccsdintechnews/category/engaging-instructional-strategies/page/3/#.XArguGhKg2w>

- *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

Determine the Assessment Tool



Image from:
<http://www.midwestpbis.org/evaluation>

- *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

Exemplar Resources by Competency



LINKS & RESOURCES

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

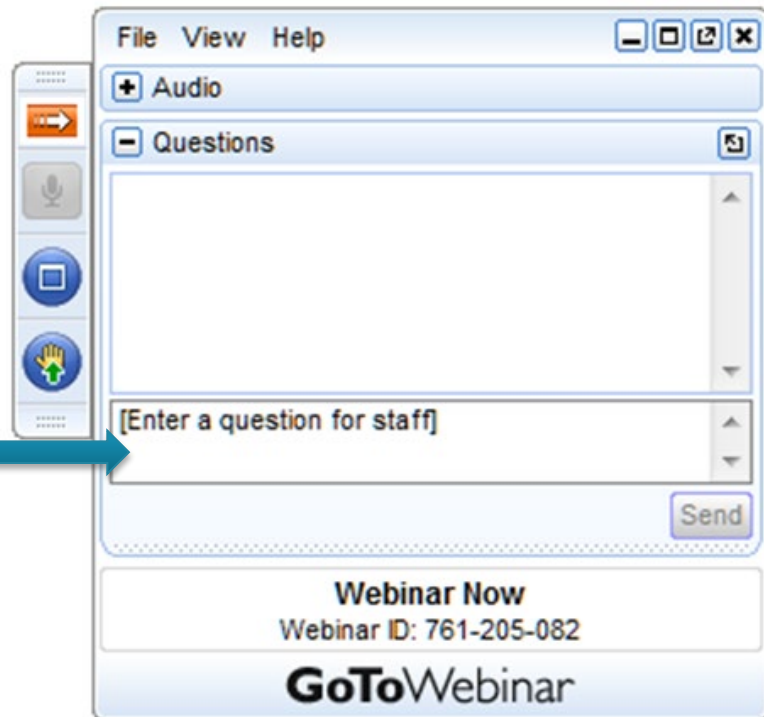
- a. Conduct formative research (Association of Schools & Programs of Public Health [ASPPH], 2011).
- b. Conduct a situation analysis across a range of cultural, economic, and health contexts (ASPPH, 2011; Jogerst et al., 2015).

Your Turn!

Input, Feedback, and Questions

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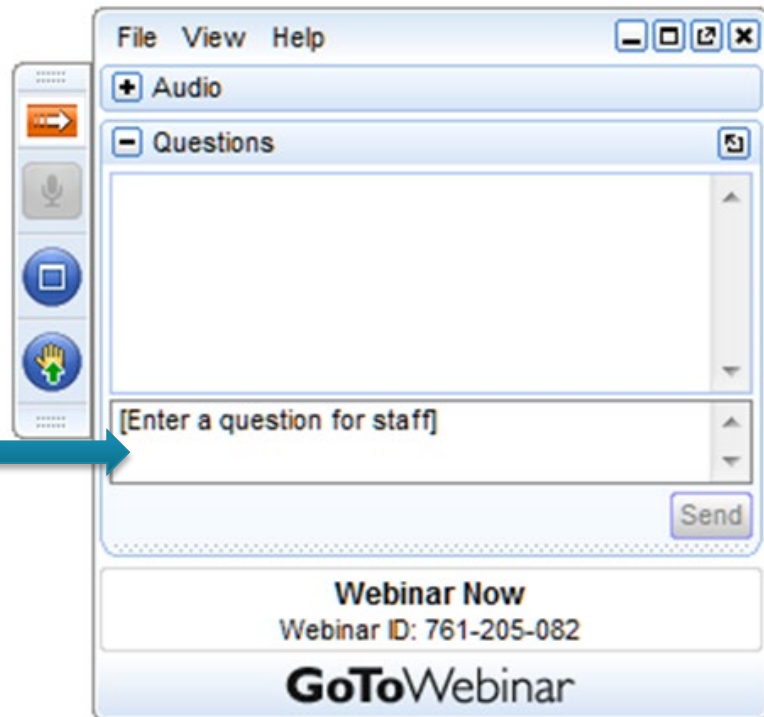
Margaret Bentley, PhD
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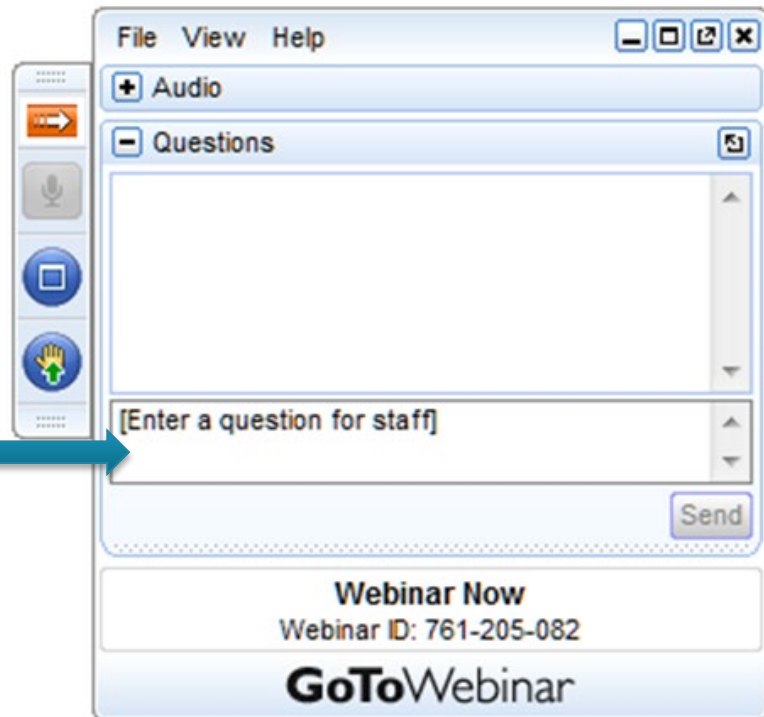
Kasia Czabanowska, MA, PhD
Association of Schools of Public
Health in the European Region &
Maastricht University

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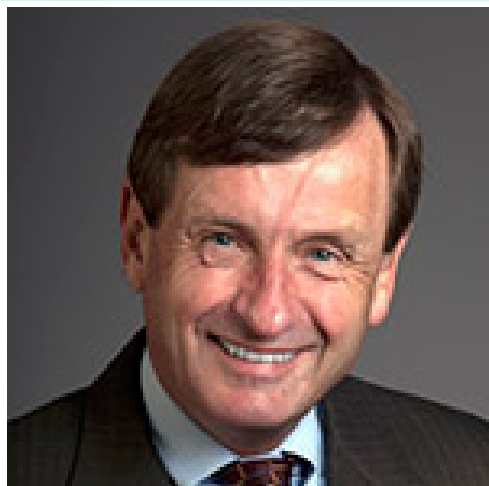
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Thank You to Today's Presenters



Dean Curran



Dr. Magaña



Dr. Ablah



Dr. Bentley



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.aspph.org/event/aspph-presents-teaching-learning-for-the-mph-global-health-concentration/>

Contact: sweiner@aspph.org

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<http://www.aspph.org/events/category/webinar/>

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