Overview CUGH Education Committee, its Sub-Committees: Current & Future Activities
CUGH Boston: 03.27.2015.

Anvar Velji. MD,FRCP (c.),FIDSA,FACP
Chair CUGH Education Subcommittee Conference Planning
Associate Dean Global Health
Director Center of Research for Global Health
California Northstate University College of Medicine
Global Health Program Directors Meeting/Listserv

- Initiated at the Global Health Education Consortium (GHEC) Meeting, Sacramento, 2008. Dr Calvin Wilson Univ. of Colorado School of Medicine, elected chair). 30 directors expressed interest and a listserv was established.

- First Meeting at the 2009 Conference, UW/Seattle followed by 2010 at INSP Cuernavaca.

- Common issues: Funding, governance, competencies, curricula, electives, research, ethics, etc.

- Proposal: Recreate Program Directors Meeting/collect information about Directors and programs, then re-establish a Listserv and exchanges at the Annual Meetings, and elect a Chair. Have first Meeting in San Francisco, 2016.
Annual CUGH Conference Input

Resolution of the Education Committee (2014)

• Education Subcommittee on Conference Planning and the Trainee Advisory Committee (TAC) will be conduits to give input on behalf of the members of the Education Committee, the TAC and other Subcommittees to the CUGH Conference Planning Committee
The CUGH Education Committee-an Overview

Samuel C. Matheny
CUGH Conference, Boston
March, 2015
Background

- History— inheritor of much of activity of previous Global Health Education Consortium (GHEC)
- Founded 2013
Mission and Purpose

- The Education Committee proactively represents the voice, views and contributions of the CUGH membership regarding global health education.

- To accomplish its mission the EC and its six subcommittees create, develop, coordinate and promote educational materials, programs, activities and services useful to faculty and trainees.
EC Subcommittees and Chairs

× Competency (Lynda Wilson)
× Conference Planning (Anvar Velji)
× Educational Products (Erica Frank)
× Global Health Program Advisory Service (Jon Ripp)
× Global Health Workforce (Quentin Eichbaum)
× Trainee Advisory Committee (Yassen Tcholakov, with Jessica Evert)

All subcommittees have at least one EC and one trainee member. Most subcommittee members are drawn from outside the EC, thus providing a diverse, hard-working resource of faculty and trainees.
Committee Members

- Sam Matheny (Chair)
- Thomas Hall (Co-Chair)
- Katherine Unger (Staff)
- Matthew Brown
- Brian Callender
- Michael Dryer
- Sophie Gladding
- Kristen Jogerst
- Joy Liu
- Tracy Rabin
- Joseph Rhatigan
- Jonathan Ripp
- Anvar Velgi
- Lynda Wilson
- Muhammad Zaman
Cross-cutting activities

- Education-Focused Listserves
- Website Resources
- Interest Groups and Forums--GME, PHC, Education Methods, Program Directors to date or starting
- Modular courses
- Case studies--Over 50 clinical case studies and instructor notes are posted
- Workshops/Webinars
- Advisory Service
- Planned posting of GH courses
Interest Groups and Listservs

- Check on the Web page for --
  - updated list of current list serves and interest groups
  - Guidelines for participation
More questions? Do you.....

- Want to be involved in a sub-committee or request consideration for EC membership?
- Need more information about joining a listserv?
- Desire information about one of the activities of the EC?
- Email Katherine Unger kunger@cugh.org

Lynda Law Wilson, PhD, RN, FAAN (Chair 2013-2015)
Virginia Adams, RN, PhD
Brian Callender, MD
Jessica Evert, MD, MPH
Elise Fields, PharmD
Tom Hall, MD, DrPH
Kristen Jogerst, BS, MD Student
Jodi Olsen, PhD, MSW
Virginia Rowthorn, JD
Jiaben Shen, MEd
Lisa Simon, DMD
Herica Torres, MSN
Anvar Veljii, MD, FRCP, FACP, FIDSA
Step 1 – Agree on Definition of Global Health

“...an area for study, research, and practice that places a priority on improving health and achieving equity in health for all people worldwide. Global health emphasizes transnational health issues, determinants, and solutions; involves many disciplines within and beyond the health sciences and promotes interdisciplinary collaboration; and is a synthesis of population based prevention with individual-level clinical care.” (Koplan et al. (2009) p. 1995.)
Work to Date

- Comprehensive review of literature and websites
- Participated in October 24 Univ. of Maryland Round Table
- Agreed on 11 competency domains
- Proposed 4 different competency levels, generated competencies for 2 of 4 levels, and have had two papers published
Proposed Four GH Competency Levels

Level I: Global Health Citizen Level
Level II: Introductory Level
Level III: Basic Operational Level
  Program-Oriented
  Practitioner-Oriented
Level IV: Advanced Level
# Number of Competencies by Domain

<table>
<thead>
<tr>
<th>Domain</th>
<th>Global Citizen Level</th>
<th>Basic Operational Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Burden of Disease</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Globalization of Health and Health Care</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Social and Environmental Determinants</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Capacity Strengthening</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Collaboration, Partnering, and Communication</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Ethics</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Professional practice</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Health Equity and Social Justice</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Program Management</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Socio-Cultural and Political Awareness</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Strategic Analysis</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>
Next Steps – Please Join Us!

• Global Health Education Interest Group on CUGH Website
• Global Competency Forum on the website to share ideas and reactions to the proposed competencies
• Working on Toolkit to identify resources, teaching strategies, and time estimates required to teach each competency
The CUGH Global Health Program Advisory Service (GHPAS)

Program Update

Jonathan Ripp, MD, MPH
3/27/15
Outline

- Program Goal and History
- GHPAS Structure
- Initial Results from Year 1
- Next Steps
Program Goal

To provide interested programs with the necessary assistance to launch new or further develop existing Global Health educational programs at a variety of levels
Program History

- Advisory Service Proposed – September 2013
- Accepted by CUGH EC and Developed – 10/13-4/14
- Program launched at last annual meeting – May 2014
- Needs Assessment survey sent out – June 2014
  - 28 responses, 18 expressed interest in being advisees
- GHPAS committee arranged telephone interviews with 14/18 potential advisees – Summer/Fall 2014
- 11 matched to appropriate mentors – Oct/Nov 2014
- Initial meetings held – Dec 2014/Jan 2015
GHPAS Structure

- Matched Mentorship
  - Based on Individual Program Needs
- Regular Communication
  - Ideally monthly and by phone
  - For up to 12 months if necessary
- Possible Site Visit
- Generation of a Report
- Willingness to Help Develop Online Resources
Who is GHPAS for?

- Faculty/Staff from Member Institutions interested in starting/building GH programs + needing assistance with:
  - Curricular development
  - Program Management
  - Tips for Navigating Institutional Politics
  - “Making it Count” – turning your work into scholarship and getting promoted
  - Funding and Legal Considerations
  - Partner Site Issues
  - Accreditation and Regulatory Matters
- Faculty/Staff at every level and discipline welcome!
Survey Findings

Which of the following problems or concerns would you like to address as part of this advisory service? (Indicate ALL that apply)

- Curriculum and/or teaching methods: 22
- Program funding: 20
- Developing or improving field experiences: 17
- Developing or strengthening overseas partnerships: 17
- Development of new program features: 17
- Increasing level of university support: 14
- Increasing and/or improving faculty involvement: 12
- Increasing program size: 7
- Other: 5

Adapted from K. Unger
Preliminary Results

Types of Programs Being Advised in GHPAS

- Residency Programs: 73%
- MPH, MS, and PA Programs: 27%

Adapted from K. Unger
<table>
<thead>
<tr>
<th>Q1: Please provide the following demographic information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Institution:</td>
</tr>
<tr>
<td>Email Address:</td>
</tr>
<tr>
<td>Q2: Are you a mentor or advisee?</td>
</tr>
<tr>
<td>Advisee</td>
</tr>
<tr>
<td>Q3: Who is your mentor/advisee?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Q4: What is the main goal you hope to achieve through this mentorship program?</td>
</tr>
<tr>
<td>Gain an external perspective on ways to improve my GH program.</td>
</tr>
<tr>
<td>Q5: Please specify three objectives that you hope to achieve through the Global Health Program Advisory Service.</td>
</tr>
<tr>
<td>- improve the quality of my curriculum for trainees</td>
</tr>
<tr>
<td>- have a better sense of how to develop international partner sites</td>
</tr>
<tr>
<td>- use the assistance to develop my in-university set of faculty contacts who can help teach my curriculum</td>
</tr>
<tr>
<td>Q6: Please identify two action items that you plan to work on before the next phone call with your mentor/advisee.</td>
</tr>
<tr>
<td>- reach out to public health personnel for points of synergy</td>
</tr>
<tr>
<td>- find 2 faculty or residents to run evening sessions for me in the remaining academic year</td>
</tr>
<tr>
<td>Q7: How often do you plan to communicate by phone with your mentor/advisee?</td>
</tr>
<tr>
<td>monthly</td>
</tr>
<tr>
<td>Q8: Do you and your mentor/advisee plan to communicate by email in between phone calls?</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>
35 question online survey
Convenience sampling of international partners
Building on the Interprofessional Competencies in Global Health being released in May in Annals of Global Health
360-degree input
Hosts able to respond who interact with a wide range of students (ie. Different fields and levels)
Spanish, English, French
Data collection March-June 2015
Email jevert@cfhi.org if you are interested in learning more
Educational Products Subcommittee & NextGenU

Erica Frank, MD MPH

Chair, CUGH Educational Products Subcommittee
Professor and Canada Research Chair, University of British Columbia
Founder, President, + Research Director: NextGenU.org + Healthy Doc=Healthy Patient
Research Director, Annenberg Physician Training Program
Engineering Education in resource-limited settings:
Creating an innovation eco-system

Muhammad H. Zaman, Ph.D.
Department of Biomedical Engineering
Howard Hughes Medical Institute
Boston University
zaman@bu.edu
Creating Biomedical Capacity: Four-Pronged Approach

- Innovation in BME
  - Design Competition
  - Summer School
  - BME as a degree
  - Capacity Building
Impacting Universities

Innovation in BME

Design Competition
Summer School
BME as a degree
Capacity Building

Ethiopia
KAU

Uganda
Kyambogo

Economic Commission for Africa

Boston University

Republic of Korea
### On-going impact

**Case Study # 1. Kyambogo Uganda**

<table>
<thead>
<tr>
<th>Nature of the Program</th>
<th>Hybrid technician/ degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age of the program</strong></td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Male/ Female Ratio</strong></td>
<td>23/6</td>
</tr>
<tr>
<td><strong>Direct from high school</strong></td>
<td>10/29</td>
</tr>
<tr>
<td><strong>Scholarships from Government</strong></td>
<td>7/29</td>
</tr>
<tr>
<td><strong># 1 Reason to join</strong></td>
<td>MoH Employment (7/29)</td>
</tr>
<tr>
<td><strong># 2 Reason to join</strong></td>
<td>Better jobs in Uganda and Africa (7/29)</td>
</tr>
<tr>
<td><strong>Post Graduation plans</strong></td>
<td>MoH (20/29)</td>
</tr>
</tbody>
</table>
On-going impact  
Case Study # 2. Addis Ababa University

<table>
<thead>
<tr>
<th>Nature of the Program</th>
<th>4 Year degree program</th>
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<tbody>
<tr>
<td>Age of the program</td>
<td>1 year</td>
</tr>
<tr>
<td>Male/ Female Ratio</td>
<td>32/3</td>
</tr>
<tr>
<td>Direct from high school</td>
<td>35/35</td>
</tr>
<tr>
<td>Scholarships from Government</td>
<td>0. Loan programs 35/35</td>
</tr>
<tr>
<td># 1 Reason to join</td>
<td>The discipline and its impact (new areas such as tissue engineering) 16/35</td>
</tr>
<tr>
<td># 2 Reason to join</td>
<td>Better healthcare for Ethiopia(10/35)</td>
</tr>
<tr>
<td>Post Graduation Plans</td>
<td>Further studies 13/35; Hospital work 13/35</td>
</tr>
</tbody>
</table>
Engineering the Future: Summer School for the innovators

- ~2-3 weeks training
- Global Lecturers
  - 14 countries
- 35 in students in 2012 from multiple disciplines
  - 45 expected in 2013
- Residence Programs
- Hands-on training
- Impact measurements
BU- SUZA-HHMI Summer Program “Next Generation Health Technologies”

• To understand the complexity of public health and technology in the field.

• To expose students to a project-based learning experience and collaboration with SUZA partners and students.

• To create an innovative solution, with the help of SUZA and BU students, that will address a pressing public health issue in Zanzibar while taking into account the local context and Tanzanian policy regulations.
Multi-year curriculum

- **Senior**
- **Junior**
- **Sophomore**
- **Freshman**

**NEW COURSE**
**NEW GLOBAL HEALTH CONTENT IN EXISTING COURSES**
**HANDS ON ACTIVITIES**
**SUMMER ACTIVITIES**
**POLICY CONTENT**

Flows between grades:
- Freshman to Sophomore
- Sophomore to Junior
- Junior to Senior
CUGH’s Education Portfolio:
Priorities for 2015-16

Thomas Hall, MD, DrPH
27 March 2015
Priorities for 2015-16

× GH competency project
  × Toolkit for translating competencies into curricula
  × Perhaps extending competencies to other disciplines

× GH Program Advisory Service
  × Evaluation of results
  × Refinement of program based on evaluation
  × Offer new advisory cycle if justified
  × Consider forming a Program Directors’ Interest Group
Priorities for 2015-16

- Code for University partnerships
  - Review literature on topic
  - Develop and disseminate updated Code

- GH workforce studies
  - Analyze and disseminate findings of 2015 survey
  - Complete literature review on GH workforce
  - Design/initiate a Canadian GH residency survey
  - Explore other workforce study opportunities in collaboration with U. Wash. & Public Health Inst.
Priorities for 2015-16

- Educational Products Subcommittee
  - Implement quality assurance system for hosting and posting education products on CUGH website
  - Complete review and dissemination of *Global Child Health Educational Modules Project*
  - Scan internet to identify quality educational products that can be categorized and posted on CUGH’s website
  - Develop webinar(s) and workshop(s) in collaboration with CFHI, NextGenU, and others
Priorities for 2015-16

- Trainee Advisory Committee
  - Develop and implement TAC’s social media project
  - Implement trainee section of CUGH website
  - Provide trainee input into educational products
  - Develop trainee component of annual conference

- Conference Planning Subcommittee
  - Seek and develop ideas for the annual conference
Priorities for 2015-16

Education Committee’s ongoing responsibilities

- Monitor, advise and promote CUGH’s educational program
- Provide advice and recommendations to CUGH Board
- Oversee development of the educational component of CUGH’s website and listservs
With special thanks to members of the....

- Education Committee
- Educational Products Subcommittee
- GH Competency Subcommittee
- GH Program Advisory Service
- GH Workforce Subcommittee
- GH Interest Groups
- Trainee Advisory Committee
And many thanks too, to Katherine Unger and the CUGH Secretariat for their heavy lifting during the past year.

Let’s make sure the education committees load up their cart next year, but without leaving the Secretariat up in the air.

Thank you,

Tom Hall

thall143@Comcast.net