

SHORT REPORT

THE GLOBAL PUBLIC HEALTH CURRICULUM: SPECIFIC GLOBAL HEALTH COMPETENCES

Edited by Ulrich Laaser

Version I (1 February 2018)

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The 2nd edition of the Global Public Health Curriculum has been published in the South Eastern European Journal of Public Health, end of 2016 as a special volume (editors Ulrich Laaser & Florida Beluli) at: <http://www.seejph.com/index.php/seejph/article/view/106/82>.

The curriculum targets the postgraduate education and training of public health professionals including their continued professional development (CPD). However, specific competences for the curricular modules remained to be identified in a more systematic approach. To that end from the international literature the following references have been used as a general orientation:

A) Armed Forces Medical College (AFMC) Resource Group, GHEC Committee, India: Global health essential core competencies. At: https://lane.stanford.edu/portals/ihealth-pdfs/BasicCore_Competencies_Final2010.pdf

B) Dias M. Et al.: Global Health Competencies for UK Health Professionals. TECHNICAL REPORT · SEPTEMBER 2015. At: <http://www.researchgate.net/publication/283086441>

C) Association of Schools and Programs of Public Health (ASPPH): The Global Health Competency model. At: www.aspph.org/educate/models/masters-global-health/

D) World Health Organisation (WHO): WHO GLOBAL COMPETENCY MODEL. At: www.who.int/employment/competencies/WHO_competencies_EN.pdf

E) Jogerst K et al.: Identifying Interprofessional Global Health Competencies for 21st Century. At: http://www.cfhi.org/sites/files/files/pages/global_health_competencies_article.pdf

An overview of the published modules is available in the background section of the curriculum as an introductory module (numbered R1.1):

1.0 Background

1.1 Introduction (Ulrich Laaser)

1.2 Global public health functions and services: the history (Ehud Miron)

1.3 Global public health definitions and challenges (Joanna Nurse)

2.0 Global health challenges

2.1 Demographic challenges (Charles Surjadi et al.)

2.2 Burden of disease (Milena Santric-Milicevic et al.)

2.3 Environmental health and climate change (Dragan Gjorgjev et al.)

2.4 Global migration and migrant health (M. Wasif Alam et al.)

2.5 Social determinants of health inequalities (Janko Jankovic)

2.6 Gender and health (Bosiljka Djikanovic)

2.7 Structural and social violence (Fimka Tosija)

2.8 Disaster preparedness (Elisaveta Stikova)

2.9 Millennium Development Goals (Marta Lomazzi)

2.10 Health and wellbeing (Francesco Lietz)

2.11 Global financial crisis and health (Helmut Wenzel)

3.0 Governance of global public health

3.1 Global governance of population health and well-being (George Lueddeke)

3.2 Health programme management (Christopher Potter)

3.3 Role of the civil society in health (Motasem Hamdan)

3.4 Universal health coverage (Jose Moreno et al.)

3.5 Public health leadership in a globalised world (Katarzyna Czabanowska et al.)

3.6 Public health ethics (Alexandra Jovic-Vranes)

3.7 The global public health workforce (Milena Santric-Milicevic et al.)

3.8 Education and training of professionals for global public health (Suzanne Babic et al.)

3.9 Blended learning (Željka Stamenkovic-Nikolic et al.)

3.10 Global health law (Joaquin Cayon)

3.11 Human rights and health (Fiona Haigh)

3.12 Global financial management for health (Ulrich Laaser)

4.0 Going global (Ulrich Laaser)

The two main categories for the grouping of essential competences have been adopted from A. Foldspang (Public Health Core Competences for Essential Public Health Operations, Volume 3, ASPHER 2016 at: <http://aspher.org/download/76/booklet-competencesephos-volume-3.pdf>):

1.0 The public health professional shall know and understand:

2.0 The public health professional shall be able to:

For these two categories competences have been drafted - more or less detailed - in this first version for all modules by the authors in sections R 2.0 on Global Health Challenges and R

3.0 on Governance of Global Public Health. Sections 1.0 (Background) and 4.0 (Going global) are of a different character and in principle allow only for the first category, therefore not included here. In some sections below additional references have been indicated by the authors.

2.7 Plan, implement, and evaluate an evidence-based programme.

R 3.3 CIVIL SOCIETY ORGANISATIONS IN HEALTH (Motasem Hamdan)

The role of the civil society for health is increasingly recognized, mainly due to the historical development of Non-Governmental Organizations. Their role in health and social development as well as in global scale is nowadays indispensable. There should be, however, a regulating framework or code of conduct.

1.0. The public health professional shall know and understand:

- 1.1 The concepts of civil society organizations.
- 1.2 The historical development and the roots of NGOs work.
- 1.3 The types, features of NGOs and area of activity in different countries.
- 1.4 The methods of funding NGOs.
- 1.5 The role of NGOs in health system development, health policy, and health research.
- 1.6 The challenges of regulating and coordinating the work of NGOs.

2.0 The public health professional shall be able to:

- 2.1 To analyze the impact of NGOs on health, and health care systems.
- 2.2 To identify measures to enhance accountability and regulate the work of NGOs.
- 2.3 To apply analytical tools to understand the coordination and harmonization of the work of the civil society organizations to national health priorities.

R 3.4 UNIVERSAL HEALTH COVERAGE (Jose M. Martin-Moreno, Meggan Harris)

Nearly half of all countries worldwide are pursuing policies to achieve Universal Health Coverage. This undertaking has the potential to improve health indicators dramatically, contributing to human development and more generally to global equity. However, the path towards UHC is often rocky, and every country must work to channel resources, adapt existing institutions and build health system capacity in order to accomplish its goals. Global health advocates must understand what elements contribute to the success of UHC strategies, as well as how to measure real progress, so that they will be prepared to substantially contribute to policies in their own country or worldwide.

1.0. The public health professional shall know and understand:

- 1.1 The concepts and the rationale of Universal Health Coverage (UHC) and its linkage with health financing and Public-Private Partnership for health.

- 1.2 The roles and contributions of the private sector, communities, and the traditional medicine in promoting and sustaining UHC.
- 1.3 The political, social, economic and technical aspects of the health financing transition.

2.0 The public health professional shall be able to:

- 2.1 Advocate in favour of UHC strategies in health policies and programmes at global, regional, and national levels.
- 2.2 Assess progress towards UHC.
- 2.3 Advance critical and strategic thinking when designing a UHC programme, both in a national context and as part of an external development strategy.

R 3.5 PUBLIC HEALTH LEADERSHIP IN A GLOBALISED WORLD

(Katarzyna Czabanowska, Tony Smith, Kenneth A. Rethmeier)

Leadership is a well-known concept within organisational science, public health leadership has still not been well-defined. A recent WHO report acknowledges that contemporary health improvement is more complex than ever before and requires leadership that is “*more fluid, multilevel, multi-stakeholder and adaptive*” rather than of a traditional command and control management variety. Today’s public health professionals therefore need to be able to lead in contexts where there is considerable uncertainty and ambiguity, and where there is often imperfect evidence and an absence of agreement about both the precise nature of the problem and the solutions to it. The impact of the evolving growth of the EU and its impact on the potential mobility of healthcare professionals to re-locate across many geographic regions has left, in some communities, a gap in the resources of seasoned healthcare leaders. While this trend opens new opportunities for emerging young healthcare professionals to take on greater roles guiding their healthcare systems, it has also produced a significant need for high quality leadership development educational needs. There is a need to discuss and provide professional development with a concentration on the vital role of leadership and governance play in public health globally. Indeed, the presence of competent leaders is crucial to achieve progress in the field. A number of studies have identified the capability of effective leaders in dealing with the complexity of introducing new innovations or evidence-based practice more successfully.

1.0 The public health professional shall know and understand:

- 1.1 To demonstrate diplomacy and build trust with community partners.
- 1.2 To communicate joint lessons learned to community partners and global constituencies.
- 1.3 To exhibit inter-professional values and communication skills that demonstrate respect for, and awareness of, the unique cultures, values, roles/responsibilities and expertise represented by other professionals and groups that work in global health.
- 1.4 To apply leadership practices that support collaborative practice and team effectiveness.