

Human Resources for Health leadership and management: a prototype curricula package

Glossary



Human Resources for Health leadership and management: a prototype curricula package: glossary

(Human Resources for Health leadership and management: a prototype curricula package.

1. Overview – 2. Prototype curriculum for a master's course – 3. Prototype curriculum for a one-month course – 4. Prototype curriculum for an executive short course – 5. Prototype curriculum for an executive short course: facilitator's guide – 6. Case studies – 7. Glossary)

ISBN 978-92-4-005606-0 (electronic version)

ISBN 978-92-4-005607-7 (print version)

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Suggested citation. Human Resources for Health leadership and management: a prototype curricula package: glossary. Geneva: World Health Organization; 2022 (Human Resources for Health leadership and management: a prototype curricula package). Licence: CC BY-NC-SA 3.0 IGO.

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Glossary

A

Absorption capacity (of health workers by the health labour market)

The ability of the health system – both the public and the private sector – to employ fully and productively the pool of available qualified health workers, mainly generated through education and immigration. The absorption capacity is influenced by the efficiency and timeliness of translating economic demand into creating and filling job openings.

Reference

- State of the world's nursing 2020: investing in education, jobs and leadership. Geneva: World Health Organization; 2020 (<https://apps.who.int/iris/handle/10665/331677>).

Accessibility

The condition of a facility or service that ensures that a specific population has access, on an equal basis with others. Access to health workers includes the equitable distribution of health workers in terms of travel time and transport (spatial), opening hours and corresponding workforce attendance (temporal), the infrastructure's attributes (physical – such as disability-friendly buildings), referral mechanisms (organizational) and the direct and indirect cost of services, both formal and informal (financial). This concept is usually used to detect inequity in the availability of services for different populations defined geographically, socially or in terms of their race, ethnicity, gender or health condition.

References

- A universal truth: No health without a workforce. Geneva: World Health Organization; 2013 (https://www.who.int/publications/m/item/hrh_universal_truth).
- WHO Academy [website]. World Health Organization (<https://www.who.int/about/who-academy>).

Accountability

The obligation whereby actors take responsibility for what they are expected and/or obliged to do and are made answerable for their actions.

Accreditation

The process of evaluation of educational institutions against pre-defined standards required for the delivery of education. The outcome of the process is certification of the suitability of education programmes and the competence of education institutions to delivery education.

Reference

- State of the world's nursing 2020: investing in education, jobs and leadership. Geneva: World Health Organization; 2020 (<https://apps.who.int/iris/handle/10665/331677>).

Admission

The process through which students are admitted at universities and colleges for tertiary education. The admissions process assesses whether the applicant has met the course entry requirements for admission into a health workforce education and training programme in a given country. Admissions policies and the minimum entry requirements for each programme can fall under the institution or a local or national body.

Reference

- National health workforce accounts: a handbook. Geneva: World Health Organization; 2017 (<https://apps.who.int/iris/handle/10665/259360>).

Adult learning

Core component of lifelong learning, comprising all forms of education and learning that aim to ensure that all adults participate in their societies and the world of work. It denotes the entire body of learning processes – formal, non-formal and informal – whereby those regarded as adults by the society in which they live, develop and enrich their capabilities for living and working, both in their own interests and those of their communities, organizations and societies. Over the last century, a number of theories have influenced the approach to adult learning: andragogy (Knowles et al., 2005), transformational learning (Mezirow, 1997), experiential learning (Kolb, 1984), self-directed learning (Garrison, 1997), problem-based learning (Taylor & Mifflin, 2008), action learning (Schön, 1987) and constructivism (Vygotsky, 1997), among others. The approach followed in the three curricula of the HRH leadership and management: prototype curricula package is similar to the one taken by Taylor & Hamdy (2013) in that elements of several of these theories are adopted.

References

- Garrison DR. Self-directed learning: Toward a comprehensive model. *Adult Educ Quart*; 1997;48:18–33 <https://doi.org/10.1177/074171369704800103>.
- Knowles M, Holton EI, Swanson R. *The adult learner: the definitive classic in adult education and human resource development*. Elsevier, Burlington, MA; 2005.
- Kolb D. *Experiential learning*. Prentice-Hall, Englewood Cliffs, NJ; 1984.
- Mezirow J. *Transformative Learning: Theory to Practice*. *New Directions for Adult & Continuing Education*; 1997(4):5–12 <https://doi.org/10.1002/ace.7401>.
- Schön D. *Educating the reflective practitioner*. Jossey-Bass, San Francisco, CA; 1987.
- Taylor DCM, Hamdy H. Adult learning theories: Implications for learning and teaching in medical education. *Med Teach*. 2013;35:11 <http://doi.org/10.3109/0142159X.2013.828153>.
- Taylor DCM, Mifflin B. Problem-based learning: Where are we now? *Med Teach*. 2008;30:742–63 <https://doi.org/10.1080/01421590802217199>.
- Vygotsky LS. Interaction between learning and development. In: Gauvin M, Cole M, editors. *From Mind and Society. Readings on the development of children*. WH Freeman and Company, New York, NY; 1997;79–91 (https://innovation.umn.edu/igdi/wp-content/uploads/sites/37/2018/08/Interaction_Between_Learning_and_Development.pdf).
- WHO Academy [website]. World Health Organization (<https://www.who.int/about/who-academy>).

Analytical skills

The ability to collect and analyse information aimed to improve problem-solving and decision-making. It consists of observing, brainstorming, interpreting data, detecting patterns, integrating new information, theorizing, and making decisions based on the multiple factors and options available.

Reference

- Doyle A. Definition & Examples of Analytical Skills [website]. The Balance Careers. 2020 Aug 23 (<https://www.thebalancecareers.com/analytical-skills-list-2063729#what-are-analytical-skills>).

Appraisal

A positive process to provide feedback on an individual's performance, chart their continuing progress, and identify their development needs.

Reference

- Tomorrow's doctors: Outcomes and standards for undergraduate medical education. London: General Medical Council; 2009 (http://www.ub.edu/medicina_unitededucaciomedica/documentos/TomorrowsDoctors_2009.pdf).

Assessment

All types of activities that can be used to make a judgement using defined criteria and usually including an attempt at measurement, either by ranking on a scale or by assigning a numerical value. The purpose of assessment in an educational context is to make a judgment about a learner's achievement, to measure improvement over time, to evaluate strengths and weaknesses, to rank teachers or learners for selection or exclusion, or to motivate. The main objective is to establish whether the learning objectives have been met; the way it is carried out in the different courses and modules makes it an important learning resource in itself. There are two types of learner assessment:

- a) Formative assessment is part of the developmental or ongoing teaching/learning process. It should include delivery of feedback to the learner.
- b) Summative assessment often occurs at the end of a term or course, used primarily to provide information about how much the individual has learnt and how well the course was taught.

References

- Principles and practice of good curriculum design. Cape Town: Consortium for Health Policy & Systems Analysis in Africa; 2013 (<https://www.hpsa-africa.org/index.php/curriculum-development-outputs>).
- Wojtczak A. Glossary of medical education terms: Part 3. Med Teach. 2002;24(4): 450–3 <http://doi.org/10.1080/0142159021000000861>.

Attitude

A person's feelings, values and beliefs, which influence their behaviour and performance of tasks. Attitudes, together with knowledge and skills, inform competencies for effective performance.

Reference

- Global Competency and Outcomes Framework for UHC. Geneva: World Health Organization; 2022. (<https://apps.who.int/iris/rest/bitstreams/1415847/retrieve>).

B

Behaviour

Observable conduct towards other people or tasks that expresses a competency. Behaviours are trainable and measurable in the context of performance.

Reference

- Global Competency and Outcomes Framework for UHC. Geneva: World Health Organization; 2022 (<https://apps.who.int/iris/rest/bitstreams/1415847/retrieve>).

Best practice

Professional procedures that are accepted or prescribed as being correct or the most effective. They can be based on self-assessment, benchmarking, professional standards defined by professional bodies or still by international organizations like the World Health Organization or the International Labour Organization. As much as possible, they should be evidence based. In higher education institutions, best practices mean strengthening the commitment towards the success of the adult learner, notably by creating opportunities that expose the faculty to the principles and practice of adult learning theory.

References

- Definition of best practice [website]. Lexico. 2020 (<https://www.lexico.com/definition/best-practice>).
- Soney R. Defining Best Practice in the Administration of an Adult Learning Institution. *Adult Learning*. 2003;14(2):17–19 (<https://journals.sagepub.com/doi/abs/10.1177/104515950401400205>).

Biomedical model

The basis of modern Western medicine since the late 18th century, containing five key assumptions: (1) mind–body dualism – that the mind and body can be treated separately; (2) mechanical metaphor – that the body can be mended like a machine; (3) technological imperative – highlighting the merits of technological interventions; (4) biological reductionism – explaining disease focusing on biological changes and neglecting social and psychological factors; (5) specific etiology – accepting that every disease has a specific identifiable agent. This model has been criticized for a number of limitations, including neglect of the social and material causes of disease, and the subjective experience of health and illness.

Reference

- Nettleton S. *The Sociology of Health and Illness*, 3rd edition. Cambridge: Polity Press; 2013.

Blended learning

An approach to learning that integrates aspects of traditional and digital education. Blended education can take diverse formats, depending on the type as well as the share of digital and traditional education employed in the blended educational approach. The digital component of blended learning includes online digital education, as well as the use of other digital education modalities. However, education delivered via in-person human interaction supported by digital educational aids (e.g. images, charts, maps, objects, boards) is considered traditional education and not blended education.

Reference

- Khvilon E, Patru M. Information and communication technologies in teacher education: a planning guide. Paris: United Nations Educational, Scientific and Cultural Organization; 2002 (<https://unesdoc.unesco.org/ark:/48223/pf0000129533>).

Bologna Process

A process that created the European Higher Education Area (EHEA) based on international cooperation and academic exchange that is attractive to European students and staff as well as to students and staff from other parts of the world. The EHEA:

- facilitates mobility of students, graduates and higher education staff;
- prepares students for their future careers and for life as active citizens in democratic societies, and supports their personal development;
- offers broad access to high-quality higher education, based on democratic principles and academic freedom.

References

- European Higher Education Area in 2020: Bologna Process Implementation Report. Brussels: European Commission; 2020 (https://eacea.ec.europa.eu/national-policies/eurydice/content/european-higher-education-area-2020-bologna-process-implementation-report_en).
- The Bologna Process and the European Higher Education Area [website]. European Commission; 2020 (https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area_en).

C

Capability

The abilities that an individual, organization or health system can, or has the potential to, perform. For an individual, this includes as yet unlearned knowledge and skills, and the ability to flex competencies to meet future needs.

Capacity-building/capacity development

Capacity-building commonly refers to a process that supports only the initial stages of building or creating capacities and alludes to an assumption that there are no existing capacities to start from. It is therefore less comprehensive than capacity development. Capacity development commonly refers to the process of creating and building capacities and their (subsequent) use, management and retention. This process is driven from the inside and starts from existing national capacity assets.

Reference

- Capacity Development Practice Note. New York, NY: United Nations Development Programme; 2008 (<https://www.undp.org/publications/capacity-development-practice-note>).

Case study

Narratives, situations, select data samples, or statements that present unresolved and provocative issues, situations, or questions. The case study method is a participatory, discussion-based way of learning where participants gain skills in critical thinking, communication, and group dynamics while discussing real-life situations. It is a type of problem-based learning.

Reference

- Indiana University Teaching Handbook. Bloomington: Indiana University; 2005 (<https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/the-case-method>).

Certification of learning

The process by which governmental, nongovernmental or agency or association grant recognition to an individual who has met predetermined criteria.

Coaching

A non-directive approach to supporting others to learning for themselves, aimed at supporting individuals to take responsibility for adapting their behaviour or ways of thinking in order to achieve better results. This differs from mentoring which is focused on the transfer of knowledge and expertise from one to another.

Reference

- van Nieuwerburgh C, Barr M. Coaching in Education. In: Bachkirova T, Spence G, Drake D, editors. The SAGE Handbook of Coaching. Oxford: Sage. 2016.
- Whitmore J. Coaching for performance: GROWing human potential and purpose: The principles and practice of coaching and leadership. 4th ed. London: Nicholas. 2009.

Cognitive and non-cognitive skills

Cognitive skills involve conscious intellectual effort to acquire knowledge and understanding through thought, experience, and the senses. Non-cognitive or so-called soft skills are related to motivation, integrity, and interpersonal interaction. They may also involve intellect, but more indirectly and less consciously than cognitive skills. Soft skills are thought to be associated with an individual's personality, temperament and attitudes.

Reference

- Key Facts: Cognitive and non-cognitive skills [website]. ACT WorkKeys (<http://www.act.org/content/dam/act/unsecured/documents/WK-Brief-KeyFacts-CognitiveandNoncognitiveSkills.pdf>).

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