International partnerships among medical professionals from different countries are an increasingly common form of clinical and academic collaboration. Global health partnerships can include a variety of activities and serve multiple purposes in the areas of research, medical education and training, health system improvement, and clinical care. Competency domains, introduced by the Accreditation Council for Graduate Medical Education and the American Board of Medical Specialties in 1999, are now widely accepted to provide an organized, structured set of interrelated competencies, mostly for medical trainees. Although there are now competency domains and specific competencies recommended for pediatric trainees pursuing further professional training in global child health, none of these addresses competencies for faculty in global health.

In 2010 the Academic Pediatric Association established a Global Health Task Force to provide a forum for communication and collaboration for diverse pediatric academic societies and groups to advance global child health. Given the burgeoning demand for global health training, and particularly in light of a new global perspective on health education, as outlined in a Lancet Commission Report: Health Professionals for a New Century: Transforming Education To Strengthen Health Systems in an Interdependent World, in 2012 the Global Health Task Force noted the lack of defined faculty competencies and decided to develop a set of global health competencies for pediatric faculty engaged in the teaching and practice of global health. Using some of the principles suggested by Milner, et al. to define a competency framework, four domains were chosen, adapted from existing collaborative practice competencies. A fifth domain was added to address some of the unique challenges of global health practice encountered when working outside of one’s own culture and health system. The domains are described below and specific competencies are provided for faculty working in global health research, education, administration, and clinical practice.

**Competency Domains**

The Academic Pediatric Association Global Health Task Force reviewed competency definitions and accepted that of the Association of Schools of Public Health (ASPH) as most applicable. ASPH defines competency as “a unique set of applied knowledge skills and other attributes grounded in theory and evidence for the broad practice of public health.” The competency domains in this document, including values/ethics, roles/responsibilities, communication and team building/teamwork, were adapted primarily from existing collaborative practice competencies.

1. **Values/Ethics**: A sense of shared purpose to support the common good in health care and research that reflects a shared commitment to a safe, efficient and effective system for these purposes

2. **Roles/Responsibilities**: Recognition of the limits of one’s professional expertise, and the need for cooperation, coordination and collaboration

3. **Communication**: A demeanor of openness, with a style that utilizes opportunities to improve interactions, organization and functioning

4. **Team Building and Teamwork**: Relationship building to perform effectively as a team and individually in different team roles

5. **Special Considerations**: Anticipation of difficulties and unexpected circumstances when working in culturally unfamiliar and limited resource settings
Universal Competencies (Common to All Areas of Global Health)

Several faculty competencies are relevant to all those working in global health, whether in research, education, administration or clinical practice. These universal competencies are listed below under specific domains:

1. Values/Ethics: Faculty will be able to...
   1.1 Seek invitations to work with the host population/organization
   1.2 Establish transparent relationships with host country partners
   1.3 Align goals and objectives with host priorities
   1.4 Establish bidirectional relationships that mutually benefit all participants
   1.5 Recognize that public health and infrastructure priorities may be highly valued priorities that may need to supplant some goals or objectives of the visiting faculty
   1.6 Engage a local partner to help define priority needs of the local population
   1.7 Identify the key social determinants of health in the host country
   1.8 Appreciate a variety of health care delivery models including governmental, faith-based and traditional approaches
   1.9 Recognize the role of the traditional health care providers
   1.10 Appreciate the differing cultural and ethical contexts for research, education, administration, and clinical practice, and engage in honest discussion about principles that differ between groups, and articulate where compromise is or is not possible.

2. Roles/Responsibilities: Faculty will be able to...
   2.1 Respect, value and work within the host cultural context with mutually defined expectations and roles
   2.2 Recognize one’s role and work respectfully as visiting faculty at host institutions
   2.3 Demonstrate cultural respect and sensitivity
   2.4 Recognize one’s own limitations, and strive to appreciate the challenges faced by colleagues working with very limited resources and how that affects their decision making process
   2.5 Seek opportunities for continuous learning and self-assessment.

3. Communication: Faculty will be able to...
   3.1 Establish bidirectional opportunities, mentorship, teaching and learning
   3.2 Engage in active listening
   3.3 Make efforts to integrate smoothly into the local system
3.4 Create locally valuable output (reports, policies, research papers, curricula, educational materials, reference materials)

3.5 Establish mutual trust among participants by fostering openness and acceptance

3.6 Facilitate local, national and international discussion/presentation of outcomes.

### 4. Teamwork and Team-Based Interaction in the Host Country: Faculty will be able to...

4.1 Collaborate in prioritization of goals and objectives

4.2 Engage a local partner to help define priority needs of the local population

4.3 Foster local leadership

4.4 Empower local collaborators

4.5 Develop and support local inter-professional collaborations

4.6 Help identify local resources (e.g., financial and political support, potential partners from other disciplines, physical infrastructure)

4.7 Offer expertise in program monitoring and evaluation

4.8 Advocate for child and maternal health in partnership with local and national colleagues

4.9 Develop explicit, equitable power sharing agreements.

### 5. Special Considerations: Faculty will be able to...

5.1 Anticipate difficulties that may be encountered—including ethical dilemmas, time constraints, burden of work, and concerns for personal well-being

5.2 Anticipate unexpected circumstances and cope with high stress levels and frustrations that result from unrealistic expectations

5.3 Develop skills in conflict anticipation, awareness and resolution

5.4 Recognize the ongoing process of adjustment when working within a new culture.
Faculty Competencies for Global Health

Competencies Relevant to Specific Areas within the Practice of Global Health

Research Competencies

R1. Values/Ethics: Faculty will be able to...
   R1.1 Align research with the research goals of the host institution/collaborators/country
   R1.2 Seek opportunities to merge research projects with public service for the host population
   R1.3 Design research that informs program improvement
   R1.4 Recognize and appropriately credit intellectual property in presentations and publications
   R1.5 Adhere to research ethics processes and standards of local and national organizations and the World Health Organization.

R2. Roles/Responsibilities: Faculty will be able to...
   R2.1 Build a bidirectional research partnership working with the local stakeholders
   R2.2 Maintain a network of research stakeholders
   R2.3 Help the host academic community collaborate with local public health personnel to focus on social and economic determinants of health.

R3. Communication: Faculty will be able to...
   R3.1 Plan and communicate about authorship in advance of beginning the work
   R3.2 Publish research in peer-reviewed journals with equitable distribution of authorship
   R3.3 Translate the research into action benefiting the host country.

R4. Teamwork and Team Based Interaction: Faculty will be able to...
   R4.1 Incorporate development of sustainable research infrastructure with collaborative local partners
   R4.2 Provide research skills that aid in accomplishing the tasks of the local team
   R4.3 Empower local collaborators to develop their own research questions/ideas
   R4.4 Integrate research into the existing local job market and economy
   R4.5 Advocate for sharing of research resources (references, educational materials, institutional research boards, statistical analyses) among all partners
   R4.6 Build an implementation and evaluation plan into research projects that assesses impact on the host population and host workers
   R4.7 Build relationships and collaborate with other visiting groups; consolidate research when possible
   R4.8 Identify funding opportunities to address local needs and support sustainable change.
Education Competencies

E1. Values/Ethics: Faculty will be able to...

E1.1 Design and implement ethically sound, culturally appropriate, relevant, and sustainable educational programs that are mindful of differences in resources and cultural paradigms.

E1.2 Anticipate difficulties that trainees may encounter during global health education electives and related experiences including ethical dilemmas, time constraints, knowledge limitations, and personal concerns.

E1.3 Provide mentorship, counseling and support for trainees before, during, and after global health experiences.

E2. Roles/Responsibilities: Faculty will be able to...

E2.1 Demonstrate the necessary content knowledge to develop and deliver curricula in global child health.

E2.2 Utilize academic methodologies in the development of educational programs, including emphasis on evaluation, process improvement, assessment of impact, and scholarly output.

E2.3 Utilize the resources available to effectively deliver an educational program.

E2.4 Ensure that curricula are integrated within a pre-existing infrastructure and meet the needs of the learners.

E2.5 Teach through role modeling and use of educational best practices.

E2.6 Provide mentorship and teaching in medical education to domestic and global partner faculty and trainees.

E3. Communication: Faculty will be able to...

E3.1 Determine the needs, resources, cultural paradigms, and educational levels of the target audience to shape the content and venue for educational programs.

E3.2 Establish open communication with educational partners and trainees to ensure that learning objectives are clearly defined and venues are available for open and honest feedback.

E3.3 Develop a shared educational mission and vision with local and global educational partners with an emphasis on training new generations of trainers and providers.

E4. Teams/Teamwork: Faculty will be able to...

E4.1 Design educational programs in partnership with target audiences including bidirectional educational opportunities with global partners whenever possible.

E4.2 Collaborate with educational partners and trainees during all stages of education, including program development, implementation, evaluation, and scholarly output.
A1. Values/Ethics: Faculty will be able to...
   A1.1 Develop programmatic outcomes that are mutually agreed upon as beneficial to the community
   A1.2 Develop and continuously improve leadership skills
   A1.3 Conduct collaboration with cultural respect, understanding that acceptance and trust must be developed to advance mutual outcomes
   A1.4 Recognize that public health efforts need to be considered in program development.

A2. Roles/Responsibilities: Faculty will be able to...
   A2.1 Strengthen health care systems in which they work
   A2.1 Understand that training of US trainees at the expense of the host institution is not appropriate, and that adequate preparation, supervision and support from US institutions is vital
   A2.3 Maintain patience and respect among partners to establish sustainable collaboration
   A2.4 Mutually determine roles and responsibilities for all aspects of the work, including skill level, percent effort, and qualifications of those to be engaged in the work.

A3. Communication: Faculty will be able to...
   A3.1 Use listening skills to encourage and support cross cultural relationships
   A3.2 Maintain professionalism when interacting with a variety of colleagues who have different administrative paradigms
   A3.3 Anticipate and identify areas of conflict, and use conflict management techniques to respectfully and professionally resolve conflicts.

A4. Teams/Teamwork: Faculty will be able to...
   A4.1 Establish and prioritize mutually beneficial goals and objectives for any programmatic effort
   A4.1 Build relationships and understand the strengths of each team member
   A4.3 Maintain financial transparency in all programmatic efforts.
<table>
<thead>
<tr>
<th>Clinical Competencies</th>
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<tbody>
<tr>
<td><strong>C1. Values/Ethics: Faculty will be able to...</strong></td>
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<tr>
<td>C1.1 Acknowledge treatment guidelines and restrictions for country and/or facility</td>
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<td>C1.2 Provide clinical care that is patient centered and respectful of patient’s privacy especially with regard to photography and sharing of patient information for teaching purposes.</td>
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<td><strong>C2. Roles/Responsibilities: Faculty will be able to...</strong></td>
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<tr>
<td>C2.1 Appreciate the structure and function of the local and national health care systems</td>
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<td>C2.2 Adapt clinical practice to resource limitations within the host country.</td>
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<td><strong>C3. Communication: Faculty will be able to...</strong></td>
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<tr>
<td>C3.1 Engage host health workers and interpreters to ensure accuracy of clinically relevant information</td>
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<tr>
<td>C3.2 Establish and enhance relationships and collaborations between local clinicians and clinicians in faculty's own country who could provide expertise in various areas of global health</td>
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<td>C3.3 Emphasize the role of the host institution partners in the development of clinical programs.</td>
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<td><strong>C4. Teams/Teamwork: Faculty will be able to...</strong></td>
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<td>C4.1 Practice clinically in a manner that encourages a multidisciplinary team approach to patient care, respecting local protocols and operations</td>
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<td>C4.2 Engage team members in a manner that recognizes, utilizes and strengthens locally available resources to achieve best practice without dependence on higher technology</td>
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<td>C4.3 Develop clinical programs, in conjunction with host partners, ensuring mutual efforts to</td>
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<tr>
<td>C4.3.1 Identify the need for clinical programs</td>
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<td>C4.3.2 Determine clinical program goals and feasibility</td>
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<td>C4.3.3 Define goal-based outcome parameters based on priorities established with in-country partners</td>
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<td>C4.3.4 Define program structure, develop written program policy/guidelines for program function and team member responsibilities, and monitor program function</td>
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<td>C4.3.5 Determine how outcome data will be measured, collected, managed and analyzed, and assist with program evaluation</td>
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<td>C4.3.6 Determine how the program will be sustained</td>
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<tr>
<td>C4.3.7 Determine how the program could be replicated under different circumstances within the host country.</td>
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</table>
Faculty Competencies for Global Health

Development of the Competencies

Development of this document was accomplished by a group of practitioners and scholars from the APA Global Health Task Force who convened monthly by teleconference (for 10 meetings) during 2013-14 and met in person at the annual meeting of the Pediatric Academic Societies in May 2013.

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