



# Navy Office of Global Health Engagement

## Global Health Engagement Community

### Core Competencies

**OVERVIEW:** Navy Medicine takes a competency-based learning approach to the education and training of its community. These competencies transcend global health, are critical tools of leadership and prepare Global Health Specialists (GHS) to take on greater roles and responsibility in the U.S. Navy and beyond. Members must possess a basic understanding of the competencies to enter the community, and advancement is based on the further development of these skills via continued experience, education, and training. The following core competencies were identified during the Navy Medicine Global Health Engagement (GHE) Capabilities Based Assessment (CBA) and GHE Community knowledge, skills, and abilities (KSA) assessment. Each competency below has several basic focus areas identified; applicants must demonstrate that they have acquired the KSA to gain entrance into the community via the additional qualification designator (AQD). There are additional advanced areas that are not required for entry but are critical skills for program advancement and position competitiveness. The GHS community is invested in the growth and development of its members and provides these focus areas and more as part of our continuing education opportunities.

(\*) Denotes that the sub-competency is not a requirement to obtain the AQD, but will be used for member stratification and advancement.

(+) Applicants who have completed graduate education, fellowship or unique experience in global or international health, international affairs/relation, leadership or related studies may have fulfilled the requirements for these competencies.

### <sup>+</sup>INTERNATIONAL DIPLOMACY

International diplomacy is a multidisciplinary tool for global health that can be used to foster relationships and achieve mutual objectives in an increasingly interconnected world where health threats do not respect borders.

Sub-competency	Description/KSA	Requirements
*Geopolitical awareness	Understand the features of a stable society and how inadequate health services and infrastructure place a society at risk; requires an understanding of governance structures and the impact of laws on a nation's health	Each applicant must demonstrate, via experience or education and training, an understanding of the listed International Diplomacy sub-competencies.
Building relationships and partnerships	Examine various strategies to engage effectively with stakeholders that bring about successful missions and can result in a positive future engagement after a mission is complete	<u>Experience:</u> Applicants who lack formal education and training must demonstrate through an experience that they possess an understanding of the sub-competencies and have used them during design and execution (300 words or less).
Sociocultural and political awareness	Integrate multi-dimensional factors (social, demographic, cultural) in the planning, implementation and evaluation of health interventions	<u>Example of Formal Education and Training:</u> <ul style="list-style-type: none"><li>• Global Health Diplomacy</li><li>• Current Issues in Global Health</li><li>• Global Health Strategies for Security (GHSS) Course (2 weeks)</li><li>• Joint Professional Military Education</li><li>• Uniformed Services University of the Health Sciences (USU) Global Health Distance Learning Program</li><li>• International Diploma for Humanitarian Assistance, Fordham University.</li></ul>
Consensus Building and Negotiation skills	Dialogue and work collaboratively to reach a mutually acceptable and/or beneficial solution	<i>#Applicants may submit other courses or programs that apply along with course syllabi to be given credit for this competency.</i>



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#### **+JOINT AND INTERAGENCY PLANNING AND COORDINATION**

Joint planning and coordination consists of planning activities associated with joint military operations by Geographic Combatant Commands (CCMD) and their subordinate joint force commanders (JFCs) in response to contingencies and crises; interagency planning and coordination is the interaction that occurs among U.S. Government departments and agencies, including DoD, for the purpose of accomplishing an objective.

Sub-competency	Description/KSA	Requirements
Coordinating with interagency/U.S. partners	Engage and meet with U.S. interagency partners including U.S. Agency for International Development (USAID), embassy teams, the Department of State, Department of Health and Human Services (HHS) and the Center for Disease Control and Prevention (CDC)	Each applicant must demonstrate, via experience or education and training, an understanding of the listed Joint and Interagency Planning and Coordination sub-competencies.
*Collaborating with non-governmental organization (NGO) stakeholders	Identify the various NGOs with whom the Navy and Navy Medicine work with on a regular basis understanding the differences in roles and expectations between the military and NGOs	<u>Experience:</u> Applicants who lack formal education and training must demonstrate through an experience that they possess an understanding of the sub-competencies and have used them during design and execution (300 words or less).
Coordinating with other U.S. military services	Understand the comprehensive coordination with the Geographic Combatant Commanders (GCC), and the roles of the service components, the GCC theater campaign plans, Navy/Marine Corps components and Navy Campaign Support Plan in humanitarian, disaster, emergency and other missions	<u>Example of Formal Education and Training:</u> <ul style="list-style-type: none"> <li>• GHSS</li> <li>• Joint Humanitarian Operations Course (JHOC)</li> <li>• Security Cooperation Management Action Officer Course (SCMAO)</li> <li>• International Programs Security Requirements Course (IPSRC)</li> <li>• Plans, Operations, and Medical Intelligence Course (POMI)</li> </ul>
*Synchronizing security cooperation efforts	Identify established mechanisms and processes for engagement with foreign governments and militaries to ensure alignment with Security Cooperation Office direction and oversight to generate best outcomes for each specific mission and to support Department of Defense (DoD) activity  Examine opportunities to lay the foundation for future missions	<i>#Applicants may submit other courses that apply along with course syllabi to be given credit for this competency.</i>
*Engaging with international organizations	Discuss the unique roles of international organizations and learn the expanse of their abilities, ranging from resource distribution to drafting health regulations	



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#### MISSION PLANNING AND COORDINATION

Mission planning and coordination consists of activities that improve the sustainability and impact quality of and engagement and is associated with a specific mission, task or operation.

Sub-competency	Description/KSA	Requirements
Planning operational context	<p>Design mission management and apply knowledge skills, tools, techniques and systems to define, visualize, measure, control, report and improve processes</p> <p>Describe and understand full planning, logistics and operational plans as a part of GHE efforts, including identifying host nation (HN) health priorities, problems and available health resources</p>	<p>Each applicant must demonstrate, via experience or education and training, an understanding of the listed Mission Planning and Coordination sub-competencies.</p> <p><u>Experience:</u> Applicants who lack formal education and training must demonstrate through an experience that they possess an understanding of the sub-competencies and have used them during design and execution (300 words or less).</p>
Pre-deployment activities	<p>Understand the Navy component command operational planning team, pre-deployment site survey (PDSS) and advance-team processes</p> <p>Design PDSS</p> <p>Coordinate activities and design assessment of the engagement based on mission-focused health objectives leveraging stakeholders, such as in-country team, HN and partner nation (PN), Navy, Navy Medicine, engineering and health teams</p>	<p><u>Example of Formal Education and Training:</u></p> <ul style="list-style-type: none"> <li>• GHSS</li> <li>• JHOC</li> <li>• SCMAO</li> <li>• IPSRC</li> <li>• POMI</li> </ul> <p><i>#Applicants may submit other courses that apply along with course syllabi to be given credit for this competency.</i></p>
Mission planning	<p>Show application and ability to implement skills, including determining the planning facts and generating request for forces or capabilities for key capabilities and skill sets to complete a mission</p>	



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#### <sup>†</sup>HOST NATION-CENTERED HEALTHCARE/ASSISTANCE

Host nation-centered healthcare and assistance ensures that the needs and values of each unique HN health system are integrated into and guide interventions. This kind of assistance is carried out through community-based initiatives that are culturally appropriate, leverage HN capabilities and mobilize the community.

Sub-competency	Description/KSA	Requirements
*Comparative health systems	<p>Demonstrate knowledge of regional, national and local health-related issues with a focus on U.S. GHE missions</p> <p>Demonstrate a comprehensive understanding of healthcare delivery systems that pose medical threats to stability and healthcare delivery capabilities</p>	<p>Each applicant must demonstrate, via experience or education and training, at least a minimum understanding of the following Host Nation-Centered Assistance sub-competencies.</p> <p><u>Experience:</u> Applicants who lack formal education and training must demonstrate through an experience that they possess an understanding of the sub-competencies and have used them during design and execution (300 words or less).</p> <p><u>Example of Formal Education and Training:</u></p> <ul style="list-style-type: none"> <li>• GHSS</li> <li>• Fundamentals of Global Health Engagement Course (FOGHE)</li> <li>• USU Graduate Certificate in Global Health Engagement</li> </ul>
*Current and emerging issues in global health systems	<p>Identify issues affecting global health policy with a focus on differences that drive change in developing nations</p> <p>Describe global policymaking bodies (World Health Organization (WHO), etc.) and ways they engage with different healthcare delivery models</p>	<p><u>Example of Formal Education and Training:</u></p> <ul style="list-style-type: none"> <li>• GHSS</li> <li>• Fundamentals of Global Health Engagement Course (FOGHE)</li> <li>• USU Graduate Certificate in Global Health Engagement</li> </ul>
Health systems assessment and analysis tools	<p>Identify tools currently used to assess effectiveness of U.S. GHE mission planning and execution and suggest methods to better capture evidence-based data for future assessment</p> <p>Identify how after action reports are communicated and incorporated into lessons learned</p> <p>Describe various approaches to capturing and analyzing performance data in resource-limited countries</p> <p>Demonstrate an understanding of evidence-based systems and non-evidence-based systems and their impact on outcomes</p>	<p><b><i>#Applicants may submit other courses that apply along with course syllabi to be given credit for this competency.</i></b></p>



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#### <sup>+</sup>COMMUNICATIONS

Health communication strategies disseminate information, improve the health literacy of a population and frame health issues. The range of methods available nowadays to communicate allow for an increased ability to develop, deliver and evaluate communications plans for a wide audience.

Sub-competency	Description/KSA	Requirements
Communication synchronization	<p>Identify and describe the elements of a communications plan and how a communications plan should be incorporated into the overall mission through protocols and procedures</p> <p>Discuss with the public affairs office (PAO) mission and responsibilities and how Humanitarian Assistance/Disaster Response (HA/DR) missions can best work in conjunction with PAO</p>	<p>Each applicant must demonstrate, via experience or education and training, an understanding of the listed Communications sub-competencies.</p> <p><u>Experience:</u> Applicants who lack formal education and training must demonstrate through an experience that they possess an understanding of the sub-competencies and have used them during design and execution (300 words or less).</p> <p><u>Example of Formal Education and Training:</u></p> <ul style="list-style-type: none"> <li>• GHSS</li> <li>• JHOC</li> <li>• Medical Stability Operations Course (MSOC).</li> <li>• USU Graduate Certificate in Global Health Engagement</li> </ul> <p><i>#Applicants may submit other courses that apply along with course syllabi to be given credit for this competency.</i></p>
*Risk and crisis communication	Demonstrate awareness with regard to information technology (IT) systems relevant to HA/DR, GHE and other missions that require a comprehensive IT strategy	
Communications strategic messaging	Identify key messages that support GHE missions and communicate strategically with various audiences using effective methods that make the messaging clear and accessible to those audiences	
Cross-cultural communication	<p>Apply the skills to form, foster and improve transcultural relationships while understanding the differences and possible cultural gaps in care delivery</p> <p>Consider and understand the impact of messaging and keep the audience(s) in mind for all communications with sensitivity to cultural norms and traditions.</p> <p>Language skills or access to necessary translators</p>	



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#### <sup>+</sup>CAPACITY AND CAPABILITY BUILDING

Together capacity and capability building emphasize sustainability, inclusiveness, and assessment of community needs to help close the gap between where a community is and where it wants to be. Capacity building focuses on ensuring there is an adequate amount or volume of supplies or personnel, while capability building focuses on developing or improving processes or ability.

Sub-competency	Description/KSA	Requirements
Challenges and opportunities to capacity building	<p>Describe the obstacles that are potential barriers to mission teams, HNs/PNs, foreign militaries, international organizations and NGOs and identify processes that will allow them to achieve measurable and sustainable results</p> <p>Determine ways that opportunities can be identified for leveraging existing in-country networks and can be used to develop, increase and enhance HN/PN capabilities</p> <p>Situational awareness of HN/PN capabilities, resources and asset status</p>	<p>Each applicant must demonstrate, via experience or education and training, an understanding of the listed Capacity and Capability Building sub-competencies.</p> <p><u>Experience:</u> Applicants who lack formal education and training must demonstrate through an experience that they possess an understanding of the sub-competencies and have used them during design and execution (300 words or less).</p> <p><u>Example of Formal Education and Training:</u></p> <ul style="list-style-type: none"> <li>• GHSS</li> <li>• SCMAO</li> <li>• IPSRC</li> <li>• POMI</li> <li>• JHOC</li> <li>• MSOC</li> <li>• USU Global Health Distance Learning Program</li> </ul> <p><i>#Applicants may submit other courses that apply along with course syllabi to be given credit for this competency.</i></p>
Understanding the DoD agencies and their role in HN/PN capacity building	<p>Describe the various DoD agencies that have HN/PN interaction and how their role can support capacity development</p> <p>Demonstrate support for GHE partners (joint, interagency, intergovernmental, multinational allies, international governmental organizations, NGOs, principal veterinary officers, etc.)</p> <p>Assist the HN in providing essential health services to the local population</p> <p>Assist the HN in re-establishing critical healthcare functions and infrastructure</p> <p>Identify common civil and government infrastructures that can be leveraged for HN development and in-country program sustainability</p>	
*Understanding the NGO/academic role in HA/DR missions and their role in capacity building	<p>Describe NGO/academic/interagency partnerships and how they serve to enhance and augment HN/PN capabilities</p> <p>Describe existing tools for capacity-building programs, and make suggestions for modifications that will</p>	





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	<p>enhance existing programs and/or support new ones</p> <p>Develop a sufficient understanding of HN governmental obstacles, needs, expectations, necessary certifications/licenses, etc.</p> <p>Demonstrate ways to promote cooperation with HN/PN representatives working with U.S. personnel</p> <p>Maintain situational awareness of local, established programs in HNs where NGO/academic programs exist and can be leveraged for sustainability</p>	
<p>*Assessment tools for measuring progress and success in HN/PN program capacity and sustainability</p>	<p>Assess the transition effectiveness of GHE activities executed in the HN</p> <p>Define processes and delivery-system models necessary to continue and sustain executed activities in HN with resource-limited standards of care</p> <p>Understand pre-defined data assessment standards and limitations for consistent use</p> <p>Define assessment and data quality (e.g., collected, current, complete, accurate, etc.)</p> <p>Develop an accurate understanding of assessment priorities</p>	