

Na kompetenciách založené vzdelávanie vo verejnom zdravotníctve

Katedra VZ 18.3.2024

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Ciele

poukázať na miesto **definovaných kompetencií**

- **vo vzdelávaní, školení a rozvoji pracovníkov**
- **v na výsledky orientovanej výučbe**

ako požiadavke kvality v MLZ

Východiská

Pri **zlepšovaní kvality** vzdelávania sa odporúča zohľadniť

- profesijnú identitu,
- potreby praxe
- kompetenčný model

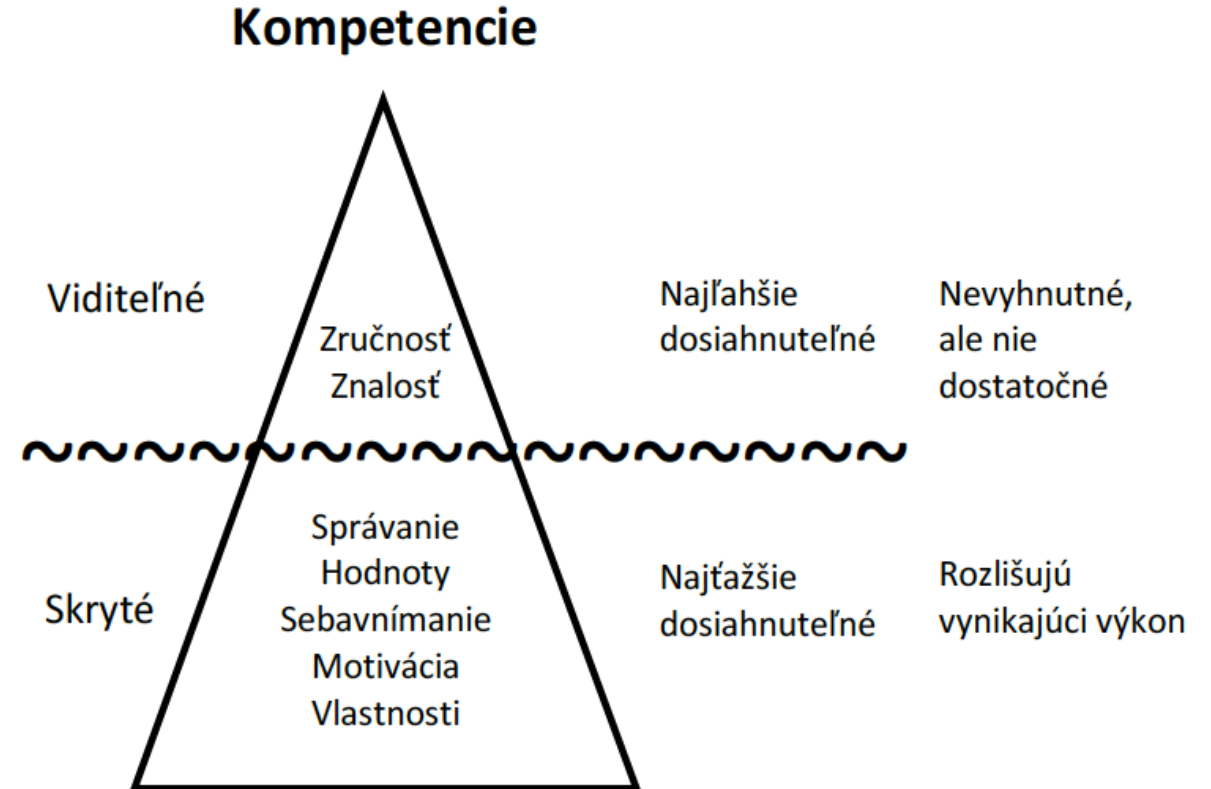
Kompetencie

kombinácia

- vedomostí,
- zručností
- postojov

ktoré musí odborník preukázať a ktoré sú rozhodujúce pre efektívne vykonávanie zverených úloh, práce - **dajú sa dobre merať**

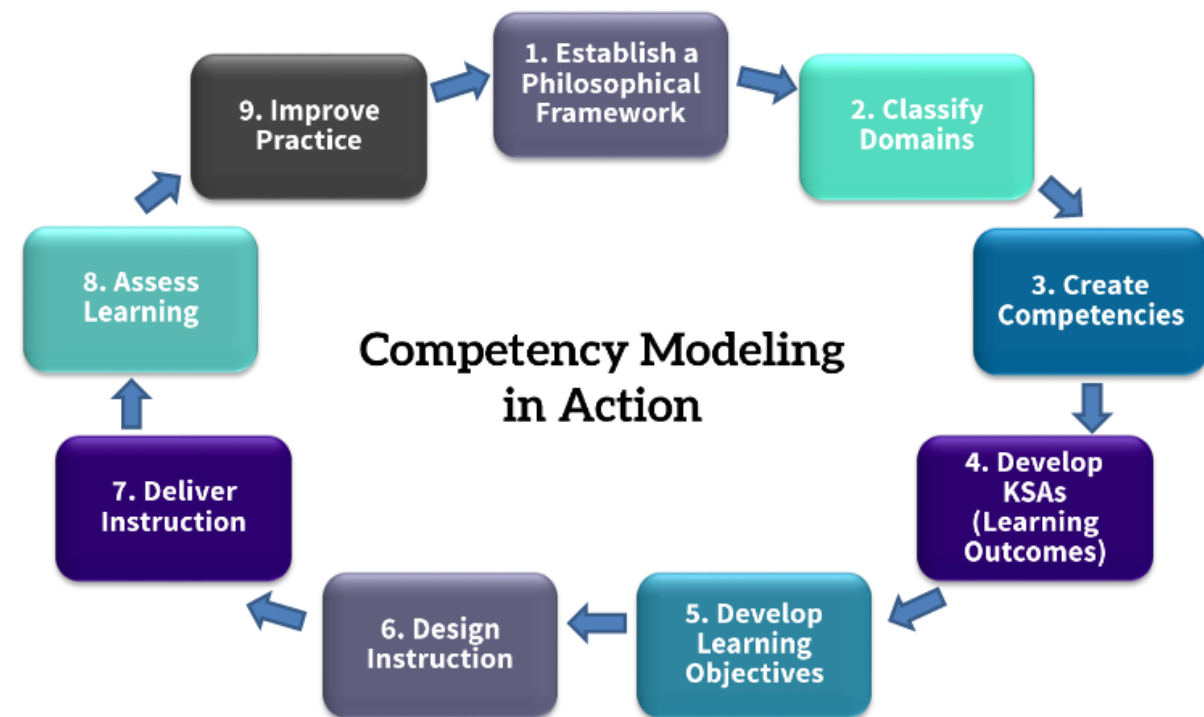
akceptované štandardy **možno zlepšiť prostredníctvom školenia a rozvoja**



Kompetenčný model

- začlenenie kompetencií **v praxi/ vo výučbe**
- popisuje hlavné komponenty **na výsledky orientovaného prístupu** k vyučovaniu (teaching) a učeniu sa (learning)

Competency Modeling in Action



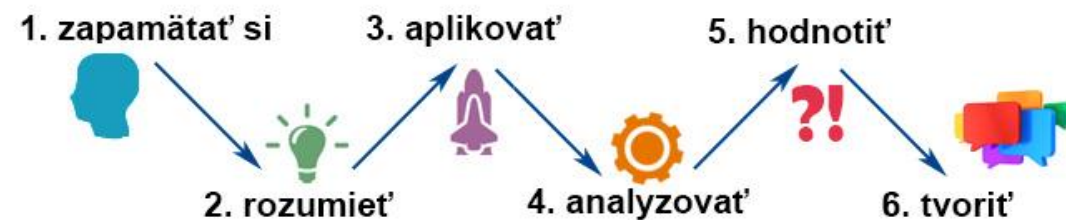
Vzdelávanie založené na výsledkoch

kladie dôraz na **preukázateľné a merateľné správanie**, prejavujúce sa ako

- **vedomosti**,
- **zručnosti**
- **postoje (KSA)**

potrebné na vykonanie danej úlohy ,alebo splnenie úlohy, funkcie alebo zamestnania.

Bloom Taxonomia



Competency-Based Education

An outcome-oriented approach to learning that emphasizes demonstrable and measurable behavior, displayed as knowledge, skills, and/or attitudes (KSA), to perform a given task or fulfill a role, function, or job

Bloom's Taxonomy*

The classification of learning into three educational domains (cognitive, psychomotor, and affective)

* ASPPH uses Anderson and Krathwohl's revisions to Bloom's original framework

Cognitive Domain

(knowing = knowledge)

Knowledge

Facilities for facts and figures, conceptual frameworks, and/or metacognition (e.g. "Specify environmental risk assessment methods")

Psychomotor Domain

(doing = skills)

Skills

Mental and physical operations (e.g. "Calculate basic epidemiology measures" or "Communicate an organization's mission to stakeholders")

Affective Domain

(feeling = attitudes)

Attitudes

Motivational dispositions, perceptions, values, and/or opinions (e.g. "Value commitment to lifelong learning and professional service")

Podrobné taxonómie – podpora učiteľov

príklad ASP PH

Learning taxonomy levels

Learning Taxonomy Levels for Developing Competencies & Learning Outcomes (for the Cognitive and Affective Domains) Reference Guide

October 2018

- pomáha učiteľom pri výbere akčných slovíes, vzdelávacích stratégií a metód hodnotenia založených na **kompetenciách** a **výsledkoch vzdelávania**

- Kognitívna doména
 - Hladina 1-6
 - Akčné slovesá
 - Typ inštrukcií
 - Metódy hodnotenia

Cognitive Domain (evidence of change in knowledge, e.g. facilities for facts and figures, conceptual frameworks, and/or metacognition)						
Bloom's Taxonomy Levels (revised using Anderson & Krathwohl)	Level 1: Remember	Level 2: Understand	Level 3: Apply	Level 4: Analyze	Level 5: Evaluate	Level 6: Create
Description of Levels	Recall information	Explain ideas or concepts	Use information	Break into parts to explore and understand relationships	Justify decisions	Generate new ideas and synthesize learning
Action Verbs*	Define, describe, identify, label, list, match, memorize, name, recall, recite, recognize, record, relate, repeat, select, state, write	Arrange, associate, clarify, classify, compile, conclude, determine consequences, discuss, draw conclusions, explain, express, generalize, give examples, infer, interpret, predict, respond to, restate, summarize, transcribe	Apply, calculate, classify, chart, compute, deliver, demonstrate, dramatize, employ, generalize, illustrate, implement, locate, manipulate, order, operate, perform, practice, predict, prepare, present, produce, report, sketch, tabulate, translate, use	Analyze, appraise, arrange, categorize, compare, contrast, correlate, determine, differentiate, distinguish, examine, experiment, inspect, inventorize, outline, solve, test	Appraise, assess, choose, compare, confirm, criticize, critique, decide, diagnose, evaluate, judge, justify, measure, prioritize, prove, rank, rate, recommend, research, revise, weigh, validate, verify	Adapt, arrange, assemble, build, combine, compose, construct, create, derive, develop, design, draft, establish, formulate, generate, integrate, manage, organize, plan, prepare, propose, reorder, structure, shape, synthesize, transform
Instructional Strategies	Lectures, audio/visuals, examples, analogies, discussions, multi-media activities	Didactic questions, discussion, review, automated audience response systems, multi-media activities, computer-based tutorials, asynchronous online forums	Case studies, exercises, drills & practice demonstrations, projects, sketches, role plays, simulations, cooperative learning activities, field observations, audio/visuals, multi-media activities, computer-based tutorials, asynchronous online forums, virtual field trips and related observations	Exercises, case studies, critical incidents, essays, interviews, journal critiques, panel discussions, mapping, audio/visuals, multi-media activities, computer-based tutorials, root cause analysis, needs and assets assessments, asynchronous online forums	Argument labs, debates, auditions, case studies, projects, simulations, panel discussions, comparison activities, audio/visuals, multi-media activities, computer-based tutorials, asynchronous online forums	Formation of a hypotheses, case studies, problem solving activities, development plans, delivery of testimony, simulations, audio/visuals, multi-media activities, computer-based tutorials, asynchronous online forums
Evaluation Methods	Pre-/post-tests, standardized assessments, critiques, reports, presentations, essays, case studies, simulation performance, actual performance, interviews, portfolios, debates, blogs, theses, self-reports, reflection papers, self-evaluations, peer evaluations					

* the listed verbs represent a few of the more prominent examples from a very wide range of possible action verbs and there will be cases where the verb could fall into more than one category

Podrobná taxonómia – príklad Learning taxonomy levels ASP PH

Afektívna doména

Podobné taxonómie používané
v ASPHER, WHO modeloch

Affective Domain (evidence of change in attitudes, e.g. motivational dispositions, perceptions, values, and/or opinions)					
Bloom's Taxonomy Levels (revised) Anderson & Krathwohl	Level 1: Receive	Level 2: Respond	Level 3: Value	Level 4: Organize	Level 5: Characterize by Value
Description of Levels	Be open to experience and willing to hear	React and actively participate	Attach value and express personal opinions	Bring together and resolve internal conflicts	Adopt belief systems and philosophies
Action Verbs*	Acknowledge, ask, attend, be open to, concentrate, do, discuss, follow, read, take part	Agree, ask, cite, clarify, communicate, cooperate, contribute, cite, describe, discuss, identify, react, report, respond, select	Accept, adopt, approve, argue, contribute, encourage, evaluate, initiate, justify, maintain, monitor, support, confront, criticize, debate, persuade, propose, refute	Adapt, adhere, alter, arrange, categorize, classify, compare, design, explain, formulate, modify, organize rate, revise, synthesize, test	Act, advocate, characterize, conform, devote, defend, disclose, discriminate, display, exemplify, incorporate, justify, maintain, promote, uphold, use
Instructional Strategies	Lectures, symposia, discussions, computer-based tutorials, asynchronous online forums	Lectures, panel discussions, small group activities, didactic questions, scenarios, role playing	Lectures, panel discussions, small group activities, didactic questions, scenarios, role playing	Lectures, panel discussions, small group activities, didactic questions, scenarios, role playing	Lectures, panel discussions, small group activities, didactic questions, scenarios, role playing
Evaluation Methods	Reflective papers, persuasive papers, journal writing, focus groups, self-report, portfolios, debates, minute papers, pre-/post self-assessment, pre-/post-tests,				

* the listed verbs represent a few of the more prominent examples from a very wide range of possible action verbs and there will be cases where the verb could fall into more than one category

Materials adapted from:

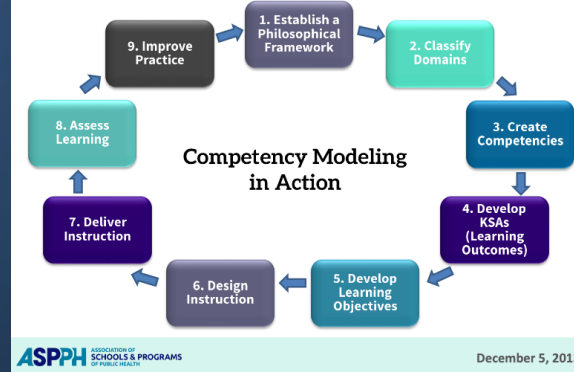
Anderson, L. W. and David R. Krathwohl, D. R., et al (2001) A taxonomy for learning, teaching, and assessing: A revision of bloom's taxonomy of educational objectives. Allyn & Bacon. Boston, MA (Pearson Education Group)

Caffarella, R.(2002). Planning programs for adult learners: A practical guide for educators, trainers, and staff developers. San Francisco,CA: Jossey-Bass Publishing.

Suskie, L. (2009). Assessing student learning: A common sense guide (2nd ed). San Francisco, CA: Jossey-Bass Publishing

1. Filozofická štruktúra pre verejné zdravotníctvo

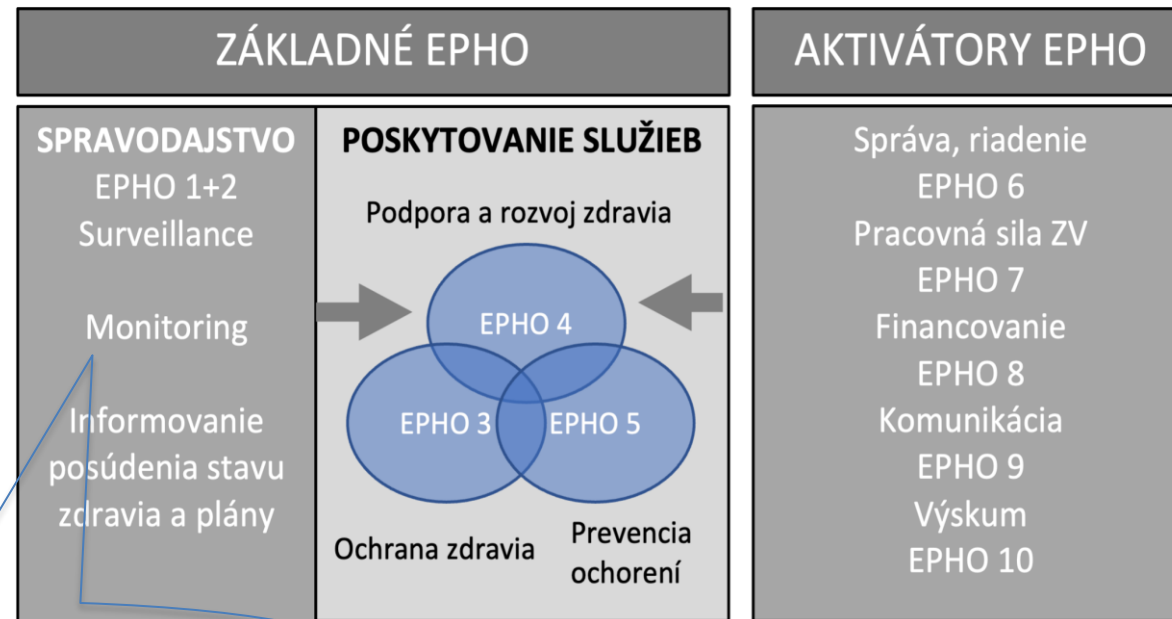
“Zdraví ľudia v zdravých komunitách”



CDC - 10 Essential Public Health Services



WHO –10 Essential Public Health Operations EPHO



Ad EPHO 2. Manažment kríz a obnovy

2. Definovanie kompetencií relevantných pre verejné zdravotníctvo

ASPHER v.5

ASP PH USA

WHO ASPHER
projekt 2020

CDC, ECDC

epidemiológia,
vakcinológia,
prevencia NN,
globálne zdravie, ...

WHO ASPHER

The WHO-ASPHER Competency Framework categories are:

Content and context

1. Science and practice
2. Promoting health
3. Law, policies and ethics
4. One Health and health security

Relations and interactions

5. Leadership and systems thinking
6. Collaboration and partnerships
7. Communication, culture and advocacy

Performance and achievement

8. Governance and resource management
9. Professional development and reflective ethical practice
10. Organizational literacy and adaptability

Obsah a kontext VZ

Veda a prax

Podpora zdravia

Legislatíva, politiky zdravia a etika
Zdravie a zdravotná bezpečnosť

Vzťahy a interakcie

Vodcovstvo a systémové myslenie
Spolupráca a partnerstvá
Komunikácia, kultúra, obhajovanie

Výkonnosť a dosahovanie úspechu

Dohliadanie a manažment zdrojov
Profesionálny rozvoj a uvážlivá etická prax
Organizačná gramotnosť a prispôsobivosť

Možnosť sledovať zahrnutie kompetencií v existujúcich/ pripravovaných štúdijských programoch, akreditácia



WHO-ASPHER Competency Framework
for the Public Health Workforce
in the European Region

2020



ROADMAP TO PROFESSIONALIZING
THE PUBLIC HEALTH WORKFORCE
IN THE EUROPEAN REGION

Mapovanie získaných kompetencií -1.Veda a prax



Content and context				
1. Science and practice				
Epidemiology of communicable and noncommunicable diseases; demography; biostatistics; qualitative and quantitative research methods; assessment, analysis and evaluation; evidence-based research; measurement, monitoring and reporting; health indicators; health systems; population health; health inequalities				
Essential public health operations (EPHO)	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHO 1 	1.1 Knows the features of demographic structure in a given society or community and understands the process of demographic change and its implications for public health	I have expert knowledge of the demographic structure of the population with which I work, including all relevant subgroups. I also know how to project population changes for these subgroups. I understand how an ageing population with multiple long-term conditions or an increasingly multi-ethnic population could affect health-care needs.	I have proficient knowledge of the demographic structure of the population with which I work, including all the relevant subgroups. I also know how to project population changes for these subgroups. I understand how an ageing population with multiple long-term conditions or an increasingly multi-ethnic population could affect health-care needs.	I know the demographic structure of the population with which I work, including the subgroup with which I work most often. I understand how an ageing population with multiple long-term conditions or an increasingly multi-ethnic population could affect health-care needs.
EPHO 1 	1.2 Is able to describe the key features of the epidemiology of the significant causes of morbidity and mortality in the population for which they have responsibility	I have expertise in epidemiology and the trends, incidence and prevalence of the common or otherwise significant diseases within the population.	I am proficient in epidemiology, and I am aware of the trends and approximate incidence and prevalence of the common or otherwise significant diseases that are most relevant to my role.	I am competent in epidemiology, and I know which diseases are significant public health problems in my locality.

Poznám demografiu, vrátane podskupín populácie a ich potrieb ...potreby starnúcej populácie, multietnických skupín, a ich vplyv na potreby ohľadom zdravia






Som znalý epidemiológie a poznám ochorenia, ktoré sú významným problémom VZ v mojej lokalite

Mapovanie získaných kompetencií -2.Podpora zdravia a)

Content and context

2. Promoting health

Education and promotion through social participation; health literacy at the community, organization and individual levels; health needs assessment; evaluation of health promotion interventions and programmes

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHO 4 	2.1 Assesses the focus and scope of initiatives to promote health by assessing the need to achieve positive changes in individual and community health	I have responsibility for health-promoting activities that are informed by assessments of need. I have expertise in using health promotion theory and use this knowledge when appraising options for delivering health-promoting initiatives.	I am proficient in using health promotion theory and the options for delivering health-promoting initiatives.	I am competent in health promotion theory and the options for delivering health-promoting initiatives.
EPHOs 4 and 9  	2.2 Knows, supports and engages in health-promoting and health literacy activities and programmes for implementing good practices to promote health at the population level and the specific organization or institutional level	I have expertise in health promotion. I act on opportunities to raise awareness of public health issues among the people or groups with which I work. Whether it is a formal or informal setting, I ensure that health education and health literacy activities are informed by evidence and/or theory.	I am proficient in health promotion. As part of my role, I raise awareness of public health issues among the people or groups with which I work. Whether it is a formal or informal setting, I ensure that health education and health literacy activities are informed by evidence and/or theory.	I take every opportunity that I can to promote the health of the public. This includes using opportunities to raise health literacy.
EPHOs 4 and 9  	2.3 Uses evidence-based methods and strategies, social participation and intersectoral approaches as tools for promoting health and influencing public policies affecting health	I have expertise in using evidence-based methods for influencing public policies and strategies affecting health across different sectors and organizations. I provide guidance and supervision for others in using these methods.	I am proficient in using evidence-based methods for influencing public policies and strategies affecting health. I support others in using these methods.	I am competent in using evidence-based methods for promoting health in my daily practice.



EPHO 4

Účelom tohto EPHO je propagovať zdravie a blaho obyvateľstva riešením nerovností a širších sociálnych a environmentálnych determinantov. Je potrebné vytvárať podporné prostredie a aktivovať komunity, aby umožnili jednotlivcom a obyvateľom mať zdravší životný štýl a správanie počas celého života. Na vytvorenie zdravého životného prostredia sú potrebné multisektorové opatrenia a znížť nerovnosti a rizikové faktory v sociálnej a environmentálnej oblasti.






Mapovanie získaných kompetencií -2.Podpora zdravia b)



Content and context

2. Promoting health

Education and promotion through social participation; health literacy at the community, organization and individual levels; health needs assessment; evaluation of health promotion interventions and programmes

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHO 4 	2.1 Assesses the focus and scope of initiatives to promote health by assessing the need to achieve positive changes in individual and community health	I have responsibility for health-promoting activities that are informed by assessments of need. I have expertise in using health promotion theory and use this knowledge when appraising options for delivering health-promoting initiatives.	I am proficient in using health promotion theory and the options for delivering health-promoting initiatives.	I am competent in health promotion theory and the options for delivering health-promoting initiatives.
EPHOs 4 and 9  	2.2 Knows, supports and engages in health-promoting and health literacy activities and programmes for implementing good practices to promote health at the population level and the specific organization or institutional level	I have expertise in health promotion. I act on opportunities to raise awareness of public health issues among the people or groups with which I work. Whether it is a formal or informal setting, I ensure that health education and health literacy activities are informed by evidence and/or theory.	I am proficient in health promotion. As part of my role, I raise awareness of public health issues among the people or groups with which I work. Whether it is a formal or informal setting, I ensure that health education and health literacy activities are informed by evidence and/or theory.	I take every opportunity that I can to promote the health of the public. This includes using opportunities to raise health literacy.
EPHOs 4 and 9  	2.3 Uses evidence-based methods and strategies, social participation and intersectoral approaches as tools for promoting health and influencing public policies affecting health	I have expertise in using evidence-based methods for influencing public policies and strategies affecting health across different sectors and organizations. I provide guidance and supervision for others in using these methods.	I am proficient in using evidence-based methods for influencing public policies and strategies affecting health. I support others in using these methods.	I am competent in using evidence-based methods for promoting health in my daily practice.

Som kompetentný v teórii podpory zdravia a možnostiach poskytovania iniciatív na podporu zdravia

Využívam každú príležitosť, aby som podporil zdravie verejnosti. To zahŕňa využívanie príležitostí na zvýšenie zdravotnej gramotnosti.

Som schopný používať metódy založené na dôkazoch na podporu zdravia vo svojej každodennej praxi

Mapovanie získaných kompetencií- 9.Profesijný rozvoj a etická prax

Profesionálna prax; neustály profesionálny rozvoj; celoživotné vzdelávanie; hodnoty – etické a profesionálne správanie.

9.1 Preukazuje ochotu pokračovať v celoživotnom vzdelávaní v oblasti verejného zdravia

9.2 Seba hodnotí a rieši vlastné potreby rozvoja na základe kariérnych cieľov a požadovaných kompetencií

9.3 Bezúhonne koná v súlade s etickými štandardmi a normami a podporuje profesionálnu zodpovednosť, sociálnu zodpovednosť a verejné blaho

9.4 Kriticky posudzuje a hodnotí vlastné postupy vo vzťahu k zásadám verejného zdravia, vrátane kritickej sebareflexie

9.5 Koná a podporuje profesionálnu prax založenú na dôkazoch

9.6 Zabezpečuje dostupnosť príležitostí na profesionálny rozvoj




9.7 Preukazuje schopnosť porozumieť a zvládnuť situácie konfliktu záujmov, napr. definované organizačnými predpismi, zásadami a postupmi

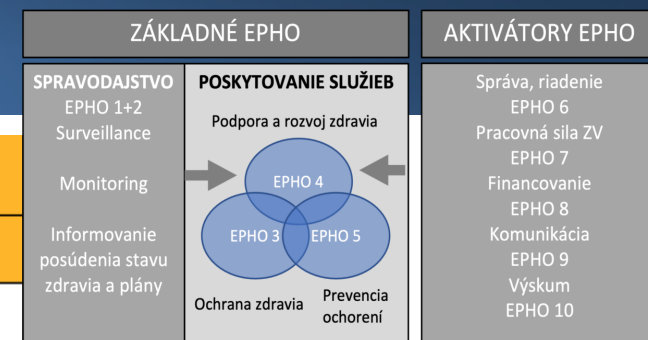
Mapovanie získaných kompetencií- 9. Profesionálny rozvoj a etická prax

Performance and achievement

9. Professional development and reflective ethical practice

Professional and reflective practice; continuing professional development and lifelong learning; values; ethical professional conduct

EPHO	Competency	Level 1 - Expert	Level 2 – Proficient	Level 3 - Competent
EPHO 7 	9.1 Demonstrates the willingness to pursue lifelong learning in public health	I am committed to lifelong learning. I identify my development needs and engage in activities to address these needs, such as supervision, formal and informal training, reading professional journals and membership in public health professional organizations. I am also responsible for supporting my staff in thinking about their career goals and development.	I am committed to lifelong learning. I identify my development needs in conjunction with my manager during regular appraisals and engage in professional development opportunities to improve my knowledge and skills further.	I know the value of lifelong learning. I accept as many opportunities for training as I can. I participate in regular appraisals of my performance and engage in professional development opportunities to improve my knowledge and skills further.
EPHO 7 	9.2 Self-assesses and addresses their own development needs based on career goals and the required competencies	I regularly assess my competencies in relation to my role and the needs of my organization. I develop and update my personal development plan accordingly. I ensure that my staff members are supported to assess their own needs.	I regularly assess my competencies in relation to my role and what additional knowledge and skills would help advance my career.	I regularly discuss with my line manager how I am doing and what additional training would help in relation to my role.
EPHO 6 	9.3 Acts according to ethical standards and norms with integrity and promotes professional accountability, social responsibility and the public good	As a leader, I act according to ethical standards and norms with integrity and promote professional accountability, social responsibility and the public good. I have additional responsibilities to ensure that the people I supervise fulfil these obligations and that the team as a collective whole delivers on its ethical duties and responsibilities.	I act according to ethical standards and norms with integrity and promote professional accountability, social responsibility and the public good. I have additional responsibilities to ensure that the people I supervise fulfil these obligations and that the team as a collective whole delivers on its ethical duties and responsibilities.	I act according to ethical standards and norms with integrity. I understand what professional accountability and social responsibility entail.



Poznám hodnotu celoživotného vzdelávania. Akceptujem všetky možnosti tréningu. Zúčastňujem sa na pravidelnom hodnotení a využívam všetky možnosti zlepšovania znalostí, zručností

Pravidelne diskutujem o možnosti ďalšieho tréningu




Konám v súlade s etickými štandardmi a normami . Rozumiem požiadavkám na profesionálnu zodpovednosť

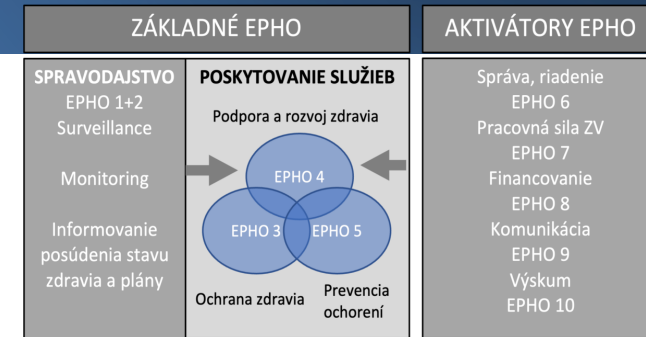
Mapovanie získaných kompetencií – 10. Znalosť chodu organizácie a adaptabilita

Performance and achievement

10. Organizational literacy and adaptability

Use of technology; data management; entrepreneurship; fundraising; creativity, analysis and synthesis; digital health and social media; understanding of public health services and operations

EPHO	Competency	Level 1 – expert	Level 2 – proficient	Level 3 – competent
EPHO 8 	10.1 Shows entrepreneurial orientation through proactiveness, innovativeness and risk-taking, generating potential solutions to critical situations and evaluating their feasibility	I am an entrepreneurial and innovative leader who is willing to take risks when it is prudent to do so. I have expertise in generating potential solutions to critical situations and evaluating their feasibility.	I endeavour to be proactive to identify and take opportunities when they arise. I will also be reactive to support good proposals or constructively criticize poor proposals.	I generally work in accordance with the instructions of my supervisor, but I am also proactive where doing so is prudent. I also make innovative suggestions when I see opportunities to work more effectively.
EPHO 7 	10.2 Demonstrates persistence, perseverance, resilience and the ability to call on personal resources and energy at times of threat or challenge	One of my strengths is my ability to cope with and rise to the inevitable challenges, problems and setbacks I encounter during my life and to come back stronger. I am confident in my ability to keep going until my goals have been achieved. I have had formal training in techniques to strengthen resilience. I have expertise in mentoring others to be more resilient.	I stay reasonably calm when things go wrong, and after I have given myself some time to recover and come to terms with things, I try to push on to achieve my goals. I am able to provide support for other colleagues.	I sometimes find things very challenging when they do not go according to plan. I like to analyse why things went wrong before starting again, cautiously. I can use support from family, friends and colleagues to help to get myself back on track.
EPHO 7 	10.3 Can cope with uncertainty and can manage work-related stress	My leadership role can sometimes be stressful, with uncertainties to be addressed. I have developed strategies to deal with these stresses. I try to find an appropriate balance between work and private life. I try to be aware of the stress and uncertainty that my staff members experience and try to manage these.	My role can sometimes be stressful, with uncertainties to be addressed. I try to find an appropriate balance between work and private life. I have additional obligations to look out for colleagues who are struggling and, when possible, to support them through their difficulties.	My role can sometimes be stressful, with uncertainties to be addressed. I have developed strategies to deal with these stresses. I try to find an appropriate balance between work and private life. I look out for my colleagues to see whether they are struggling and need support.



Pracujem podľa inštrukcií nadriadeného, ale som aj proaktívny ale zostávam obozretný. Robím aj inovatívne návrhy, keď vidím možnosť pracovať efektívnejšie

Snažím sa sledovať situáciu, keď sa objavujú problémy. Zasaňujem ešte pred ich znovuobjavením. Môžem využiť podporu rodiny, priateľov a kolegov

Mám spôsoby ako sa vysporiadať so stresom. Snažím sa nájsť rovnováhu medzi pracovným a súkromným životom. Tiež podporujem kolegov ak potrebujú pomoc.

Postup od kompetencií cez vzdelávacie ciele k obsahu kurzu (ASP PH)

Učitelia si vyberajú **rôzne prístupy** pri tvorbe kurzov

- aby naplnili vzdelávacie ciele,
- premenili ich na kroky (operacionalizovali ich) a
- tiež zabezpečili, aby **študenti dokázali preukázať požadované výkony resp. kompetencie.**

Bez ohľadu na zvolený prístup ciele majú byť konzistentné (ASP PH)

Učitelia sú povinní :

1. **oboznámiť študentov** s aktuálnymi, objektívne relevantnými **zdrojmi**. Tento krok môže vyžadovať, aby fakulta poskytla zdroje alebo aby ich študenti našli. Materiály musia byť aktuálne a z renomovaných zdrojov. Zvážiť články v časopisoch, videá, webové stránky, kapitoly kníh, hostujúcich prednášajúcich a ďalšie.
2. zabezpečiť, **aby študenti mohli preukázať, že každá zložka cieľa bola splnená**. Len expozícia špecifikovanému obsahu nie je dostatočná na to, aby sa predpokladalo, že kompetencia je naplnená. Jeden alebo viac výstupov - špecifických pre daný cieľ musí sprevádzať učebný plán kurzu. **Výstupy** sa môžu líšiť (napr. eseje, recenzie literatúry, ústne prezentácie, prezentácie, príspevky na diskusných fórach, pracovné listy a infografiky).
3. **hodnotiť študentov pomocou objektívnej, konzistentnej štruktúry**. Meranie vzdelávacích cieľov a dosiahnutej kompetencie sa môže uskutočniť prostredníctvom rôznych hodnotení v rámci priebehu štúdia alebo študijného programu. V konečnom dôsledku musí učiteľ vypracovať požiadavku/kritérium , ktoré určí a pomôže študentovi určiť či bol vzdelávací cieľ skutočne splnený. Použitím konzistentných hodnotiacich kritérií sa stanovujú jasné požiadavky na splnenie cieľových zložiek.

U akreditovaných programov sú kurikulá zverejňované –
možnosť benchmarkingu i inšpirácie

Definované kompetencie možno využiť ... napr pre “novozavádzané” predmety

- Globálne zdravie
- Zdravie zraniteľných populačných skupín
- Etika v poskytovaní služieb zdravia verejnosti
- Komunikácia s verejnosťou
- Manažment kríz a obnovy

Záver

Sú k dispozícii

- viaceré modely a odporúčania ako zaviesť do praxe **na výsledky orientované** vzdelávanie (výučbu a učenie sa),
- podrobne definované **kompetencie** pre odborníkov VZ ako výsledky medzinárodnej spolupráce,
- **modelové kurikulá** z akreditovaných inštitúcií

Výzva zaviesť postupy do vzdelávacej praxe ako možný nástroj zlepšovania

Odporúčané zdroje

- World Health Organization. Regional Office for Europe. (2020). WHO-ASPHER competency framework for the public health workforce in the European Region. World Health Organization. Regional Office for Europe. <https://iris.who.int/handle/10665/347866>
- Roadmap to professionalizing the public health workforce in the European Region. Copenhagen: WHO Regional Office for Europe; (2022). Licence: CC BY-NC-SA 3.0 IGO. <https://www.who.int/europe/publications/i/item/WHO-EURO-2022-4808-44517-63144>
- MPH Global Health Concentration Competencies Toolkit, Association of School and Programs of Public Health. (2018) 40pp Available at: https://s3.amazonaws.com/ASPPH_Media_Files/Docs/GH-competencies-Toolkit.pdf
- FOLDSPANG, A., BIRT, CH.A., OTOK, R. (2018) .ASPHER's European List of Core Competences for the Public Health Professional – 5th edition, Brussels: The Association of Schools of Public Health in the European Region, 63 s. available on the : [04-06-2018 ASPHER s European List of Core Competences for the Public Health Professional.pdf \(swisstph.ch\)](https://www.swisstph.ch/04-06-2018 ASPHER s European List of Core Competences for the Public Health Professional.pdf)

Odporúčané zdroje pokr.

- ECDC TECHNICAL DOCUMENT Core competencies for EU public health epidemiologists in communicable disease surveillance and response. Stockholm: ECDC; 2010
<https://www.ecdc.europa.eu/sites/default/files/media/en/publications/Publications/training-core-competencies-EU-public-health-epidemiologists.pdf>
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- GRAM, T. (2014): *Competency-based Learning: A Practical Process and Living Case Study*. Toronto, Canada: Presentation for Canadian Society for Training and Development CSTD, 2014 37s. available on the: <http://www.slideshare.net/tomgram/competency-based-learning-a-practical-process-and-living-case-study>
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- KOO, D., Birkhead, GS, Reingold AL (2008) : *Competency-based epidemiologic training in public health practice*. *Public Health Rep* 123, Suppl 1 s.1-3. Dostupné on the: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2233732/>
- THE COUNCIL ON LINKAGES BETWEEN ACADEMIA AND PUBLIC HEALTH PRACTICE, (2014) : *Core competencies for public health professionals*. Washington, DC: Public Health Foundation, 25s. available on the: <http://www.phf.org/corecompetencies>