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

Curriculum → Educational objectives
Competency-based Approach

Health system needs → Competencies → Curriculum
Why do these projects?

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

- Veterinary core competencies
- Human health core competencies
- Environmental core competencies

One Health core competencies
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…
Outcomes of Seminar

Vision…

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

• 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

IGOs
Government
Academia

Consumers
NGOs
Private sector

5 continents
Diversity of backgrounds

Rockefeller Bellagio Center September 2008
OH Leadership Competencies

- Communication
- Working across boundaries
- Influence
- Visionary/strategy

Ways of being:
- EQ
- Value driven
- Confident
- Self Aware
- Wisdom
- Spiritual
- Empathy
- Credibility
- Ethical
- Courage
- Passion

Change maker/achieve results
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
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 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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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

- Critical thinking: develops and helps sustain networks of diverse stakeholders to build leveraged 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: Sociocultural 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 a 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.

OH Program/Project Manager

- Builds diverse teams: Assembles teams with a variety of backgrounds and that represent human, animal, and environmental health expertise. Imposes state and local populations in making decisions that affect their health and well-being. Facilitates cooperation among members.
- 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 written and oral, 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.
Stone Mountain Meeting Workgroup

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

1. Literature Review, Interview, and Survey Data to Identify Domains and Subdomains
2. Come to Consensus Nationally and Regionally on OHCC Domains
3. Use Domains to Identify Strengths and Opportunities in Existing Curriculum
4. Match Partners to Co-Develop Competencies and Curricula Based on Domains
5. Implement Courses and Programs

Emerging Pandemic Threats Program
Predict • Respond • Prevent • Identify
# One Health Domains from the Global Working Group and SEAOHUN Countries

<table>
<thead>
<tr>
<th>Global Domains June 2012</th>
<th>OHCC Domains by Country July 2012 Workshop Results</th>
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<tbody>
<tr>
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<td>Malaysia</td>
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<td>Planning and Management</td>
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Emerging Pandemic Threats Program

**PREDICT • RESPOND • PREVENT • IDENTIFY**

USAID - From the American People
## RESPOND OHCC Results to Date

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<th>GLOBAL</th>
<th>SEAOHUN</th>
<th>OHCEA</th>
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<td>Policy and Advocacy</td>
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<td>Research</td>
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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
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.
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 Ethiopia,
  – 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.
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.

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

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.

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.

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

- Capacity Strengthening
- Collaborating and Partnering
- Ethical Reasoning & Professional Practice
- Health, Equity and Social Justice
- Program Management
- Socio-cultural and Political Awareness
- Strategic Analysis
Master of Public Health Competency Model

- Biostatistics
- Environmental Health Sciences
- Epidemiology
- Social & Behavioural Sciences
- Communication & Informatics
- Diversity & Culture
- Leadership
- Professionalism
- Program Planning
- Public Health Biology
- Systems Thinking
- Health Policy and Management
- Public Health Biology
RESPOND One Health Core Competency Model - Draft

One Health Core Competencies
Applied Informatics
Assessment/Analysis
Communication/Collaboration
Cultural Sensitivity
Ethics/Professionalism
Leadership/Systems Thinking
Planning and Management
Policy and Regulation
Public Health Skills and Knowledge

Medical
Veterinarian
Physician Nurse/
First Responder

Public Health
Behavioral Health
Epidemiologist
Anthropologist
Sociologist

Animal and Wildlife
Experts
Entomologist
Wildlife Expert

Academic and Lab
Scientists
Biolongist
Laboratory Scientist
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

- Communication
- Working across boundaries
- Influence
- Visionary/strategy
- Change maker/achiever results
- Ethical
- Credibility
- Wisdom
- Empathy
- E.I.
- Spirituality
- Self Aware
- Confident
- Passion
- Courage
- Spiritual

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The Canadian National Interprofessional Competency Framework

Goal: Interprofessional collaboration

- Role Clarification
- Patient, client, family/community centred care
- Interpersonal Conflict resolution
- Collaborative Leadership
- Interprofessional Communication
- Team Functioning
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
<table>
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<th>Framework</th>
<th>Management / Planning (7)</th>
<th>Communication &amp; Informatics (8)</th>
<th>Values &amp; Ethics (6)</th>
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<td>8. IECE Interprofessional</td>
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<td>Roles and Responsibilities (4)</td>
<td>Systems and Strategic Thinking (7)</td>
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<td>1. Respond</td>
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<td>2. ASPH P &amp; R</td>
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<td>4. Stone Mountain</td>
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<td>6. Bellagio</td>
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<td>Systems and Strategic Thinking (7)</td>
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<td>1. Respond</td>
<td>X Domain: Leadership &amp; Systems Thinking</td>
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<td>2. ASPH P &amp; R</td>
<td>X Domain: Plan for understand and improve practice 3.1 Contribute expertise to community analysis</td>
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<td>3. ASPH P &amp; R, Masters</td>
<td>X Domain: Assessment</td>
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<td>4. Stone Mountain</td>
<td>X Strategic Thinking &amp; Vision Integration</td>
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<td>6. Bellagio</td>
<td>X Visionary/Strategy</td>
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<td>X Domain: Systems Thinking</td>
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<tr>
<td>9. ASPH Global Competencies</td>
<td>X Domain: Strategic Analysis</td>
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</tbody>
</table>
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
# Major One Health Core Competency Domains

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

- University of Minnesota
- Tufts University
- USAID/RESPOND
- USDA
- CDC
- DAI
- AED/FHI360
- Rockefeller Foundation
- 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
- Makere 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
- Sokone 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!