Core Curriculum Requirements

Educational Principles of the Accreditation Process

Accredited pediatric global health fellowship programs are responsible for developing a well planned curriculum that addresses the essential elements outlined below. Since individual programs differ in their educational emphasis as well as the nature of their global partnerships, we encourage each program to seek creative and efficient ways to develop a curriculum that advances its individual mission. The purpose of the accreditation process is not to make all programs alike, nor to waste a program's limited time and resources on activities with no purpose. A well planned curriculum succeeds only to the extent that it enhances learning, and produces graduates who are well prepared for their future careers.

**Core Curriculum Requirements**

All accredited GHF programs must have a curriculum that addresses the 4 domains of global health competence listed below. Within these competency domains are 14 educational goals all of which are required. Every GHF program must develop written educational goals and objectives (Curriculum Requirement A), learner needs and assessment and progress tracking (Curriculum Requirement B), learning activities (Curriculum Requirement C), evaluation methods for the fellow (Curriculum Requirement D) and evaluation methods for the program (Curriculum Requirement E) all of which should be linked to the program’s goals and objectives

Required Competency Domains and Goals

Competency Domain 1: Advocacy

* GOAL: Policy
* GOAL: Social Determinants of Health
* GOAL: Understanding systems of care
* GOAL: Ethical partnerships

Competency Domain 2: Education

* GOAL: Teaching
* GOAL: Evaluation of Learners

Competency Domain 3: Scholarly Activity

* GOAL: Evaluation of evidence and study design
* GOAL: Quality Improvement
* GOAL: Statistical Analysis
* GOAL: Responsible conduct of Research
* GOAL: Scientific Communication

Competency Domain 4: Leadership and Career Development

* GOAL: Professionalism
* GOAL: Global Health Leadership and Administration
* GOAL: Career planning

*Competency Domain 5: Global Health Clinical Practice\* (optional: see below)*

Programs are expected to vary in their degree of emphasis on specific domains and on the required goals, but some activities related to each required goal should be included in the curriculum. Most fellowship programs will also have clinical goals, which may vary widely from program to program, depending on its educational emphasis and on the needs of their partners.

Curriculum Requirement A: Written educational goals and objectives

Learning objectives designed to accomplish required goals will vary from program to program and from fellow to fellow, however programs should demonstrate a process of setting and following specific learning objectives for their fellows. Learning objectives should be crafted to describe specifically what the program requires fellows to learn and what will be evaluated. We recommend keeping the list of objectives fairly short, focusing on the knowledge, skills, and attitudes that the program considers essential to teach and to evaluate in all fellows. This list need not include all program activities, only those critical to the program's mission and purpose. As a rule of thumb, the curriculum should encompass objectives that are adequately detailed to provide fellows with good preparation for careers in Global Health. However, efficiency requires that evaluation be focused on only the highest priority objectives of a program. It is required that an accredited program have at least 2 or more learning objectives for each goal in its curriculum: goals with major emphasis might have 6-8 objectives, while goals with minor emphasis might include only 2-3 objectives. We recommend including fellows in the selection of essential objectives, and revising the list over time to achieve balance between comprehensiveness with respect to content and efficiency with respect to program operation.

\*Clinical Curriculum Requirement. This accreditation program focuses on global public health rather than clinical training, however fellows with clinical degrees should, over the course of their fellowship, have exposure to clinical environments in global health settings. The program should ensure that a fellows clinical experience be nested within strong, ethical and sustainable partnerships and that fellows adhere to all local laws and standards of practice (licensing, credentialing, etc.). If a fellow will spend a significant portion of her/his time in clinical practice in a global health setting, then programs should add a competency domain for clinical practice:

Competency Domain 5: Global health clinical practice

* GOAL: Evidence based practice
* GOAL: Cultural humility in practice
* GOAL: Practice within resource limited settings

Fellows with clinical degrees should, over the course of fellowship training, improve their clinical skills by demonstrating growing competence in the care of patients and families in resource limited settings. Each program should develop its own objectives in accordance with its individual mission and in accordance to its partners needs. Learning and evaluation should be accomplished through appropriate mentoring and at least an annual written review and discussion of the fellow's clinical performance, as part of the routine training process of the program. Goals and objectives for the clinical activities of fellows must be defined by the fellowship program to guide its clinical teaching and evaluation, and these objectives must be shared with fellows.

Curriculum Requirement B: Learner needs and assessment tracking

A sample Curriculum Table is provided at the end of this file. A program should use this template to document the core content of its curriculum. To make this table useful, limit it to the program's goals and essential objectives that are taught to all fellows and evaluated in all fellows. These are to be listed in Column 1. (Minor or optional objectives should be omitted.) Column 2 should describe how each essential objective is taught, and Column 3, how it is evaluated.

If a program has a complete written curriculum that includes all the information requested in the Curriculum Table template, it can be submitted as a substitute.

Curriculum Requirement C: Learning Activities

Each program should develop learning activities that collectively address all of the written goals and objectives of the curriculum, and demonstrate a reasonable diversity in learning settings, styles, and formats. Some activities will likely be required for completion of the fellowship, but fellows should be given some degree of choice among activities that will meet the program's requirements. For core learning activities, we recommend that a plan be developed that describes its core content, processes, timeline, and learning resources, as well as who will teach and who will evaluate the learners. A list of possible learning activities are provided in Table 1. Learning activities addressing the programs goals and essential objectives must be listed in the Curriculum Table

Programs must assess fellows' learning needs and educational progress at the beginning and end of enrollment in the fellowship, and at least yearly during the fellowship. This process should include an individual meeting between the fellow and his/her mentor, Scholarship Oversight Committee, and/or program director. The assessment should address the program's educational goals and objectives, and provide fellows with critical information on what is expected of them and how well they are meeting those expectations. These yearly evaluation meetings are the minimum standard; more frequent informal feedback sessions are strongly recommended. A record of the times and outcomes of these assessment and planning sessions should be maintained for each fellow for review by the Accreditation Review Committee. In the case of fellows who are not meeting program expectations, written steps to remedy shortfalls and a timeline for reassessment must be developed in collaboration with the fellow. The remediation plan and timeline should be available for review by the site visit team. Programs should mask personal identifiers on these documents.

Curriculum Requirement D: Fellow Evaluation Methods

Evaluation of fellows at the end of the program should be the culmination of multiple assessment and feedback sessions over time. Evaluations should focus on the core goals of the program and a reasonably brief list of measurable or observable objectives that define these goals. A sound evaluation process is multifaceted, with several evaluators who interact with the fellow in different settings. Care should be made to include evaluation of the fellow from partners. Faculty should be oriented to the evaluation process and tools, to enhance the consistency of learner evaluations. The fellow should participate as a self-evaluator. A selection of sound and informative evaluation methods must be used. The evaluation tools must be made available for review by the Accreditation Review Committee, including a few completed forms.

In addition, programs must have a process in place to track the career outcomes of their past fellows in an organized fashion. A list of publications, grants, and major career achievements of previous fellows must be provided, going back 5 years, if possible, or to the time of the last accreditation review.

Curriculum Requirement E: Program Evaluation and Improvement

--Faculty evaluation.: Faculty must be evaluated at least annually by fellows and receive formal feedback on the results in a face-to-face discussion with the program director. Faculty evaluation forms should be sound and informative (as defined in Requirement D). The evaluation forms must be made available for review by the Accreditation Review Committee, including a few completed forms.

--Program evaluation: The program must conduct periodic self-assessments to identify potential problems and seek solutions if needed in a timely way. Major stakeholders in the program (fellows, faculty, partners, department chair) should be asked to contribute information. Areas of deficiency that generalize to multiple fellows should be thoroughly investigated. The fellows must be included in these periodic reviews. A brief report on yearly self-assessments should be made available for review by the Accreditation Review Committee. Program evaluations should contribute demonstrably to ongoing program improvement. Accreditation Review Committee will conduct external program evaluations every few years to keep a program's accreditation current.

