Global Health Competency Model
Final Version 1.1
October 31, 2011

The Association of Schools of Public Health (ASPH)[i] is pleased to present this competency model designed to provide a framework for the abilities expected of master's-level students in global health programs that will prepare them for successful performance in the global public health workforce. Responsive to calls from the Institute of Medicine, the *Health Professionals for a New Century* Commission, and other key bodies, this Final Model Version 1.1 includes seven domains and 38 competencies, and is recommended for use by graduate-level educators and their students in meeting the needs for expertise in working with partners to solve the pressing public health problems facing our world.

The Global Health Competency Model:

- Builds upon the competencies established in the Master's Degree in Public Health (MPH) Core Competency Model, which consists of five discipline-specific domains (Biostatistics, Environmental Health Sciences, Epidemiology, Health Policy and Management, and Social and Behavioral Science) and seven interdisciplinary/cross-cutting domains (Communications and Informatics, Diversity and Culture, Leadership, Public Health Biology, Professionalism, Program Planning, and Systems Thinking), all 12 domains of which are considered foundational to the study of graduate public health.
- Was developed specifically for global health programs at schools of public health, but it is also applicable to the broader public health curriculum within schools of public health that incorporate a global perspective into all programs. These latter programs would view global health and public health as virtually identical.

At the present time, formal educational programs for global health professionals are highly fragmented in terms of the institutions offering such programs and quite varied in terms of the outcomes and qualifications expected of graduates. As the number of institutions offering formal training in global health grows, ASPH has taken leadership in developing a competency model based on the necessary roles and functions of the global public health system of the future. Accredited schools of public health are particularly appropriate venues for global health education because of their population-based perspective on health. This approach recognizes that global health and public health represent a unified front with a long tradition of bringing scientifically-validated programs, policies, and services to bear upon the world's most urgent health needs. A *Lancet* article in February 2010, in which ASPH global health leaders sought to emphasize the common framework of global health, international health, and public health, stated that "[g]lobal health and public health are indistinguishable," further defining the scope of this initiative.

Target Audience
Students specializing in global health upon graduation from a master's-level program of study.

Goal
To promote population health, safety, and well-being at local and global levels by enhancing the global health competence of students in schools of public health and related global health educational programs.

Use of the Model
It is anticipated that faculty and students in global health programs across a broad range of institutions beyond graduate schools of public health (schools of international relations/affairs, business schools, law schools and, of course, other health professions' schools, such as those in medicine and nursing, as well as programs in the biological and social sciences) will find value in this competency model.

The list is neither comprehensive nor prescriptive, but instead illustrative of the myriad of ways public health contributes to quality of life locally and globally. Improving the lives of vulnerable populations depends on continuing advances in the field of global health education and training. For additional details on the project, visit http://www.asph.org/competency.

DOMAIN 1: Capacity Strengthening

Capacity strengthening is the broad sharing of knowledge, skills, and resources for enhancement of global public health programs, infrastructure, and workforce to address current and future global public health needs.

1.1 Design sustainable workforce development strategies for resource-limited settings.

1.2 Identify methods for assuring health program sustainability.

1.3 Assist host entity in assessing existing capacity.

1.4 Develop strategies that strengthen community capabilities for overcoming barriers to health and well-being.

DOMAIN 2: Collaborating and Partnering

Collaborating and partnering is the ability to select, recruit, and work with a diverse range of global health stakeholders to advance research, policy, and practice goals, and to foster open dialogue and effective communication.

2.1 Develop procedures for managing health partnerships.

2.2 Promote inclusion of representatives of diverse constituencies in partnerships.

2.3 Value commitment to building trust in partnerships.

2.4 Use diplomacy and conflict resolution strategies with partners.

2.5 Communicate lessons learned to community partners and global constituencies.

2.6 Exhibit interpersonal communication skills that demonstrate respect for other perspectives and cultures.

DOMAIN 3: Ethical Reasoning and Professional Practice

Ethical reasoning and professional practice is the ability to identify and respond with integrity to ethical issues in diverse economic, political, and cultural contexts, and promote accountability for the impact of policy decisions upon public health practice at local, national, and international levels.

3.1 Apply the fundamental principles of international standards for the protection of human subjects in diverse cultural settings.

3.2 Analyze ethical and professional issues that arise in responding to public health emergencies.

3.3 Explain the mechanisms used to hold international organizations accountable for public health practice standards.

3.4 Promote integrity in professional practice.

These are the competencies recommended for graduates of master's level programs in global health. Please note that they build upon the MPH Core Competencies (www.asph.org/competency). They reflect the goal of global health—to promote population health, safety, and well-being at local and global levels, as well as eliminate health and social disparities worldwide.

DOMAIN 4: Health Equity and Social Justice
Health equity and social justice is the framework for the analysis of strategies to address health disparities across socially, demographically, or geographically defined populations.
4.1   Apply social justice and human rights principles in public health policies and programs.
4.2   Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being.
4.3   Critique policies with respect to impact on health equity and social justice.
4.4   Analyze distribution of resources to meet the health needs of marginalized and vulnerable groups.

DOMAIN 5: Program Management
Program management is the ability to design, implement, and evaluate global health programs to maximize contributions to effective policy, enhanced practice, and improved and sustainable health outcomes.
5.1   Conduct formative research.
5.2   Apply scientific evidence throughout program planning, implementation, and evaluation.
5.3   Design program work plans based on logic models.
5.4   Develop proposals to secure donor and stakeholder support.
5.5   Plan evidence-based interventions to meet internationally established health targets.
5.6   Develop monitoring and evaluation frameworks to assess programs.
5.7   Utilize project management techniques throughout program planning, implementation, and evaluation.
5.8   Develop context-specific implementation strategies for scaling up best-practice interventions.

DOMAIN 6: Socio-cultural and Political Awareness

Socio-cultural and political awareness is the conceptual basis with which to work effectively within diverse cultural settings and across local, regional, national, and international political landscapes.

6.1   Describe the roles and relationships of the entities influencing global health.

6.2   Analyze the impact of transnational movements on population health.

6.3   Analyze context-specific policy making processes that impact health.

6.4   Design health advocacy strategies.

6.5   Describe multi-agency policy-making in response to complex health emergencies.

6.6   Describe the interrelationship of foreign policy and health diplomacy.

DOMAIN 7: Strategic Analysis

Strategic analysis is the ability to use systems thinking to analyze a diverse range of complex and interrelated factors shaping health trends to formulate programs at the local, national, and international levels.

7.1   Conduct a situation analysis across a range of cultural, economic, and health contexts.

7.2   Identify the relationships among patterns of morbidity, mortality, and disability with demographic and other factors in shaping the circumstances of the population of a specified community, country, or region.

7.3   Implement a community health needs assessment.

7.4   Conduct comparative analyses of health systems.

7.5   Explain economic analyses drawn from socio-economic and health data.

7.6   Design context-specific health interventions based upon situation analysis.

Global Health Competencies

ASPH ASSOCIATION OF SCHOOLS OF PUBLIC HEALTH

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Ethical Reasoning & Professional Practice

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3.3 Explain the mechanisms used to hold international organizations accountable for public health practice standards.
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Health Equity & Social Justice

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4.3 Critique policies with respect to impact on health equity and social justice.
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Program Management

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MPH Core Competencies (www.asph.org/competency)

Biostatistics	Environmental Health Sciences	Epidemiology	Health Policy and Management	Social and Behavioral Sciences

Communication and Informatics	Diversity and Culture	Leadership	Public Health Biology	Professionalism	Program Planning	Systems Thinking