



PLANETARY HEALTH COMPETENCY FRAMEWORK PROJECT

Amidst the increasing connectedness of the environmental and health issues we face today, **planetary health education** aims to equip and enable learners with the necessary knowledge and attributes to integrate such complexity into solution-driven actions. Put in simpler words, planetary health education seeks to provide learners with the necessary experiences so they can be effective in solving planetary health challenges. This is the core of planetary health's education theory of change.

Since the launch of the planetary health movement in 2015, we have seen the emergence of planetary health education in all realms of academia, including new courses, certificates, degree programs, academic appointments, and university centers. In 2018, the Planetary Health Education Brainstorm Group, a PHA initiative, produced a set of cross-cutting education principles as the first planetary health educational framework.

As described in their paper published in *The Lancet Planetary Health*:

"These 12 cross-cutting principles are envisioned to be a set of core messages that every educator teaching planetary health at any level should strive to impart upon their students. These principles of planetary health education will act as overarching and wide-ranging guiding themes for any educational setting, rather than as specific and measurable objectives that are audience dependent."

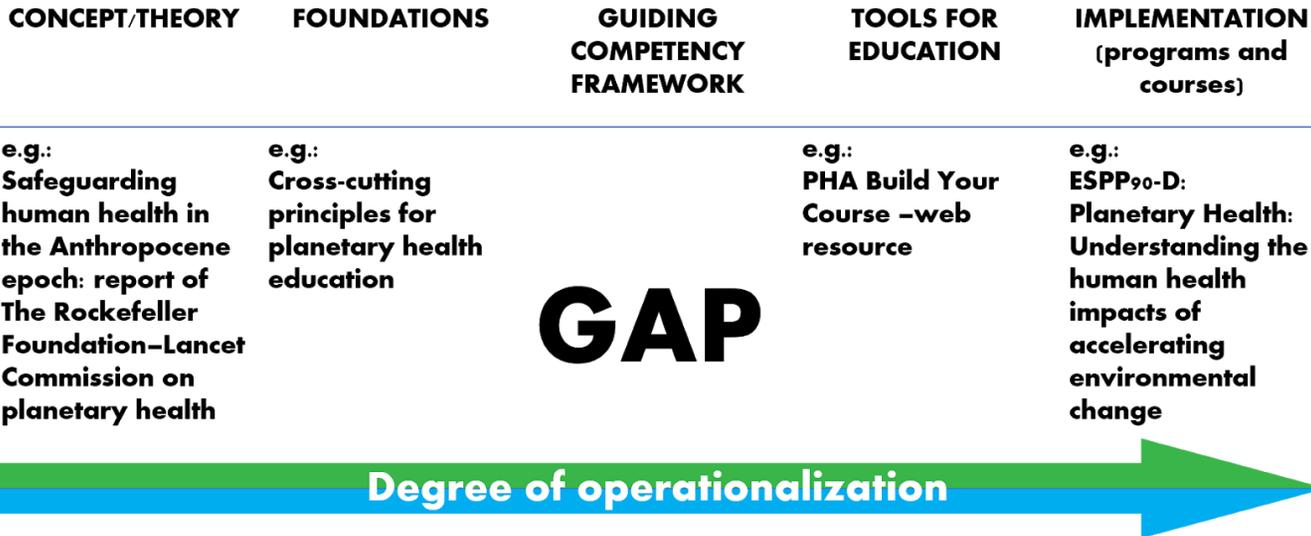
As the world of planetary health education moves forward, the Planetary Health Alliance and the Consortium of Universities for Global Health are excited to support the PLANETARY HEALTH COMPETENCY FRAMEWORK PROJECT to build upon the groundwork laid by the cross-cutting principles.

The project's goal is to create the first interprofessional planetary health competency framework, and beyond thematic areas of interest, establish a common understanding of the knowledge, skills, and attitudes that are unique to planetary health. We hope the framework will lead to the creation of a diverse spectrum of educational programs that are relevant to the science and practice of planetary health and to steer the creation of learning and assessment resources in planetary health education. The competency framework will also guide the establishment of competent professionals able and willing to address the complex challenges of our world today.

We anticipate this framework will be used by both undergraduate and graduate-level educators and students from a broad range of institutions. Hopefully, it will go well beyond health professionals to build towards a well-established interprofessional community of practice.



PLANETARY HEALTH EDUCATION



WHY AN INTERPROFESSIONAL COMPETENCY FRAMEWORK?

Competency-based curricular reforms are now prevalent in all realms of education. As defined by the National Center for Education Statistics (NCES) of the U.S. Department of Education, a competency is “the combination of skills, abilities, and knowledge needed to perform a specific task.” Competency statements describe expected levels of performance after a learning process, whether short or long, formal or informal. Competencies are not the same as curricula, or learning outcomes, but should guide these two elements, as well as all learning activities.

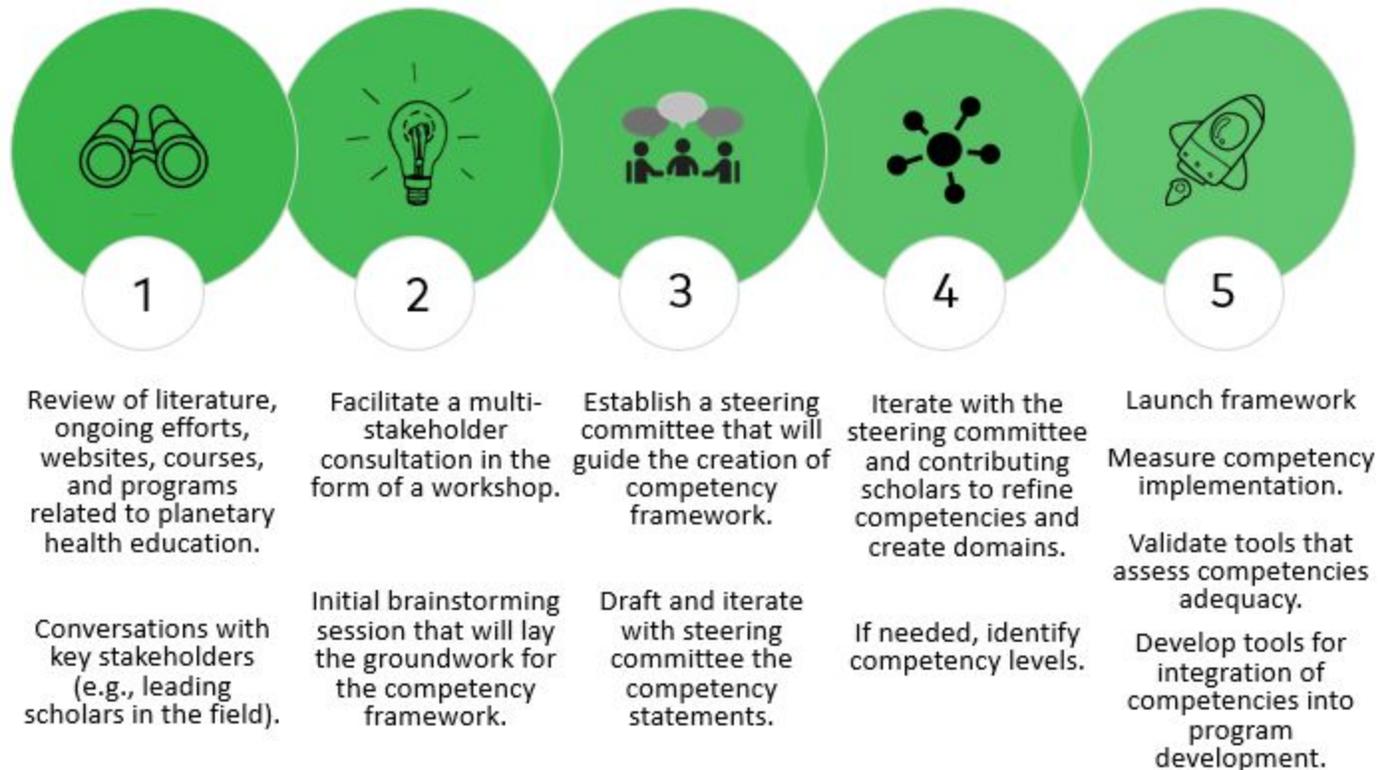
Competencies can describe cognitive, functional, and interpersonal attributes. They also must be identifiable, and measurable so both the learner and the facilitator can discern the intended outcome. In essence, competencies are designed in consideration with real-world challenges, and they attempt to bridge theory and practice (i.e., classroom and real-world scenarios).

As stated by Jogerst et al. (2015) in their pioneer work in Global Health competencies: “Educational competencies are used to set assessable standards for knowledge and performance, and are critical to curriculum development, evaluation, and integrity.” Similar to global health, the interdisciplinary nature of PH requires that future practitioners¹ of fields related to PH *speak a common language*. By this we mean that learners can orchestrate complementary abilities and knowledge amongst each other, while simultaneously possessing attributes that enable them to work together effectively.

¹ In this context, we use the word practitioner as a person who will successfully apply the PH competencies and be able to successfully perform when faced with a challenge relating to the field of PH.

Although there has been a push in higher education for discipline-specific competencies, such as in public health, medicine, and nursing, the current project aims at identifying a set of interprofessional planetary health competencies. Because of this and similar to other competency frameworks, it is likely that the PH framework will establish a set of interdisciplinary/cross-cutting domains (e.g., Communications, Leadership, Policy/action orientation, Program/Project Planning), as well as discipline-specific domains (to be determined by the project). We also expect that the outcome of this process will lead to an interprofessional, broad-audience competency framework. However, there might be the need to separate distinct competency levels based on the degree of mastery required per field, and the different goals of trainees.

THE PROCESS



Cited works:

- Stone, S.B., Myers, S.S. and Golden, C.D., 2018. Cross-cutting principles for planetary health education. *The Lancet Planetary Health*, 2(5), pp.e192-e193.
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- Jogerst, K., Callender, B., Adams, V., Evert, J., Fields, E., Hall, T., Olsen, J., Rowthorn, V., Rudy, S., Shen, J. and Simon, L., 2015. Identifying interprofessional global health competencies for 21st-century health professionals. *Annals of Global Health*, 81(2), pp.239-247.