

One Health Core Competencies

**William Hueston, Rebekah Kunkel,
Felicia Nutter, and Debra Olson**

Outline

- **Definitions**
- **Models of curriculum development**
- **Relevance to One Health**
- **Overview of core competency frameworks**
 - Bellagio Workgroup
 - Stone Mountain Meeting Training Workgroup
 - USAID/RESPOND
 - Rome Synthesis
- **Summary**

Definitions

- **Competency: knowledge and skills required for high job performance**
 - e.g. "Communicates clearly and concisely in writing"
- **Domain: a grouping of competencies based on the common type of knowledge involved**
 - e.g. "Communication"

Definitions

- **Core competencies: the knowledge and abilities that distinguish one profession from another profession**
- **One Health core competencies = the unique competencies that all One Health professionals should have, regardless of their discipline of origin**
 - e.g. "Foster open communication across disciplines to support and enable a One Health response"

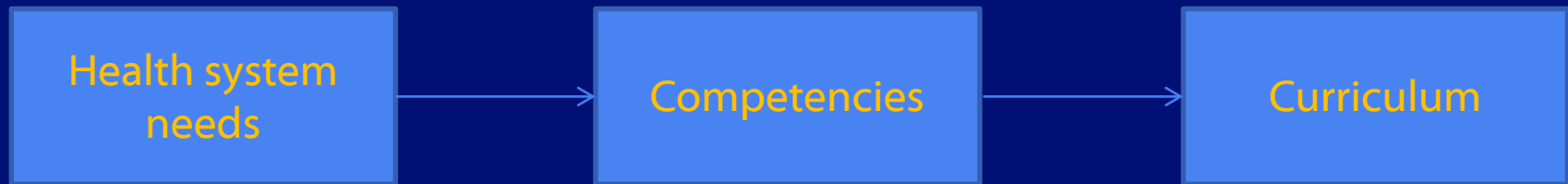
Curriculum Development

- **Knowledge-based approach (“Traditional”)**
- **Competency-based approach**

Traditional Approach



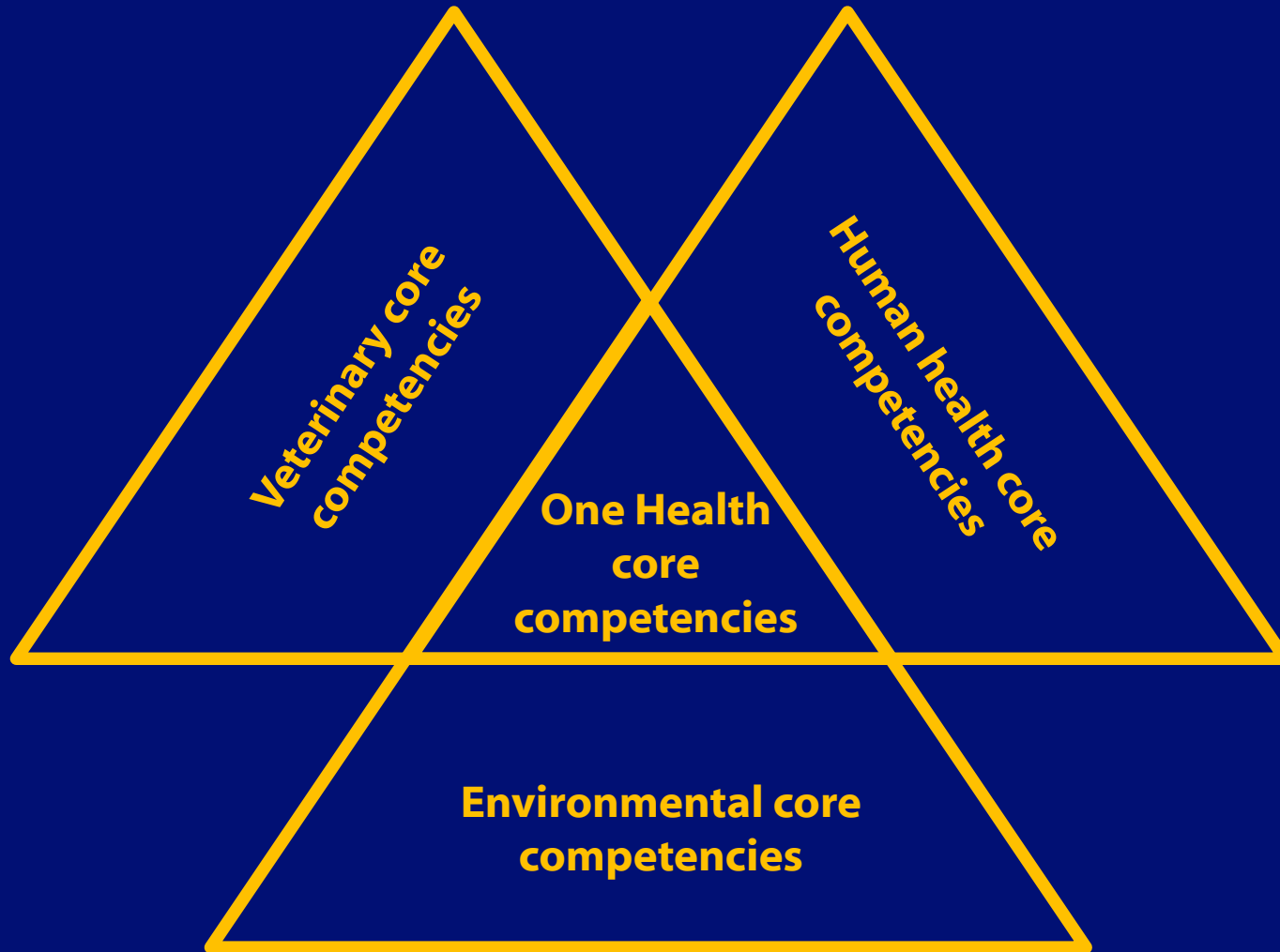
Competency-based Approach



Why do these projects?

- Identifying core competencies is important to develop relevant training programs for One Health professionals.

Model for One Health



Groups

- **Bellagio Workgroup**
- **Stone Mountain Meeting Training Workgroup**
- **USAID/RESPOND One Health Core Competencies Workgroup**
- **Rome Workshop**

So how do we build capacity
for One Health Approaches?

It all started at Salzburg...

- **“Global Nexus of Animal and Public Health”**
- September 2007, Salzburg, Austria, 50 attendees from 15 countries
 - Included Ron DeHaven, John Clifford, Lonnie King, Will Hueston, Linda Valeri...



SALZBURG
GLOBAL
SEMINAR

Outcomes of Seminar

Vision...

“Optimal global health embracing the interdependence of humans, animals and the environment”



Outcomes of Seminar

Strategic Elements for
One Health Transformation

- Social Engagement
- Infrastructure and Capacity
- Awareness, urgency, communication
- Education and training
- Collaboration and convergence
- Effective Leadership

Salzburg Sets the Stage

- Created energy for action
- Established a network of the willing

Tara Acharya, Associate Director
Rockefeller Foundation

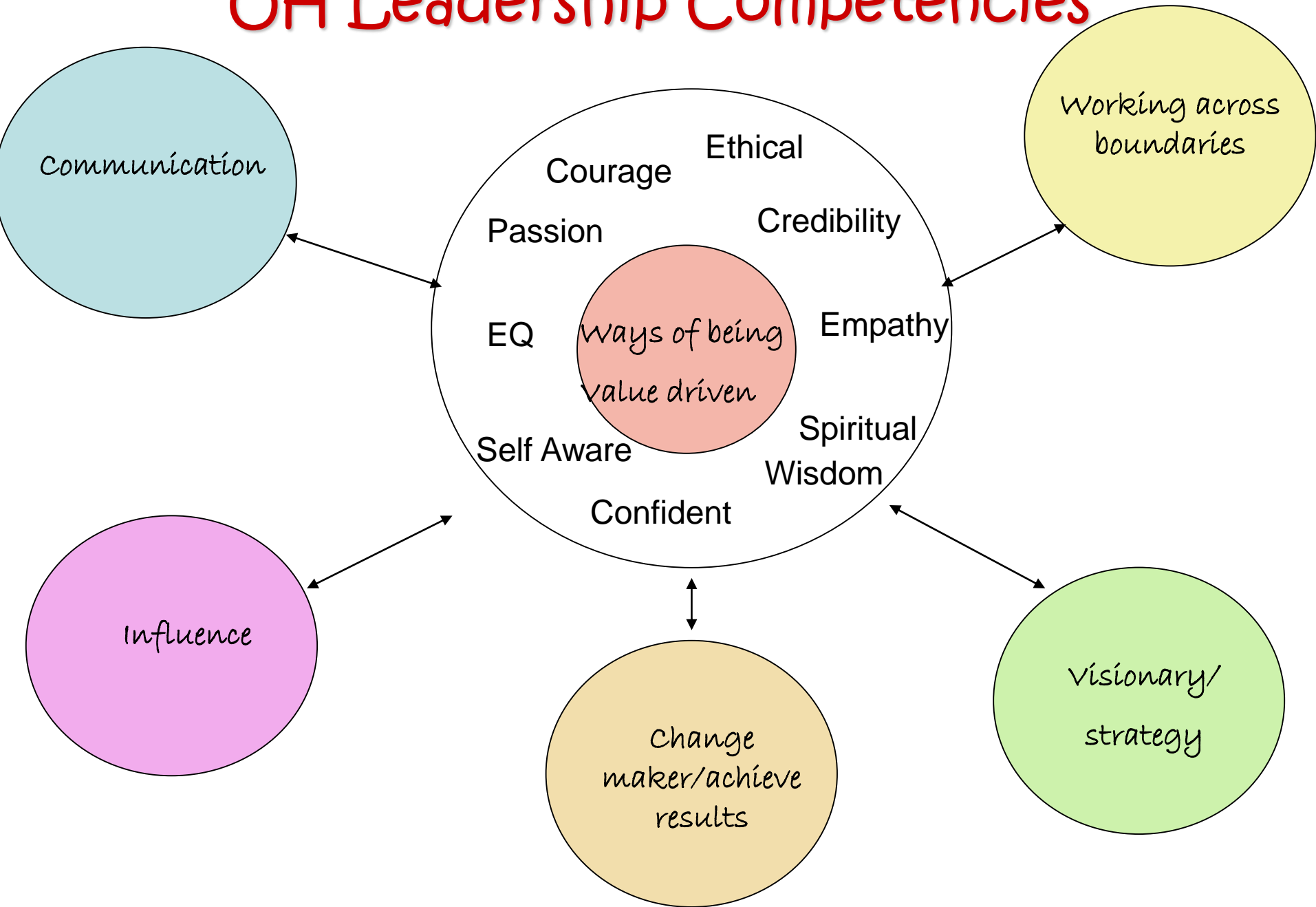


One Health Leadership Model



Rockefeller Bellagio Center September 2008

OH Leadership Competencies



Communication

Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and audience being addressed. Makes sure that others understand what is going on.

Indicators

- Listen
- Sensitivities (culture, gender, generation)
- Messaging (Relevant and in context)
- Transparency
- Charisma / presence

Influence

Persuades and influences others of the benefits of the position they are proposing. Negotiates to find solutions that everyone will accept.

Indicators:

- Persuasion
- Negotiation
- Builds Consensus
- Uses logic and feeling

Vision and Strategy

Creates and communicates a vision of the future that is a compelling picture. Looks at issues with a broad view to achieving the vision. Develops strategies that will underpin the delivery of the vision.

Indicators:

- Global
- Systems view
- Futuristic – seeing around the corner
- Multiple views and perspectives

Working across boundaries/teams

Develops strong working relationships inside and outside the team to achieve common goals. Breaks down barriers between diverse groups and involves others in discussions and decisions.

Indicators:

- Facilitation
- Engagement
- Building coalitions
- Building partnerships
- Building trust

Change/achieving results

Recognises and responds to the need for change. Focuses on delivering real change and results. Willing to persist in the face of obstacles.

Indicators:

- Sees opportunities
- Leveraging for change
- Critical thinking
- Innovation
- Creativity
- Risk taking
- Proactive
- Enabling others
- Challenge assumptions/status quo
- Tolerates ambiguity
- Leads in uncertainty
- Balances decision making with reason and intuition

One Health Impact Model

**Integrated and Harmonized
Systems for Global Health**

Level 3 Impact: Systems level

Shared Leadership

Communities of
Practice

Strategic Public-Private
Partnerships

Level 2 Outcomes: Organizational level

Knowledge

Understanding

Skills

Satisfaction

Relationships

Level 1 Outputs: Individual level

Professional
Skill-building

Leadership
Development

Facilitating
Collaboration

Activities

Stone Mountain Meeting Training Workgroup

Operationalizing "One Health":



A Policy Perspective -

Taking Stock and Shaping an Implementation Roadmap

Stone Mountain, Georgia

May 4-6, 2010

Operationalizing “One Health”: A Policy Perspective

May 4-6, 2010

- ❑ Co-organized by CDC, OIE, FAO, WHO
- ❑ Global representation from different disciplines
 - MD, DVM, PhD, etc.



- ❑ **Subject Matter Expertise from a range of sectors:**

Human Health	Animal Health	Ecosystems
Agriculture	Economics	Wildlife
Geography	Microbiology	Livestock
Academia	Research	Conservation

The Stone Mountain Meeting Outcomes

7 specific activities were selected and 6 separate workgroups were formed

- **One Health Training**
- **Proof of Concept**
- **Business Plan**
- **Country Level Needs Assessment**
- **Capacity Building**
- **One Health Global Network**

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- **One Health Training**
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One Health Training Workgroup Goals

- ❑ Assemble a catalogue of existing One Health related courses and classes**
- ❑ Develop a list of One Health core competencies for three levels of One Health practitioners– National Leaders, Managers, Entry-Level Workers**
- ❑ Crosswalk existing courses with core competencies to identify what else is needed for One Health training**

Core Competency Development

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Stone Mountain Meeting Workgroup

One Health (OH) Core Competencies by Proficiency Level

Note: The OH core competencies are seen as an **addition** to a practitioner's expertise in their professional field.

Proficiency level →

National OH Policy Leader

- **Collaboration:** Develops and helps sustain networks of diverse stakeholders to build/leverage strategic relationships that have the ability to achieve common goals.
- **Diplomacy:** Uses diplomacy and conflict resolution strategies with partners. Builds trust within partnerships.
- **External Awareness:** Socio-cultural and political savvy. Understands and keeps up-to-date on global policies and trends that affect the OH movement; is aware of the impact OH has on related professions.
- **Vision Integration:** Takes long-term view to ensure sustainability/relevance of OH movement. Uses cost-effectiveness thinking to set priorities. Analyzes distribution of resources to meet current OH goals. Develops monitoring and evaluation frameworks to assess programs and policies. Makes decisive decisions that are informed by evidence and take the political and historical context into account.
- **Communicates lessons learned** to global networks; **advocates** for new OH programs by sharing success stories.
- **Management experience:** Is able to bring diverse stakeholders to the table to accomplish agreed-upon OH goals.

Domain →

OH Program/Project Manager

- **Builds Diverse Team:** Assembles team with a variety of backgrounds and that represent human, animal, and environmental health expertise. Engages state and/or local populations in making decisions that affect their health and well-being. Facilitates cooperation among members.
- **Human Capital Management:** Gives actionable feedback and support. Manages and resolves conflicts. Promotes personal accountability in professional practice. Encourages ongoing training, critical thinking, and new ideas and their integration among health disciplines. Supports others in their OH professional development.
- **Strategic Thinking:** Formulates objectives and priorities; implements plans. Understands, interprets, and evaluates surveillance data. Identifies methods for assuring program sustainability within context of larger OH movement. Is able to articulate and explain the sustained multiple avenues and contributions of OH concepts to the overall development of biomedical science, preventive medicine, and disease control programs in both humans and animals.
- **Resource Management:** **Financial:** Prepares, justifies, and administers program budget. Develops proposals to secure funding and foster stakeholder support. **Technology:** Makes effective use of technology to achieve goals; ensures access to and security of technology resources.
- **Communicates lessons learned** to workforce and community partners.
- **Field/outbreak experience:** Works successfully on a multidisciplinary team to achieve common goals and recognize unique interests of stakeholders.

Field/Entry Level

- **Integrity:** Behaves in an honest, fair, and ethical manner. Strong work ethic.
- **Interpersonal Skills:** Able to collaborate with OH partners from diverse backgrounds in order to reach common goals. Treats others with courtesy, sensitivity, and respect; responds appropriately in different situations. Seeks to understand unique interests of OH partners and maximize them to the extent possible.
- **Communication:** Communicates in a clear, concise, organized, and convincing manner both in writing and orally, in person, and through electronic means. Listens effectively; clarifies information as needed.
- **Problem Solving:** Identifies and analyzes problems; weighs relevance and accuracy of information while considering the perspectives of all stakeholders; generates and evaluates alternative solutions; makes recommendations.
- **Flexibility:** Rapidly adapts to new information, changing conditions, or unexpected obstacles. Recovers quickly from setbacks.
- **Self-Development:** Assesses and recognizes own strengths and weaknesses; pursues professional and personal development.
- **Knowledge of the history of OH.**

} Core competencies

Stone Mountain Meeting Workgroup

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Next steps

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USAID Emerging Pandemic Threats: One Health Core Competency Framework

Felicia B. Nutter, DVM, PhD, DACZM

Senior Technical Officer, USAID RESPOND

Research Assistant Professor

Tufts Cummings School of Veterinary Medicine

Emerging Pandemic Threats Program

PREDICT • RESPOND • PREVENT • IDENTIFY



What will the OHCC be used for?

- To **map** and identify current gaps in curricula, to discuss opportunities to fill those gaps and to develop acceptable strategies to produce the future One Health leaders in our communities
- Individuals with the skills to effectively and efficiently work together to protect human, animal and environmental health

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Terminology

- **Core Competency**: a measurable knowledge, skill, or behavior that every member of a One Health team must have
- **Competency Domain**: a set of competencies (derived from key characteristics) that are grouped together in a logical category

OHCC Development

- OHCCs developed on three levels
 - Global: RESPOND, Stone Mountain, Bellagio, etc.
 - Regional: OHCEA and SEAOHUN
 - Local: individual country-level competencies

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Global (N America) Participating Organizations

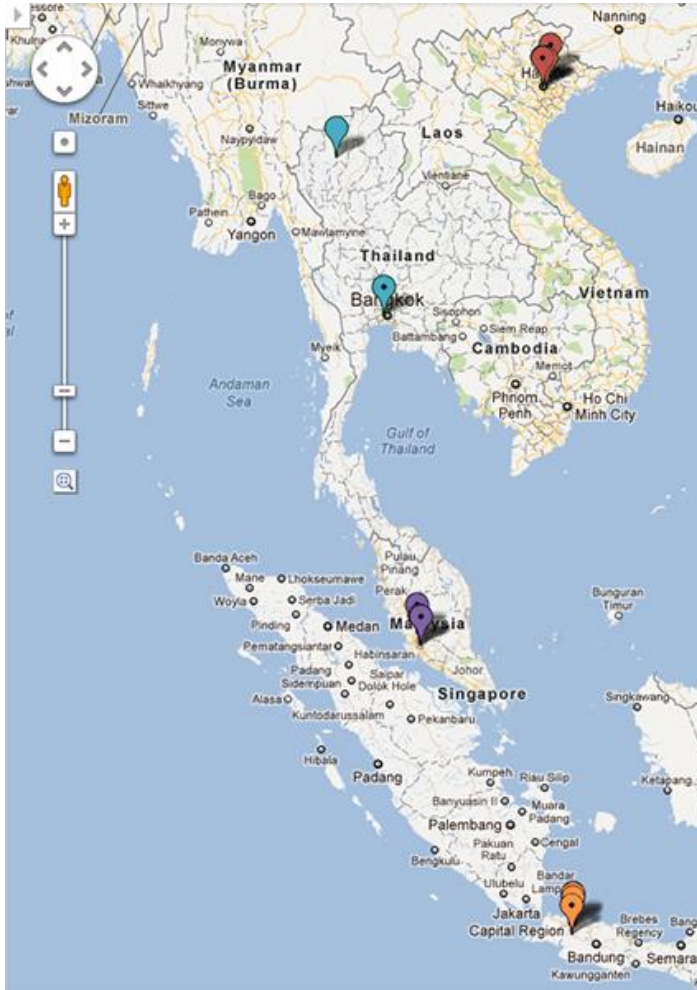
- Columbia University
- DAI
- Ecology and Environment
- Tufts University
- University of Minnesota
- Centers for Disease Control and Prevention
- AED/FHI360
- USDA
- Training Resources Group

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SEAOHUN Participating Institutions



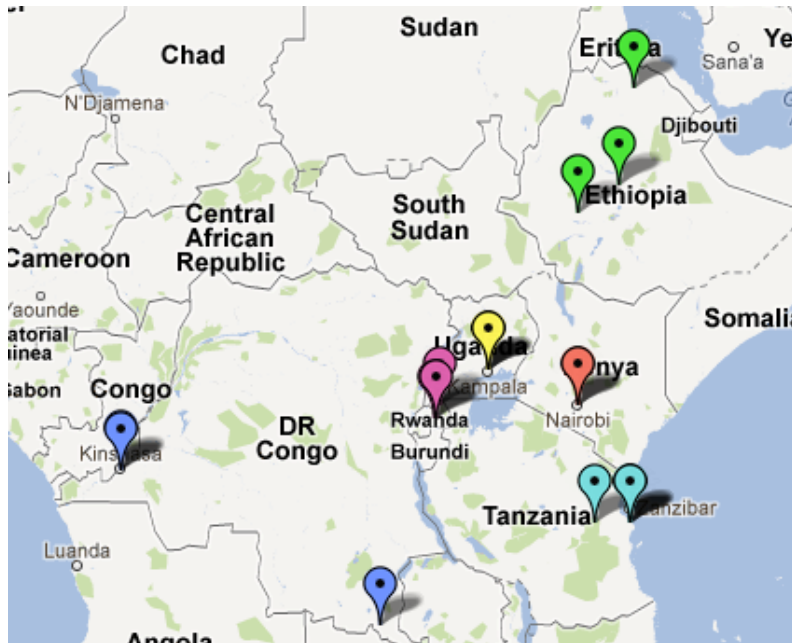
-  Hanoi School of Public Health
-  Hanoi Medical University
-  Hanoi University of Agriculture
-  Chiang Mai University
-  Mahidol University
-  Universiti Kebangsaan Malaysia
-  Universiti Putra Malaysia
-  Institut Pertanian Bogor
-  Universitas Indonesia
-  Universitas Gadjah Mada






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OHCEA Participating Institutions



-  University of Kinshasa School of Public Health
-  University de Lumbashi
-  DRC Ministry of Higher Education
-  DRC Ministry of Agriculture
-  Tanzania Ministry of Livestock and Fisheries

-  Jimma University, Health and Medical
-  Mekelle University, Veterinary Medicine
-  Ethiopian Health and Nutrition Research Institute
-  Makerere University
-  Uganda Ministry of Health
-  Uganda Ministry of Agriculture
-  National University Rwanda, Public Health
-  Umutara Polytechnic, Veterinary Medicine
-  Rwanda Animal Resources Development Authority
-  Rwanda Ministry of Health
-  University of Nairobi
-  Moi University
-  Kenya Zoonotic Disease Unit
-  Muhumbili University
-  Sokoine University
-  Ministry of Health and Social Welfare

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How are They Used?

- **Core Competency**: used in a specific course (syllabus) to derive learning objectives and methods to achieve them
- **Competency Domain**: used in program, curriculum, and course planning, design, and development to identify areas of focus
- Typically in curriculum development or curriculum mapping, developers work with **domains** in order to address large areas of conceptual design as opposed to working with specific competencies

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Example

- **Characteristic:** good communicator
- **Competency:** ability to create an effective message
- **Measurement:** ability of the target audience to restate the message in their own words
- **Competency Domain:** Communication

One Health Core Competency Development Process

LITERATURE
REVIEW,
INTERVIEW,
AND SURVEY
DATA TO
IDENTIFY
DOMAINS
AND
SUBDOMAINS

COME TO
CONSENSUS
NATIONALLY
AND
REGIONALLY
ON OHCC
DOMAINS

USE DOMAINS TO
IDENTIFY
STRENGTHS AND
OPPORTUNITIES
IN EXISTING
CURRICULUM

MATCH
PARTNERS TO
CO-DEVELOP
COMPETENCIES
AND
CURRICULA
BASED ON
DOMAINS

IMPLEMENT
COURSES AND
PROGRAMS

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One Health Domains from the Global Working Group and SEAHOHUN Countries

Global Domains June 2012	OHCC Domains by Country July 2012 Workshop Results			
	Malaysia	Indonesia	Thailand	Vietnam
Planning and Management	Management	Management	Planning and Management	Planning and Management
Communication and Informatics	Communication	Communication	Communication and Informatics	Communication and Informatics
Culture and Beliefs	Culture and Belief	Culture and Belief	Culture and Ethics	Culture and Beliefs
Leadership	Leadership and Professionalism	Leadership and Professionalism	Leadership	Leadership
Collaboration and Partnership	Collaboration and Partnership	Collaboration	Collaboration and Partnership	Collaboration and Partnership
Values and Ethics	Ethics	Values and Ethics		Values and Ethics
Systems Thinking	Systems Thinking	Systems Thinking	Systems Thinking	Systems Thinking
			One Health Knowledge	Policy, Regulation and Advocacy

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RESPOND OHCC Results to Date

GLOBAL	SEAOHUN	OHCEA
Management	Management	Management
Communication and Informatics	Communication and Informatics	Communication
Culture and Beliefs	Culture and Beliefs	Culture, Beliefs, and Gender
Leadership	Leadership	Leadership
Collaboration and Partnership	Collaboration and Partnership	Collaboration and Partnership
Values and Ethics	Values and Ethics	Values and Ethics
Systems Thinking	Systems Thinking	Systems Thinking
		Policy and Advocacy
		Research

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Example

DOMAIN: CULTURE AND BELIEFS

Includes competencies focusing on effective communication and interactions through the understanding of diverse social norms, roles, and practices of individuals, communities, and organizations that impact an intended One Health outcome

Subdomain: Cultural Sensitivity

Example Competency:

- Demonstrate familiarity with local languages, practices, and customs in areas where you are working
- Optimize cultural diversity in team building and networking

Subdomain: Belief Systems

Example Competency:

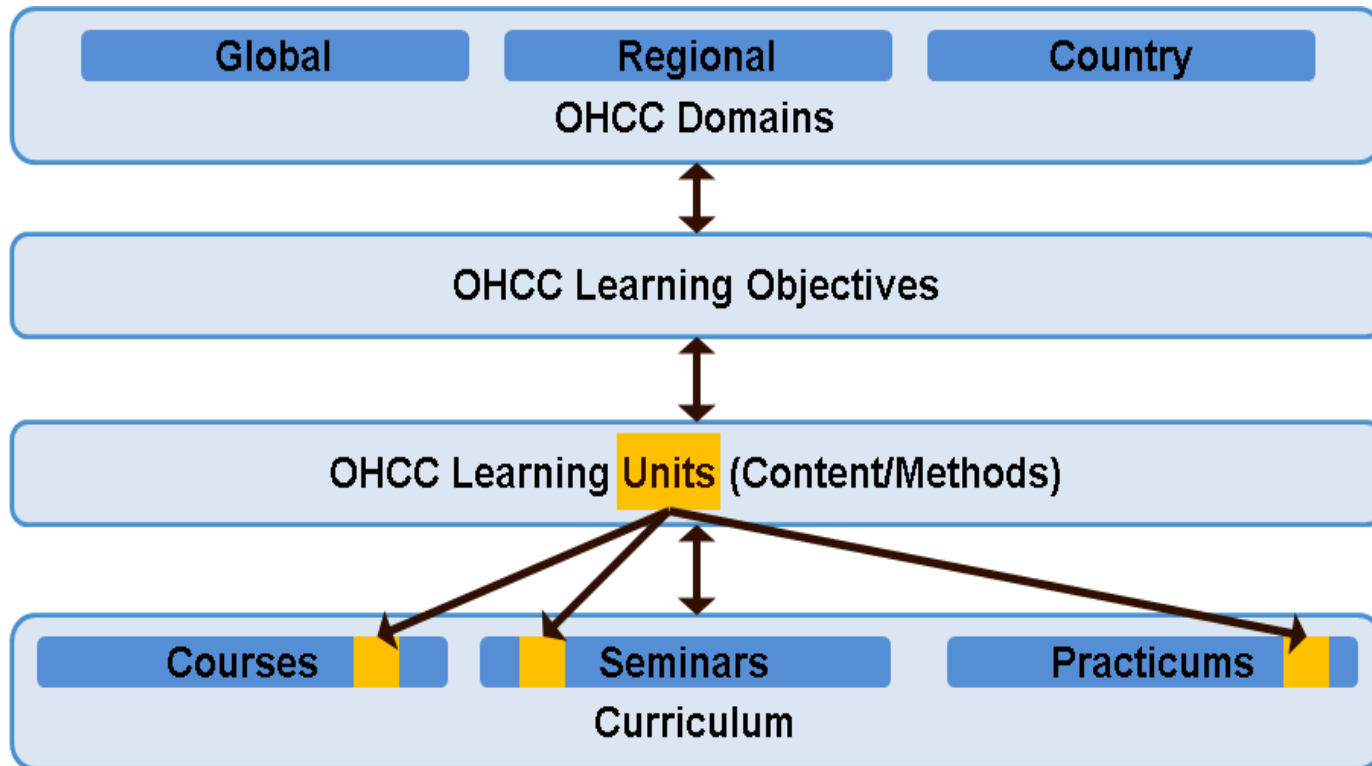
- Distinguish between different ethnic groups, belief systems and spiritual practices in areas where you are working
- Adapt disease management to cultures, beliefs, and practices

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Using the One Health Core Competencies



Identified OHCC learning needs can be fulfilled by learning/teaching units that can be **integrated** into appropriate segments of an existing curriculum.

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Rome Synthesis

March 12 – 13, 2012

Purpose: Synthesis of core One Health competencies

Goal: Affirm and validate and gain a greater understanding of the work that has occurred in OH competencies?

Long Range Goal: develop a framework for OH Curriculum based on a common understanding of core competencies at the domain or highest level of learning ?

Agenda

- Attendees:
 - Instituto G. Caporale, Teramo,
 - US Department of Agriculture,
 - Food and Agriculture Organization of the United Nations,
 - University of Minnesota,
 - Umutara Polytechnic University Rwanda,
 - Muhimbili University of Health and Allied Sciences Tanzania,
 - Tufts University,
 - World Health Organization,
 - US AID/EPT/RESPOND,
 - AVMA,
 - Jimma University Ethiopai,
 - University of Saskatchewan
- A common language – definitions
- Review of 9 Competency Frameworks
- Is there more in common than different?

Definitions Related to Competencies

- Competencies
 - Measurable knowledge , skills, attitudes and behaviours that lead to high job performance; used as a basis for training
- Core Competencies
 - A set of essential , unifying competencies that everyone needs to know or be able to do and that constitute a common baseline
- Criteria for core competencies
 - Essential knowledge , skills and attitudes; what everyone needs to be able to know and do; applicable to all disciplines (not exclusive to some) and are rooted in the value added of the one health approach
- **Domain (Educational term) “BIG Bucket”**
 - **Competencies grouped in a large set by the type / area of knowledge, skill, attitude involved.**

Association of Schools of Public Health (ASPH)

Public Health Preparedness and Response Competency Map

(Model Version 1.0 – December 17, 2010)

Performance Goal: Proficiently perform assigned prevention, preparedness, response, and recovery role(s) in accordance with established national, state, and local health security and public health policies, laws, and systems.

1. Model Leadership

- 1.1 Solve problems under emergency conditions.
- 1.2 Manage behaviors associated with emotional responses in self and others.
- 1.3 Facilitate collaboration with internal and external emergency response partners.
- 1.4 Maintain situational awareness.
- 1.5 Demonstrate respect for all persons and cultures.
- 1.6 Act within the scope of one's legal authority.

2. Communicate and Manage Information

- 2.1 Manage information related to an emergency.
- 2.2 Use principles of crisis and risk communication.
- 2.3 Report information potentially relevant to the identification and control of an emergency through the chain of command.
- 2.4 Collect data according to protocol.
- 2.5 Manage the recording and/or transcription of data according to protocol.

3. Plan for and Improve Practice

- 3.1 Contribute expertise to a community hazard vulnerability analysis (HVA).
- 3.2 Contribute expertise to the development of emergency plans.
- 3.3 Participate in improving the organization's capacities (including, but not limited to programs, plans, policies, laws, and workforce training).
- 3.4 Refer matters outside of one's scope of legal authority through the chain of command.

4. Protect Worker Health and Safety

- 4.1 Maintain personal/family emergency preparedness plans.
- 4.2 Employ protective behaviors according to changing conditions, personal limitations, and threats.
- 4.3 Report unresolved threats to physical and mental health through the chain of command.

Foundational public health competencies

Generic health security or emergency core competencies

Position-specific or professional competencies

Roles and relationships

- 1.1 Describe the roles of public health workers and public health organizations.
- 1.2 Identify the roles and relationships among federal, tribal, state, and local governments and non-governmental organizations.
- 1.3 Analyze the ethical challenges faced by public health workers and public health organizations.
- 1.4 Explain key legal issues that need to be addressed by public health workers and public health organizations.
- 1.5 Discuss strategies to promote community resilience.
- 1.6 Perform in an assigned public health leadership role.

Communication and information management

- 2.1 Apply strategies for sharing information with internal and external partners.
- 2.2 Apply principles of crisis and risk communication.

Planning and Improvement

- 3.1 Identify the key components of a continuity of operations plan.
- 3.2 Identify the key components of an emergency operations plan.
- 3.3 Use evaluation results in the development of an improvement plan.

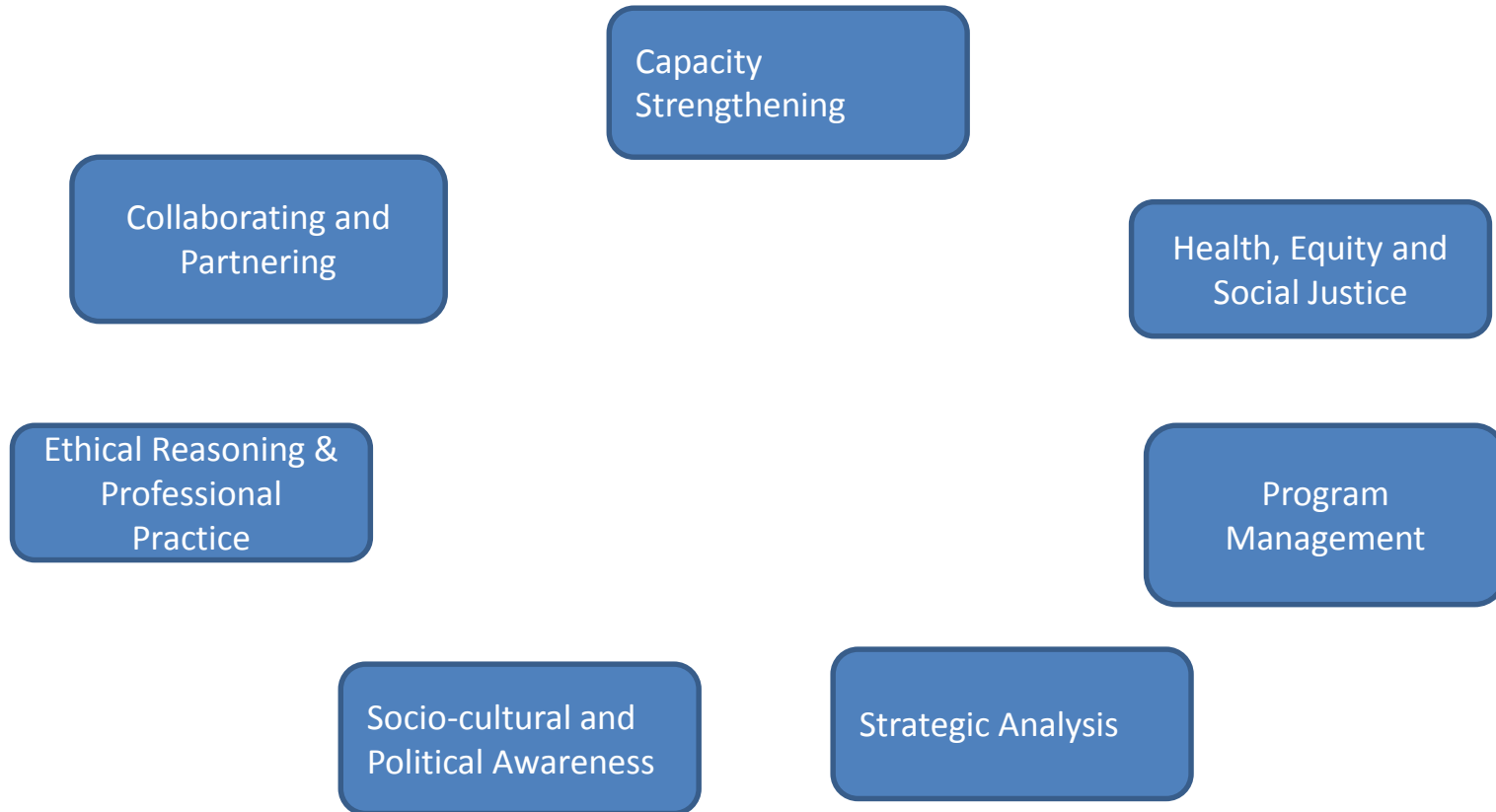
Assessment

- 4.1 Identify public health needs of a community.
- 4.2 Assess population health threats.
- 4.3 Assess public health capabilities.
- 4.4 Apply the principles of epidemiology and surveillance.

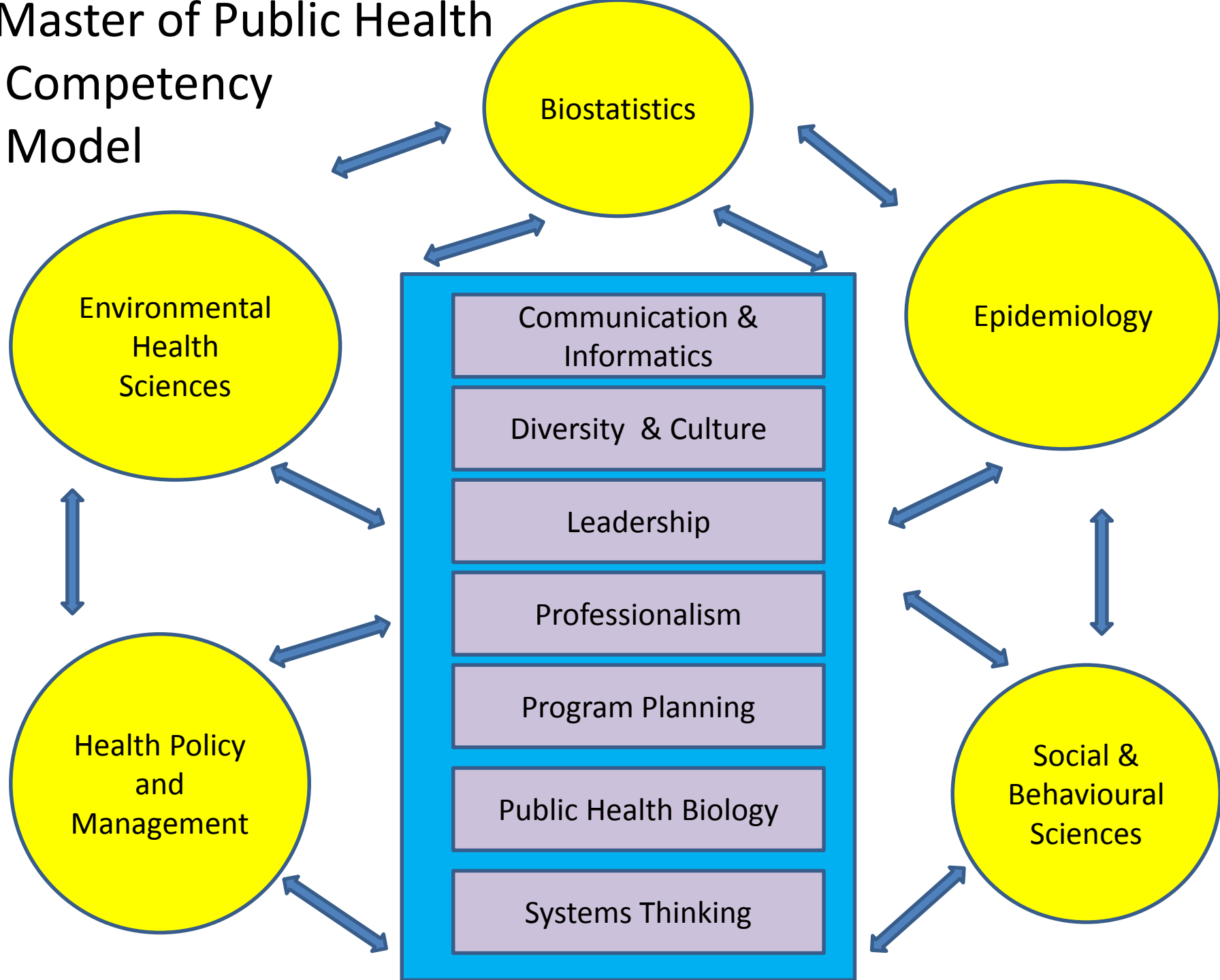
Incident management

- 5.1 Address the needs of vulnerable populations.
- 5.2 Apply culturally competent public health actions.
- 5.3 Apply worker health and safety principles.
- 5.4 Describe psychosocial consequences likely to be experienced by public health workers and community members.
- 5.5 Identify countermeasures.
- 5.6 Describe surge strategies for the health system.

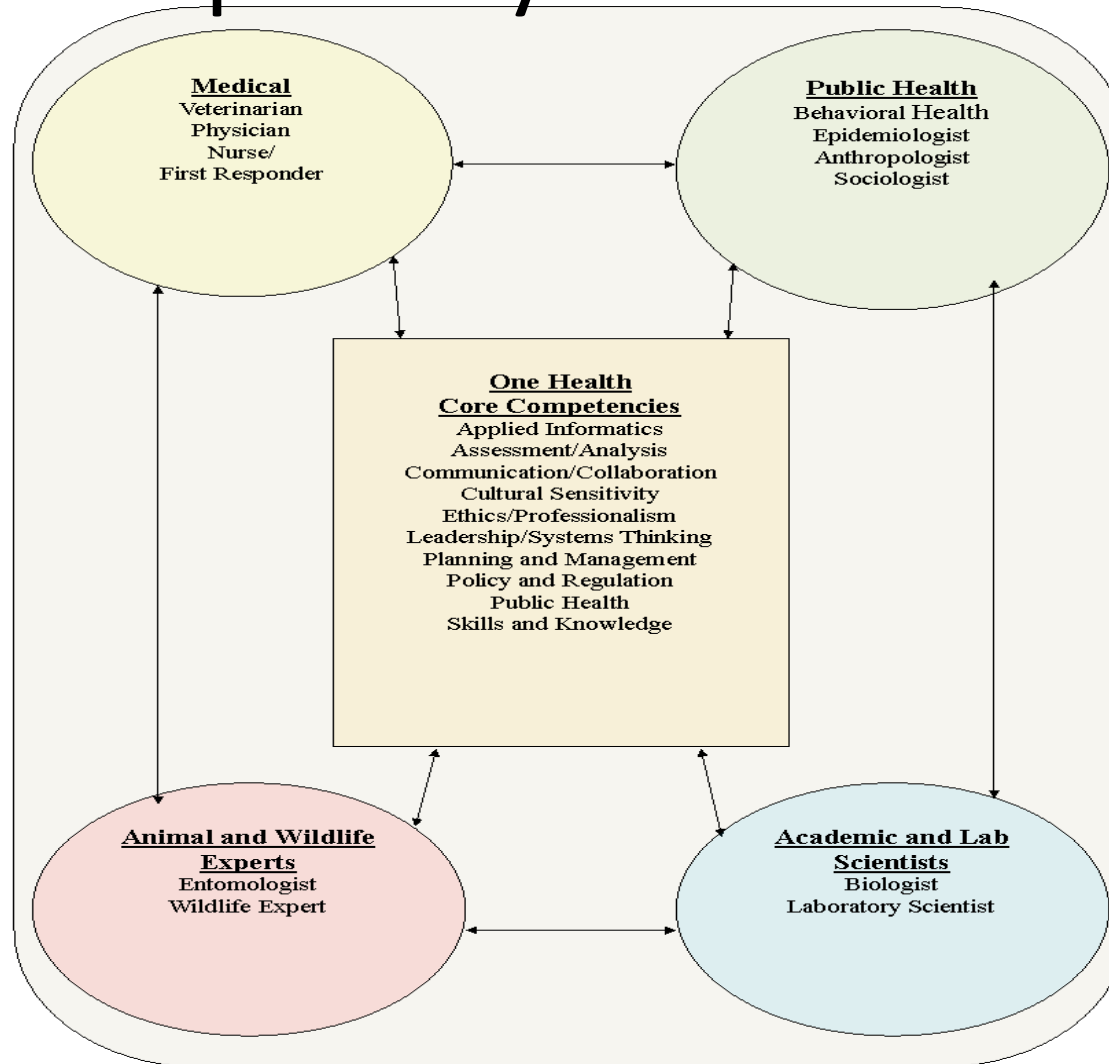
ASPH Global Health Competencies



Master of Public Health Competency Model



RESPOND One Health Core Competency Model - Draft



Stone Mountain Core Competencies

National OH Policy Leader

- **Collaboration:**
- **Diplomacy**
- **External Awareness**
- **Vision Integration**
- **Communicates lessons learned to global networks.**
- **Management experience**

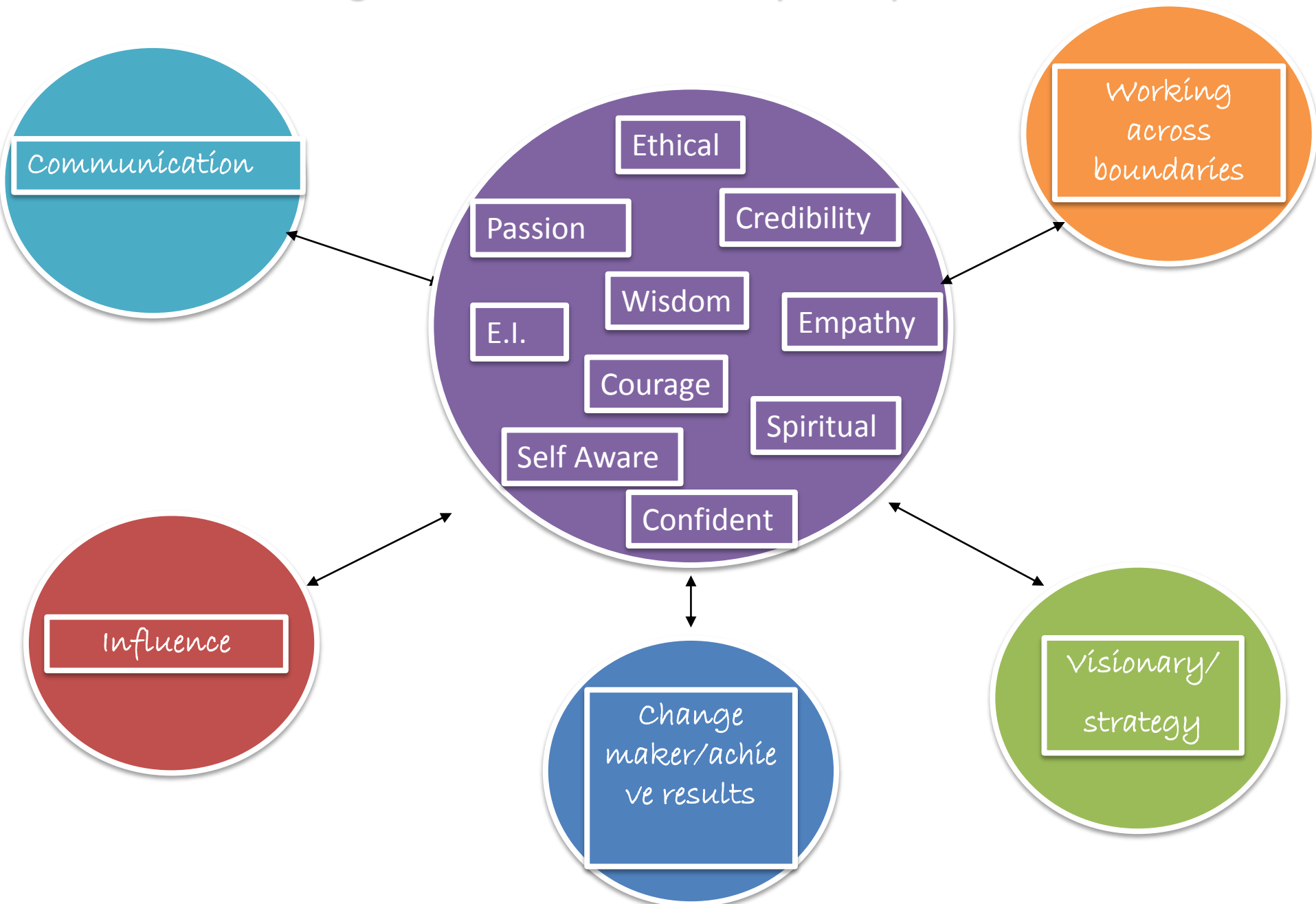
OH Program/Project Manager

- **Builds Diverse Team**
- **Human Capital Management**
- **Strategic Thinking**
- **Resource Management**
- **Communicates lessons learned to workforce and community partners.**
- **Field/outbreak experience**

Field/Entry Level

- **Integrity**
- **Interpersonal Skills**
- **Communication**
- **Problem Solving**
- **Flexibility**
- **Self-Development**

Bellagio Global OH Leadership Competencies



The Canadian National Interprofessional Competency Framework



Core Competencies for Interprofessional collaboration (Interprofessional Education Collaborative Expert panel 2011, USA)

Competency Domain 1

- Values ,ethics for interprofessional practice

Competency Domain 2

- Roles/ responsibilities

Competency Domain 3

- Interprofessional Communication

Competency Domain 4

- Teams and teamwork

Framework	Domains			
	Management / Planning (7)	Communication & Informatics (8)	Values & Ethics (6)	Leadership (5)
1. Respond	X	X	X	X
2. ASPH P & R	X	X		X
3. ASPH P & R , Masters	X	X		
4. Stone Mountain	X	X	X	
5. Canadian Interprof.		X		X
6. Bellagio	X	X	X	X
7. ASPH Core, Masters	X	X	X	X
8. IECE Interprofessional		X	X	
9. ASPH Global Competencies	X		X	

Framework	Domains			
	Team & Collaboration (4)	Roles and Responsibilities (4)	Systems and Strategic Thinking (7)	Systems and Strategic Thinking (7)
1. Respond			X	X
2. ASPH P & R			X	X
3. ASPH P & R , Masters		X	X	X
4. Stone Mountain		X	X	X
5. Canadian Interprof.	X	X		
6. Bellagio	X		X	X
7. ASPH Core, Masters	X		X	X
8. IECE Interprofessional	X	X		
9. ASPH Global Competencies			X	X

Framework	Domains	
	Systems and Strategic Thinking (7)	
1. Respond	X	Domain : Leadership & Systems Thinking
2. ASPH P & R	X	Domain : Plan for understand and improve practice 3.1 Contribute expertise to community analysis
3. ASPH P & R , Masters	X	Domain: Assessment .
4. Stone Mountain	X	Strategic Thinking & Vision Integration
6. Bellagio	X	Visionary/ Strategy
7. ASPH Core, Masters	X	Domain: Systems Thinking
9. ASPH Global Competencies	X	Domain: Strategic Analysis

Synthesis Process

- Agree on outcomes
- Clarify definitions and terminology
- Review (9) models for commonalities
- Propose High level domains with rationale
- Review proposed domains
 - Gaps?
 - Additions?
 - Context relevant?

First iteration of the domain statements:

- Management/Planning;
- Communication/Informatics;
- Values/Ethics;
- Leadership;
- Team/Collaboration;
- Roles/Responsibilities; and,
- Systems/Strategic Thinking



Rome Synthesis: A way forward

A living document, created by
A “collaborative of iterative parties.”



“Power of One”

[http://www.youtube.com/watch?v= QzjqOl2N9c](http://www.youtube.com/watch?v=QzjqOl2N9c)

Major One Health Core Competency Domains

	Management	Communication and Informatics	Values and Ethics	Leadership	Team and Collaboration	Roles and Responsibilities	Systems Thinking
Bellagio Working Group	Working across boundaries	Communication	Ways of being	Visionary and strategic	Influence	Change makers/ Achieving results	Working across boundaries
SMM	Human capital management, Resource management	Communicates lessons learned, Communication	Integrity	Vision integration	Collaboration; Diplomacy; Builds diverse teams; Interpersonal skills	Problem solving; Flexibility; Self-development	External awareness; Strategic thinking
USAID/RESPOND	Planning and management; Analysis and Assessment	Applied informatics; Communication and collaboration	Ethics and professionalism	Leadership and systems thinking	Communication and collaboration	Leadership	Leadership and systems thinking; Cultural competence; Policy and regulation
Rome Synthesis	Leadership and management	Communication	Values and ethics	Leadership and management, Conflict resolution	Teamwork		Systems analysis/ thinking; Creating an enabling environment and advocating change

Summary

- **Despite different mandates, participants, and objectives, all four groups identified similar core competency domains**
- **Consistency reinforces the importance of focusing on these core competencies in veterinary, medical, and public health curricula**
- **These are frameworks to be adapted; not intended to dictate all future One Health curricula**

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- University de Lumbashi
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- DRC Ministry of Agriculture
- Tanzania Ministry of Livestock and Fisheries
- Jimma University, Health and Medical
- Mekelle University, Veterinary Medicine
- Ethiopian Health and Nutrition Research Institute
- Makerere University
- Uganda Ministry of Health
- Uganda Ministry of Agriculture
- National University Rwanda, Public Health
- Umutara Polytechnic, Veterinary Medicine
- Rwanda Animal Resources Authority
- Rwanda Ministry of Health
- Instituto G. Caporale, Teramo
- Columbia University
- WHO
- AVMA
- University of Saskatchewan
- University of Nairobi
- Moi University
- Kenya Zoonotic Disease Unit
- Muhumbili University
- Sokoine University
- Ministry of Health and Social Welfare
- Royal Veterinary College
- World Bank
- Ecohealth Alliance
- PAHO
- SEARO
- Western University of Health Sciences
- Public Health Foundation of India
- University of Basel, Switzerland
- Ohio State University
- University of Florida
- University of California at Davis

AND MANY MORE!

Thank You!