Core competencies for public health professionals in the new era.

Assistant Professor Dr. Chanuantong Tanasugarn, DrPH
What are core competencies?

- The Core Competencies for Public Health Professionals (Core Competencies) are a consensus set of foundational skills for the broad practice of public health developed by the Council on Linkages Between Academia and Public Health Practice (Council on Linkages).
What are core competencies?

• The Core Competencies are a set of foundational or crosscutting skills for anyone working in or preparing for a career in public health. If you plan to pursue a career in public health following graduation, the Core Competencies offer a starting point for developing skills to be effective in your future job.
What are core competencies?

- A combination of knowledge, skills and abilities that a professional must demonstrate and that are essential to performing work effectively. (EU)
What are core competencies?

There are two types of Core competency:

1. Core competency developed by the Public Health Education Institutes/Association ie ASPHER, ASPH, The Faculty of Public Health UK
2. Core competency developed by public health institutes/practitioners/ministries
What are core competencies?

• There are two levels of Core competency:
  1. Core competency developed by universities mostly is individual student level as expected by the education program;
  2. Core competency developed by public health organization/ministries focus on both individual practitioner and organization levels and aims for professional development (inservice training and evaluation/career advancement)
What are core competencies?

• There are different types of Core Competency in education:

1. Discipline specific competency by subject expert or professionals ie nutrition, environmental health sciences
2. Cross cutting /interdisciplinary competency
3. Degree specific competency model ie MPH and DrPH competency model.
How do we use core competencies?

• Education institutes develop CC as a research based project, using delphi technique and survey to get a consensus from practitioners in the field.

• National institutes develop CC as a context/problem and concept or PH approach based project (Canada, EU), using iterative model or service function model and organize meeting or survey to get a consensus from professionals in the field.

• Each school or organization can find ways to apply each competency model based on their context and goal.
Who developed the Core Competencies?

• US model – Research group from different school of public health, then the council linkages with professionals review and revise every 3-5 years.

• Canada Model – National authorities

• UK Model – The Faculty of Public Health

• European Model – ASPHER
Pattern of developing and applying Core Competencies model

• Inclusive principles: stakeholders involvement.
• Review regularly every 3-5 years.
• Linkages between education model and practitioner model by an agency or non-profit organization/association.
• For Education institute, shows in the program expectation so that a student knows what to expect and a program use it for assessment and evaluation as a student center curriculum/transformative education.
• For PH Org, develop a professional classification and use it for recruitment, development, evaluation, and promotion.
Undergraduate Core Competencies

• There are two approaches in the US:
  1. Liberal arts education model approach
  2. Program expectation model approach
US Core Competencies Domains

1. Analytical/Assessment Skills
2. Policy Development/Program Planning Skills
3. Communication Skills
4. Cultural Competency Skills
5. Community Dimensions of Practice Skills
6. Public Health Sciences Skills
7. Financial Planning and Management Skills
8. Leadership and Systems Thinking Skills
Core Public Health Competencies for BSPH majors

- By receiving a Bachelor of Science in Public Health (BSPH) degree from the School of Public Health-Bloomington, students will be expected to attain the following public health competencies in addition to those specific to their major:

  - Biostatistics
    - Apply statistical reasoning and methods in addressing, analyzing and solving problems in public health.
    - Utilize a statistical package program to access, analyze, and interpret public health data.

  - Public Health Administration
    - Identify the main components and issues of the organization, financing and delivery of health services and public health systems.
    - Identify the principles of management to organizational initiatives.

  - Epidemiology
    - Assess patterns of disease in public health.
    - Describe how methods of epidemiology and surveillance are used to safeguard the population’s health.
Core Public Health Competencies for BSPH majors

• **Environmental Health Sciences**
  Identify factors, agents, and conditions within the environment that cause adverse health outcomes.
  Describe environmental control strategies that are commonly applied to prevent or minimize adverse health effects of environmental agents.

• **Social and Behavioral Sciences**
  Identify behavioral, social, and cultural factors related to public health in diverse communities.
Concentration Specific Competencies

In addition to Core Public Health Competencies for BSPH Students in the School of Public Health-Bloomington, after completing the Bachelor of Science in Public Health degree with a major in Community Health, students will be able to:

1. Summarize historical milestones in public health.
2. Identify cultural, political, behavioral, and economic factors related to diverse public health disparity issues.
3. Assess the values and perspectives of diverse individual communities and cultures and their influences on health disparities related to behaviors, choices, and practices.
4. Demonstrate ethical choices, values and professional practices in public health.
5. Identify lifestyle behaviors that positively and negatively influence health.
6. Integrate research designs, methods, and instruments into public health assessments.
7. Develop and implement an evaluation or research plan related to a public health issue.
8. Plan, design, develop, implement and evaluation strategies to improve community health.
Cross-Cutting Competencies
U of Kentucky (MPH)

• Organize and deliver effective written and verbal communications about public health activities using appropriate communication strategies to professionals, labor, industry, the general public and the media.

• Use evidence based principles and scientific knowledge effectively when involved in evaluation and decision-making in public health.

• Manage potential conflicts of interest encountered by practitioners, researchers, and organizations.

• Collaborate in inter-professional partnerships to implement organizational initiatives at the individual, organizational, and community level.

• Apply ethical principles to public health program planning, implementation and evaluation.
University of Maryland - School of Public Health

• Program Competencies

1. Identify and describe core scientific concepts underlying aspects of disease prevention, environmental protection, and health promotion.
2. Identify and define public health problems from ecological and interdisciplinary perspective.
3. Synthesize knowledge to formulate scientific solutions to public health problems.
4. Apply scientific knowledge to inform effective public health policy.
5. Apply scientific concepts and skills in professional public health agencies.
6. Contribute to the scientific base of public health.
7. Conduct a comprehensive review of the scientific evidence related to a public health issue, concern, or intervention.
Bachelor of Science, Behavioral and Community Health

The Bachelor of Science in Community Health degree program prepares students to effectively plan, develop, implement and evaluate community health education programs. Students in this program are exposed to material in health behavior, community health research, biostatistics, epidemiology, grant writing, health communication and professional development.

Bachelor of Science, Family Science

The Family Science degree program focuses on the study of families and the challenges they face in contemporary society. Students in the program engage in a curriculum dedicated to individual and family development over the lifespan, examining social, cultural, economic, health, and historical trends that affect family functioning. The program teaches students how to improve the quality of family life through education, applied research, policy analysis, and human services program management.

Bachelor of Science, Public Health Science (Shady Grove)

The Public Health Science program based at the Universities at Shady Grove, is a science-based program for third- and fourth-year undergraduate students. The program includes courses from the many departments in the School of Public Health, such as kinesiology, biostatistics, and environmental health. Students are trained to work in the public health field at local, state, national, and international levels. Students either participate in an internship or conduct a research study as part of the program’s curriculum.

Bachelor of Science, Public Health Science (College Park)

Launched in Fall 2014, the Public Health Science program is a four-year program that provides rigorous training in the fundamental sciences underlying public health research and practice.
Competencies

1. Communicate effectively with diverse stakeholders, including public health and health care professionals, individually and in group settings using verbal, written, and electronic modes of communication.

2. Use statistical and other quantitative analysis tools and techniques to understand issues and problems in health care organizations and systems.

3. Use basic financial tools, principles and practices to review and analyze financial performance of organizations and implement controls as required.


5. Use marketing concepts and skills to analyze markets, develop marketing plans, and measure the impact of marketing activities to raise awareness and increase growth of the organization’s market share.

6. Participate in developing and implementing plans and policies to improve the delivery of health services.

7. Work individually and within a team-setting by applying organizational knowledge and leadership skills.

8. Recognize and demonstrate sensitivity to diverse points of view.

9. Seek principled solutions to health services delivery issues.
Bachelor of Science (B.S.) with a Major in Public Health

The Bachelor of Science (B.S.) with a major in Public Health is designed to promote an understanding of health and disease based on public health principles. The primary goal of the program is to prepare students to work in public health to improve the quality of life of individuals and communities.

The curriculum provides general knowledge regarding public health principles and practice augmented by concentrated study (tracks) in Environmental and Occupational Health, Health Behavior and Health Delivery. Field work provides students with an experience that incorporates classroom learning into public health practice and prepares them for future employment.
Liberal Arts Education Model

• Despite the strong rationale for widespread access to public health education, formal education for public health has long been centered at the master's level, with students coming from a variety of undergraduate and professional backgrounds. Nevertheless, undergraduate public health majors and minors now exist in many two- and four-year institutions. In fact, Karin Fischer and David Glenn identified public health as one of five college majors on the rise, with bachelor's degrees doubling from 2003 to 2007 (2009), and an analysis by the Educated Citizen and Public Health initiative showed public health to be a growing presence in undergraduate education (Hovland et al. 2009).

• In response to increased student interest, institutions have sought guidance on optimizing the format and content of undergraduate public health education. At the same time, new courses and programs of study are engaging faculty across disciplines and fields in collaborative work connected to undergraduate general education or to various majors or minors. Public health topics facilitate, and indeed require, such integration.

• The IOM recommendation and the explosion of public h
Public Health Learning Outcomes for All Undergraduates
Donna J. Petersen, dean of the University of South Florida College of Public Health and chair of the Undergraduate Public Health Learning Outcomes Development Project; and Christine M. Plepys, project manager for the Undergraduate Public Health Learning Outcomes Development Project, Association of Schools of Public Health

"Public health is the science and art of protecting and improving the health of communities through education, promotion of healthy lifestyles, and research for disease and injury prevention." (http://whatispublichealth.org/)

Public health focuses on protecting the health and well-being of entire communities, from small towns to large countries to the global population. In 2003, the Institute of Medicine (IOM) recommended "that all undergraduates should have access to education in public health." The IOM's rationale was based on the premise that public health is an "essential part of the training of citizens" and that "[p]ublic health literacy is an appropriate and worthy social goal" (Gebbie, Rosenstock, and Hernandez 2003). Indeed, advocates of public health education believe that it prepares students to contribute to the health of the public through positive decision-making and constructive action in personal, professional, and civic arenas.
• The IOM recommendation and the explosion of public health on college campuses have jump-started several activities:

• the Association of American Colleges and Universities' (AAC&U's) Educated Citizen and Public Health initiative, which aims to advance public health education in undergraduate curricula (http://www.aacu.org/public_health/index.cfm)

• the Association for Prevention Teaching and Research (APTR) and AAC&U's "Recommendations for Undergraduate Public Health Education," which features a series of introductory courses in public health, epidemiology, and global health (Riegelman and Albertine 2008)

• the American Public Health Association's policy statement on "The Integration of Core Public Health Education into Undergraduate Curricula" (http://www.apha.org/advocacy/policy/policysearch/default.htm?id=1390)

• Subsequent to these initiatives, the Association of Schools of Public Health (ASPH), in close collaboration with AAC&U and APTR, began a process to craft a model of public health learning outcomes that could be made available to all undergraduate students. The model is geared toward educating citizens who know about and are able to promote public health both locally and globally to eliminate health disparities in populations around the world. This article presents the results of the ASPH-led Undergraduate Public Health Learning Outcomes Development Project.
• **Enhancing Public Health Literacy**

• "Both arts and sciences and public health should share in fostering and developing an educated citizenry." (Riegelman and Albertine 2008)

• In 2009, ASPH partnered with AAC&U and APTR, combining their efforts to ensure that all undergraduates have opportunities to develop basic public health literacy. ASPH, AAC&U, and APTR, as well as the Centers for Disease Control and Prevention involved in the process.

• The leadership group chose the framework of AAC&U's Liberal Education and America's Promise (LEAP) initiative to guide the development of undergraduate public health learning outcomes. By following the LEAP paradigm, the project team discouraged disciplinary silos and enabled participants to think broadly about the knowledge, skills, and attitudes necessary for public health literacy.

• Furthermore, the LEAP philosophy "support[s] the integration of public health education into general and liberal education with an aim to produce an educated citizenry" (Albertine 2008).

• The first three LEAP domains align beautifully with the aims of public health education:
  1. Knowledge of Human Cultures and the Physical and Natural World (in this case, as related to individual and population health)
  2. Intellectual and Practical Skills
  3. Personal and Social Responsibility
The thirteen learning outcomes for the first domain

• Knowledge of Human Cultures and the Physical and Natural World as it Relates to Individual and Population Health,

• encompass a wide variety of topics relevant to the humanities and sciences.

• A few outcomes focus directly on public health knowledge, including its definition, governmental roles, and key milestones in the field's development.

• Others point to developing an appreciation of community collaborations and an understanding of how diverse demographics within a community influence health.

• The outcomes encourage comparisons of certain factors at the local, national, and global levels: environmental hazards, risk factors for infectious and chronic diseases, and leading causes of death.

• They include valuing the relationships between human rights and health, science and technology and health, and medical and public health services and health.

• A learning outcome unique to this domain is to identify reciprocal relationships among literature, the arts, and public health.
The ten learning outcomes for domain two, Intellectual and Practical Skills,

- focus on understanding health information and data, and
- the methods of discovering and investigating related evidence.

- They include appreciation for the multiple determinants of health and
- for the interconnectedness of physical, social, and environmental aspects of community health, such as the impact of policies, laws, and legislation.

- The domain is rounded out with practical skills: research, analysis, teamwork, and communication.
The eleven learning outcomes in domain three, Personal and Social Responsibility

• range from endorsing prevention and promoting healthy individual lifestyle behaviors to participating in community engagement for promoting public health,
• whether through active involvement in health promotion programs or in the political process.
• Ethics and social justice are included in this domain, focusing on the space where an individual's rights and preferences converge with the greater public good.
• Diversity is an element of domain three, appearing through the outcomes of valuing multicultural perspectives and collaborating with others from diverse backgrounds.
Table 1. Correlating Learning Outcomes and Learning Methods

<table>
<thead>
<tr>
<th>Domain No.</th>
<th>Outcome No.</th>
<th>Outcome Description</th>
<th>Integrative Learning Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Appreciate the role of community collaborations in promoting population health</td>
<td>Team-based service project with a local health department to develop a campaign promoting smoking cessation</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>Communicate health information to a wide range of audiences using all types of media</td>
<td>Joint course exercise with journalism students to develop a multimedia public information campaign promoting influenza vaccines for senior citizens</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>Outline individual and community preparedness considerations regarding health emergencies and public disasters</td>
<td>Interactive seminar with a state director of public health preparedness sharing local community disaster management planning initiatives</td>
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Liberal arts Model

- ASPH Core Competencies
- The University of Iowa, College of Public Health uses the Association of Schools of Public Health (ASPH) master’s degree in public health (MPH) core competencies (Version 2.3, 2006) as an educational guide.

- More than 300 members of the academic and practice communities, under the jurisdiction of the ASPH Education Committee, developed the ASPH competencies. Included are 119 competencies distributed among the five core areas of public health (Biostatistics, Environmental Health Sciences, Epidemiology, Health Policy and Management, and Social and Behavioral Sciences) and seven cross-cutting areas (Communication, Diversity and Culture, Leadership, Professionalism and Ethics, Program Planning and Assessment, Public Health Biology, and Systems Thinking).
Liberal arts Model

• There are multiple options for undergraduates who are interested in pursuing a deeper education and career in the field of public health. By taking public health courses, you will develop the skills and foundational knowledge needed to examine the health of local, national, and international populations in your career.

• BACHELOR OF ARTS AND MASTER OF PUBLIC HEALTH (BA/MPH)

• The Bachelor of Arts/Master of Public Health program offered jointly by the College of Arts & Sciences (CAS) and the School of Public Health (SPH) is a blend of the undergraduate experience and graduate professional study leading to increased career opportunities in the field of public health.
Career Advising

Career advising opportunities are available to students in numerous ways. The Career Center, faculty advisors, other faculty, alumni, and field practice supervisors provide valuable guidance to students so that they may use their coursework as a springboard for employment. As members of the active public health workforce, adjunct teaching faculty also provide career counseling and referrals about public health employment and long-term career planning.

The Career Center conducts career and job search advising for prospective students, current students, and alumni. CC provides individual career counseling, resume and cover letter critiquing, mock interviews, a Career P.R.E.P. course delivered in a semester-long cohort model, career workshops and seminars, networking opportunities, an annual career fair, and a database of on-line job and internship opportunities. Career panels and information presentations featuring professionals and employers in public health are held several times a year. Often these programs are collaborations between the Career Center, the Practice Office, and the academic departments.

CC also provides networking opportunities for students and alumni. Alumni networking events, and career panels and programs offer students an opportunity to make connections with alumni and community public health professionals that may assist them with their job searches. In addition to connecting students with career opportunities, alumni can often provide informal academic advising surrounding course selection based on their current knowledge of the field.

Students are encouraged to start thinking about their careers early, and should contact Maria McCarthy, Director of Career Services, for their first individual career advising appointment.
Canada Competency (Pan Canada Framework)

- Developed for organization and education institutes
- Compose of seven categories
  1. Public health sciences
  2. Assessment and analysis
  3. Policy and program planning, implementation and evaluation
  4. Partnerships, collaboration and advocacy
  5. Diversity and inclusiveness
  6. Communication
  7. Leadership

- 36 core competencies see core competencies for public health in canada
UK qualifications framework similar to Service QF in public health

Core Competency areas

1. Surveillance and assessment of the population’s health and wellbeing
2. Assessing the evidence of effectiveness of interventions, programmes and services to improve population health and wellbeing
3. Policy and strategy development and implementation for population health and wellbeing
4. Leadership and collaborative working for population health and wellbeing

Non-core (defined) areas

5. Health improvement
6. Health protection
7. Public health intelligence
8. Academic public health
9. Health and social care quality
   • www.scqf.org.uk/downloads/QualsCrossBoundaries_Sco.pdf
The nine key areas are:

- **Key Area 1**: Surveillance and assessment of the population's health and wellbeing.
- **Key Area 2**: Assessing the evidence of effectiveness of health and healthcare interventions, programmes and services.
- **Key Area 3**: Policy and strategy development and implementation.
- **Key Area 4**: Strategic leadership and collaborative working for health.
- **Key Area 5**: Health Improvement.
- **Key Area 6**: Health Protection.
- **Key Area 7**: Health and Social Service Quality.
- **Key Area 8**: Public Health Intelligence.
- **Key Area 9**: Academic Public Health.
UK Core Competences in public health practice

- Knowledge Public health skills are built on a knowledge base which is detailed in the Membership of the Faculty Public Health (MFPH) Part A examination syllabus, including:
  1. Basic and clinical sciences including research method, epidemiological and statistical method, health needs assessment and evaluative technique.
  2. Disease causation and prevention including health promotion, screening, communicable disease and environmental hazard control and social politics.
  3. Organisation and delivery of health care including health intelligence.
  4. Knowledge of the law as it affects the population's health.
  5. Leadership and management skills including change management and health economics.
UK Core Competences in public health practice

The curriculum addresses development of the following broad competencies in the ten key areas of public health practice:

1. Use of public health intelligence to survey and assess a population’s health and wellbeing.
2. Assessing the evidence of effectiveness of interventions, programmes and services intended to improve health or wellbeing of individuals or populations.
3. Policy and strategy development and implementation.
4. Strategic leadership and collaborative working for health.
5. Health promotion, determinants of health and health communication.
6. Health protection.
9. Professional personal and ethical development.
10. Integration and application of competences for consultant practice.
EU Core competencies

• The Association of Schools of Public Health in the European Region, ASPHER, exists to support its members in their efforts, individually and collectively, to strive for, and to achieve, excellence in public health education.

• ASPHER`s decision in 2006 to embark on the creation of a system of core competences designed to be appropriate for public health education and training, and for senior public health professionals engaged in public health practice, whether this be service work, teaching, or research —
EU Core competencies

- Public Health functions. A brief summary of the agreed public health functions are listed below:
  1. To provide data about the health status: to monitor and assess public health needs, to respond to health needs, to determine the most effective interventions, alternatives and preventative programmes
  2. To co-ordinate inter-sectoral, interdisciplinary arenas
  3. To act as a watchdog for public money and how it is used to improve health
  4. To provide input to policies relevant to the health of communities and societies
  5. To deal with the most widespread causes of death and most disabling diseases
  6. To create awareness about socio-economic determinants of health
  7. To use/organise protection and prevention services: food control, environmental control, family planning services, vaccination
  8. To empower people to be healthy
  9. To develop access to the population at risk or those outside of health systems.
How do the Core Competencies relate to the Master of Public Health (MPH) Core Competency Model developed by the Association of Schools and Programs of Public Health (ASPPH)?

- The Core Competencies and the MPH Core Competency Model both provide sets of skills relevant for public health, but are designed for slightly different audiences.

- The Core Competencies describe skills for individuals working in public health – and by extension, those preparing for careers in the public health workforce – regardless of the setting in which they work or their formal education, while the MPH Core Competency Model is focused on skills students should acquire during a CEPH-accredited MPH program. **Not all of the competencies within the Core Competences will be developed by completing an MPH degree program; some may be more effectively learned on the job.** The most similarity between the two competency sets may be found in the interdisciplinary or cross-cutting areas within the MPH Core Competency Model.
The Public Health Foundation (PHF), a private, non-profit, 501(c)3 organization based in Washington, DC, improves the public’s health by strengthening the quality and performance of public health practice. Since 1970, PHF has developed effective resources, tools, information, and training for health agencies, organizations, and individuals to help improve performance and community health outcomes.

PHF is an independent, non-membership organization, governed by an 11-member Board of Directors composed of two state health officers, two local public health officers, one local board of health member, and six individuals from academic, private sector, and other public health agency settings.

Public Health Foundation
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Washington, DC 20005
Phone: 202-218-4400
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Our partners Effective partnership working is critical to our work, as well as to good public health. Some of our partners include:

- Academy of Medical Royal Colleges
- Association of Directors of Public Health
- British Dental Association
- Chartered Institute of Environmental Health
- European Public Health Alliance
- European Public Health Association
- Faculty of Occupational Medicine
- National Heart Forum
- Postgraduate Medical Education & Training Board
- Royal Society of Health
- Royal Institute of Public Health
- UK Departments of Health
- UK Public Health Association

www.fph.org.uk/careers/index.php Faculty

The Faculty of Public Health (formerly the Faculty of Community Medicine and then the Faculty of Public Health Medicine) was formed in 1972 by the three Royal Colleges of Physicians of the United Kingdom (London, Edinburgh and Glasgow).
What is public health

• The Faculty defines public health as:
• The science and art of promoting and protecting health and well-being, preventing ill-health and prolonging life through the organised efforts of society.
The Faculty's approach is that public health:

- is population based
- emphasizes collective responsibility for health, its protection and disease prevention
- recognizes the key role of the state, linked to a concern for the underlying socio-economic and wider determinants of health, as well as disease
- emphasizes partnerships with all those who contribute to the health of the population.
Three key domains of public health practice:

Health Improvement
1. Inequalities
2. Education
3. Housing
4. Employment
5. Family/community
6. Lifestyles

Surveillance and monitoring of specific diseases and risk factors
1. Improving services
2. Clinical effectiveness
3. Efficiency
4. Service planning
5. Audit and evaluation
6. Clinical governance
7. Equity
Three key domains of public health practice:

Health Protection
1. Infectious diseases
2. Chemicals and poisons
3. Radiation
4. Emergency response
5. Environmental health hazards
The Public Health System (UK)
Public health systems are commonly defined as “all public, private, and voluntary entities that contribute to the delivery of essential public health services within a jurisdiction.” This concept ensures that all entities’ contributions to the health and well-being of the community or state are recognized in assessing the provision of public health services.

The public health system includes

1. Public health agencies at state and local levels
2. Healthcare providers
3. Public safety agencies
4. Human service and charity organizations
5. Education and youth development organizations
6. Recreation and arts-related organizations
7. Economic and philanthropic organizations
8. Environmental agencies and organizations
The nine key areas for public health practice:

The Faculty's core values are that public health practice should be:

- equitable
- empowering
- effective
- evidence-based
- fair
- inclusive

In light of these core values, and the three domains of public health practice, we have agreed nine key areas for public health practice.
These nine areas are at the basis of all standards of training and practice that the Faculty develops.

The nine key areas are:

1. Surveillance and assessment of the population's health and wellbeing
2. Assessing the evidence of effectiveness of health and healthcare interventions, programmes and services
3. Policy and strategy development and implementation
4. Strategic leadership and collaborative working for health
5. Health Improvement
6. Health Protection
7. Health and Social Service Quality
8. Public Health Intelligence
9. Academic Public Health
Quality Strategy Ambition

Person Centred

KSF Core Dimension

Core 1 - Communication
Core 2 - Personal and People Development
Core 4 - Service Improvement
Core 5 - Quality
Core 6 - Equality and Diversity

Safe

Core 3 - Health, Safety and Security

Effective

Core 4 - Service Improvement
Core 5 - Quality
Health Professionals in the New Century

What should be FPH MU core competencies

1. “cross-cutting” because their values should permeate all courses during your public health education.

1. Communication and Informatics
2. Diversity and Culture
3. Leadership
4. Public Health
5. Professionalism
6. Program Planning
7. Systems Thinking
What should be FPH MU core competencies

2.
What should be FPH MU core competencies

3.

Core Competencies for Public Health

- Public Health Sciences
- Assessment and Analysis
- Policy and Program Planning, Implementation and Evaluation
- Partnerships, Collaboration and Advocacy
- Diversity and Inclusiveness
- Communication
- Leadership
What should be FPH MU core competencies

4.
What should be FPH MU core competencies
Which combination do we need for Thailand and the Region

- **WHO SEARO**

  Transformative learning
  Six Building Blocks
  Health Promotion and NCD

Training Modules Public Health Teaching in Undergraduate Medical Schools

**TRAINING MODULES**

**PUBLIC HEALTH TEACHING IN UNDERGRADUATE MEDICAL SCHOOLS:**

Competencies, Curriculum, and Faculty Development

PREPARED FOR WHO-SEARO BY:

Faculty of Medicine, Chulalongkorn University

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Table of Content
Public health education in South Asia: a basis for structuring a master degree course

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PERSPECTIVE ARTICLE

Time for Q&A