

The Lancet & CUGH Webinar Series Episode 3 | Building Your Career in Global Health and International Development

March 27, 2020

Moderator



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GLOBAL HEALTH CAREERS: What It Takes To Be Successful

Dr. Sharon Rudy
Sr Global Health Director, Public Health Institute
March 27, 2020

Sustaining Technical and Analytical Resources (STAR)
Global Health Technical Professionals (GHTP)
Public Health Institute/CDC Fellowship Program

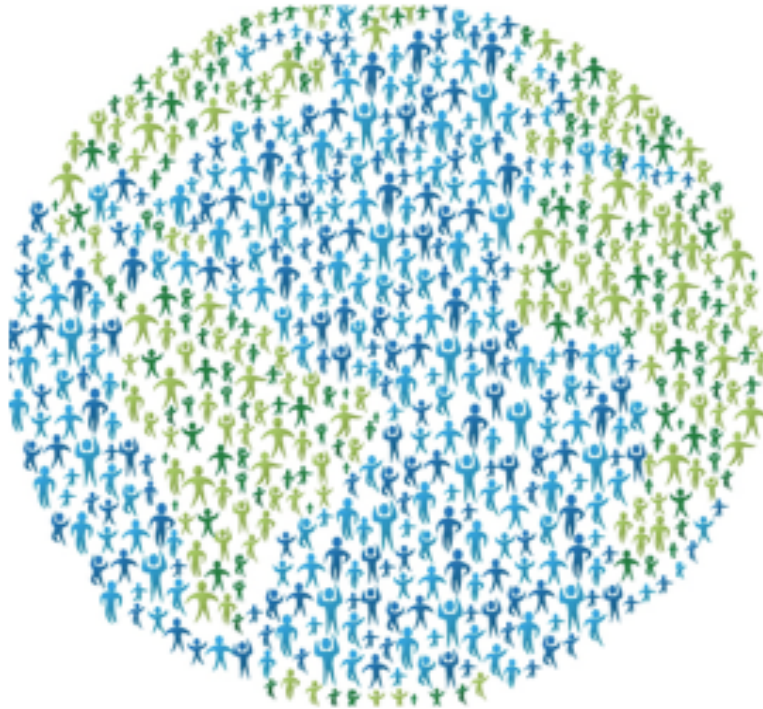
10-12 Minutes

1. Global Health Employment Landscape and Trends
2. Key competencies necessary to be successful
3. Your Own Path

Which Lens? HIC and LMIC Professionals; Student



What is Global Health?



“(the) area of study, research and practice that places a priority on improving the health and achieving equity in health for all people worldwide.”

- Jeffrey Koplan

“A business model in which foreigners contribute resources to health-related activities in lower and middle-income countries for altruistic reasons and/or self-interest.”

- Sharon Rudy

NOT JUST COUNTRY MOH, LOTS OF PLAYERS





Understanding Global Health Careers: A Perfect Storm for Americans

Growth in U.S.-Based Academic Programs

Comprehensive North American university-based global health programs more than tripled from 2011 to 2016 (from 78 to over 250)

(Source: CSIS, 2016)

More Practicums in Multicultural Communities....

Global ← → local crossover has led to increase in U.S.-based practicum sites in low resource, urban, rural, and immigrant communities, where students encounter the same challenges they would globally

...But Fewer Opportunities Overseas for Americans

Specifically, overseas global health work available to Americans has decreased in the continued push for more local experts to take charge

Recommendations to Students (Academia listening?)

Seek out
“right”
program for
you

- Research?
- Development?
- Direct service?

Ensure you
are prepared
for job
market

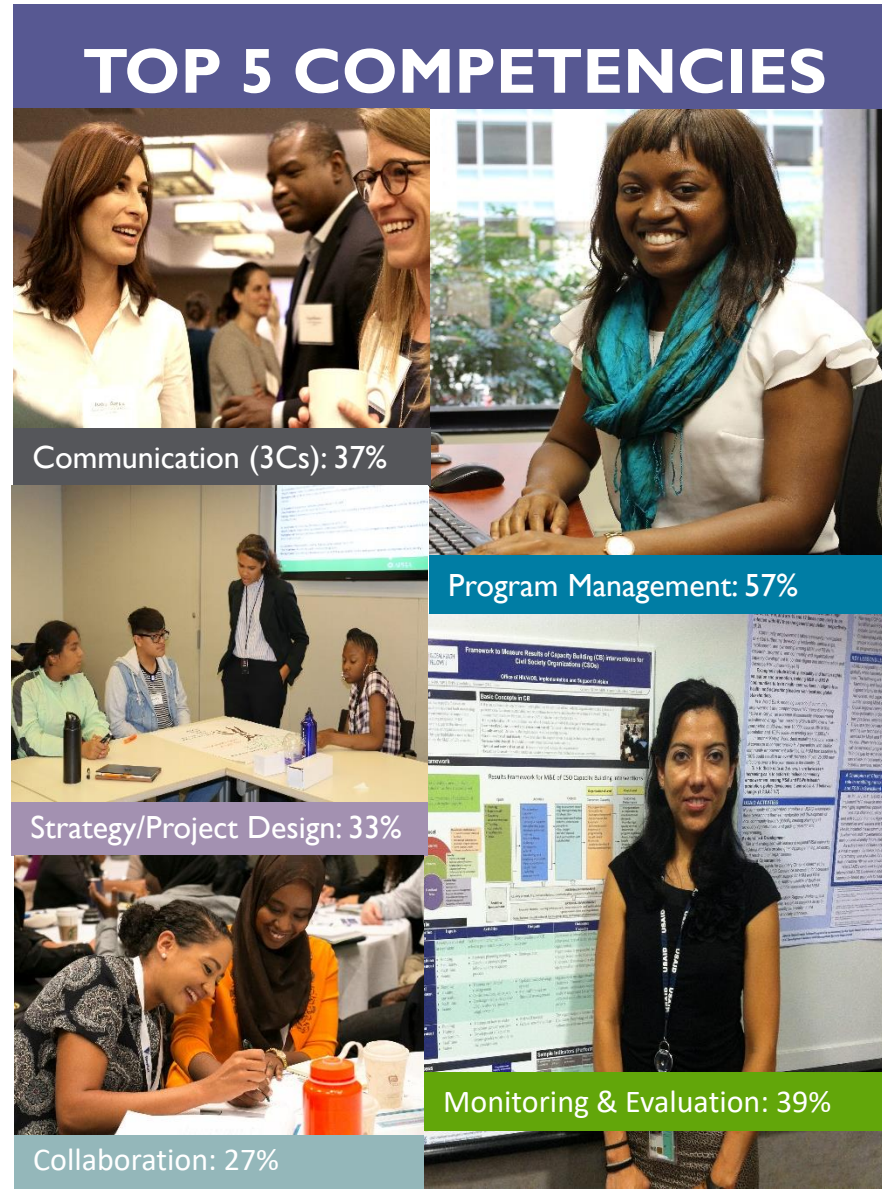
- Does curricula address needed competencies?
- Look outside core curricula
- Seek overseas, practical experience

For LMIC Health Professionals

- Develop and use professional networks
 - - Info interviews, conferences
- Use social media (linked-in)
- Identify donors in country
 - Foreign govts, UN system, Foundations...
- Identify organizations doing the work in-country (NGOs/Corporations)
- Do informational interviews and attend conferences – be curious about their work.
- Use employer standards for resumes
- Effective cross-cultural mediators get jobs



FOR EVERYONE - WHAT GLOBAL HEALTH EMPLOYERS WANT: Here is what 50 said



- **85%** of employers surveyed agreed or strongly agreed that academia could better prepare students for what the work actually is
- **Two main competency gaps:** Surveyed employers offered trainings to address deficits in:
 - Program design, management and M&E (55%)
 - Communication, teamwork and collaboration (30%) Leadership and supervision (27%)
- What can academia do to make students more **“work ready?”**
 - Widen access to LMIC experience
 - Foster understanding of the business of global health
 - Strengthen collaboration skills

Key Competency Clusters for Success in GH careers

- Technical/Clinical Topics and Populations
- Knowledge Management
- Business Skills
- Interpersonal Effectiveness



WHAT SKILLS WILL BE NEEDED IN THE FUTURE?

- Depth in specific health areas including chronic disease, **pandemics/infectious disease**, and key populations (youth, gender, refugees)
- Evaluation, data analysis and dissemination (turbo charged)
- Business skills: proposal development, project design and implementation, funding knowledge
- Understanding multiple specialties and how they impact each other, esp. environment and technology.
- Ability to foster collaboration among sectors who usually don't work together
- Capacity building, scaling up, and sustainability

AND ALWAYS – Collaboration, Teamwork



SELF-KNOWLEDGE: THE SOURCE OF ALL WISE CAREER DECISIONS

WHAT DO YOU LOVE?

WHAT ARE YOU GOOD AT?

WHERE DO YOU NEED TO BE GEOGRAPHICALLY?

WHY GLOBAL HEALTH?

THANK YOU!

- SUSTAINING TECHNICAL AND ANALYTIC RESOURCES (STAR)

- www.ghstar.org
- @GHSTAR_Project

- GLOBAL HEALTH TECHNICAL PROFESSIONALS (GHTP)

- www.globalhealthtp.org
- @GlobalHealthTP

- PHI/CDC GLOBAL HEALTH FELLOWSHIP PROGRAM

- www.phi-cdcfellows.org/
- @PHICDC

www.drsharonrudy.com

Building Your Career in Global Health: A View from the Global South

Kathryn Chu

Professor and Director, Centre for Global Surgery

Department of Global Health

Stellenbosch University, South Africa

CUGH Lancet Seminar Series

March 27, 2020



- Worse health outcomes in LMIC
- Paucity of funding for LMIC institutions
- Lack of global health researchers in LMIC
- Inequity in global health academic partnerships between North and South

View from the Global South



- However, for LMIC researchers, this is an ideal time to get involved in global health
- The field is saturated with global health academics from the global North
- But they all need partners in the global South

- Obtain the relevant global health training if your country has the appropriate programs
- Example: South Africa
 - University of Cape Town, MPH
 - Stellenbosch University, Department of Global Health
 - Masters in Clinical Epidemiology
 - Masters in Health Services Research

South Africa Example: PhD training



HOME RESEARCH INNOVATION FUNDING RESOURCE CENTRE MEDIA JOBS SERVICES TENDERS/SCM A

Home



Bongani Mayosi National Health Scholars Programme Request for Applications

The SA PhD Project

SA PhD Project

The South African PhD Project is a marketing and postgraduate student support programme. An initiative of the National Research Foundation (NRF), its objective is to build a critical mass of highly educated and skilled South Africans who can contribute to the country's economic growth and global competitiveness. We support all research Doctoral students, including PhD, D. Tech, DBA, LLD, Dsc, DCom, D. Lit and D. Phil.

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Remote Global Health Training



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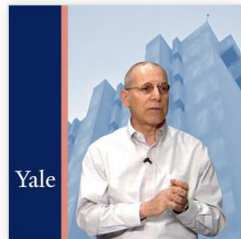
Foundations of Global Health

Johns Hopkins University

SPECIALIZATION

★★★★☆ 4.7 (604) | 28K students

Beginner



Essentials of Global Health Free!

Yale University

COURSE

★★★★☆ 4.8 (290) | 16K students

Mixed



An Introduction to Global Health Free!

University of Copenhagen

COURSE

★★★★☆ 4.8 (487) | 19K students

Mixed



The Challenges of Global Health Free!

Duke University

COURSE



GLOBAL HEALTH EDUCATION COMPETENCIES TOOL-KIT

SECOND EDITION

Consortium of
Universities
for Global Health



Editors
Barbara Astle
Carlos A. Faerron Guzmán
Ayla Landry

CUGH Online Toolkit

DOMAIN 1 Global Burden of Disease

Encompasses basic understandings of major causes of morbidity and mortality and their variations between high-, middle- and low-income regions, and with major public health efforts to reduce health disparities globally.

Global Citizen Level and Basic Operational Program-Oriented Level

Competencies

1a Describe the major causes of morbidity and mortality around the world, and how the risk of disease varies with regions

1b Describe major public health efforts to reduce disparities in global health (such as Sustainable Development Goals (SDGs) and Global Fund to Fight AIDS, TB, and Malaria)

1c Validate the health status of populations using available data (e.g., public health surveillance data, vital statistics, registries, surveys, electronic health records and health insurance data)

Teaching Strategies

Share basic background of this topic through articles, videos, and/or interactive lecture in order to define key terms, morbidity and mortality measurements and factors that contribute/cause morbidity and mortality around the world. The factors that cause morbidity and mortality are more fully reviewed in later competencies (3b,3c, 7b, 8a, 8c 11a). Interactive possibilities for a flipped classroom or team-based learning setting include having students hypothesize their own hypothetical measure for the burden of disease before being introduced to those currently in practice. With a general understanding of morbidity and mortality, students can then explore and discover the extent of which the risk of disease varies regionally through online resources and in-class/out-of-class assignments. You could also create a quiz on key terms and/or measures. Some ideas for learning activities include student presentations or papers analyzing morbidity and mortality of a particular region with the world or other regions.

Key Terms

Morbidity • Mortality • Multiple Determinants of Health • Disability Adjusted Life Years (DALYs) • Quality Adjusted Life Years (QALYs) • QALYs vs DALYs – when to use what? • Incidence • Prevalence

Resources

Websites

Articles &
Reports

Identify a Research Topic

- Identify a global health topic you feel is important and relevant to your community/country.
- Clinicians-identify a gap in service provision or barriers to care
- Horizontal global health priorities attracting attention
 - Strengthening health systems
 - Multi-institutional collaborations to building LMIC research capacity

Building Your Global Health Career



- Affiliate with an institution that has a grants management team
 - University, NGO
- Get a mentor(s)
 - HIC or LMIC
 - Good data to show academics are more successful by every measurement with mentors
 - Be explicit in your asks. Follow through
 - Could become a future research partner

Funding for Career Development LMIC researchers



- US- National Institute of Health (NIH)
 - K43 Emerging Global Leader Award
 - 5 years, US mentor

- UK-Wellcome Trust
 - International Training Fellowships
 - LMIC national
 - Have PhD or be clinician

International Global Health Grants



- US NIH
 - Fogarty International Center
- UK National Institute of Health Research (NIHR) Global Health Research Program
- UK-Academy of Sciences-Global Challenges Research Fund

Equity in Collaborations

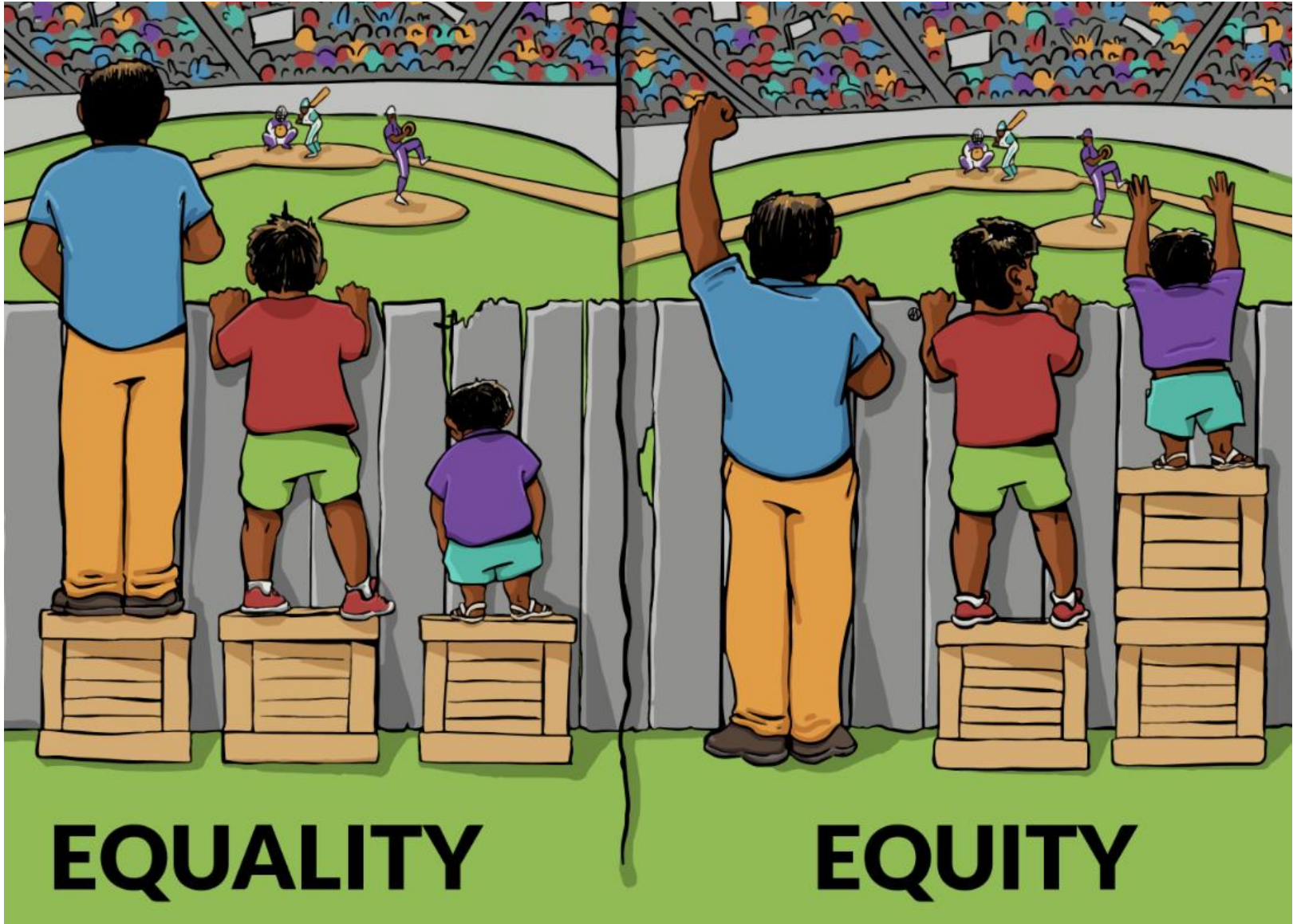


- Do not accept token authorship
- If you find yourself on a grant or a paper initiated by a HIC partner-great
- Ask/demand to learn the skills that go with being an equal contributor
- Add capacity building skills-biostats or writing courses into the grant

Conclusion



- LMIC researchers are in a desirable position to become partners for HIC investigators
- Establish yourself as an independent researcher and apply for the increased number of career and project funding opportunities in global health
- You know what is relevant for your government/community so make sure you drive your local research agenda



EQUALITY

EQUITY

The long and winding road: Careers in global health

**Miriam Lewis Sabin, PhD
Senior Editor, The Lancet**

“I don't believe there would be any science at all without intuition”

Rita Levi Montalcini (1909-2012), Nobel Laureate in Medicine

Education, skills and motivation lead you where you want to go:

- **Education**
 - You don't have to attend the world's top public health school; what's important is to:
 - Take advantage of the connections in/out of school
 - Do some research
 - Design a project from start to finish
 - Apply what you learn outside the classroom



Skills

- Obtain skills that match your aspirations
 - This may be a wide range of transferable skills:
 - Basic field epidemiology and analysis
 - Mixed quantitative and qualitative methods
 - Communications skills
 - Choose a topic or two of interest- follow them avidly
 - Go outside your comfort zone to obtain the skills you need to succeed

Motivation

- What are you passionate about?
- What are you not passionate about?
- If you're not sure, go out and get new experiences
- Do you need to go back to school? For a PhD? MD? Post doc, etc?
- Do you want to make a difference (at an often slow pace but can make a global impact)? Or do you prefer micro level?
- Make a plan and try to follow it
- DO NOT listen to the naysayers!

Example 1: The very focused, expert in a particular area of global health

- L received a PhD in virology from a state university in US
 - She focused on serology and assays for HIV, worked with global HIV diagnosticians
 - She got a job with Clinton Health Access Initiative
 - Moved to WHO HIV department 3 years ago and is helping to lead WHO guidance and science on HIV
- K received an MD and then was accepted into the Epidemic Intelligence Service (EIS) at CDC. She focused on global immunization. Stayed in this area for 15 years
- K was seconded to WHO 4 years ago and is the Measles Team Lead

Example 2: My long and winding road

- English major in college at a state US university
- MS in Social Work; research minor; practiced for 2 years
- Worked for 150 dollars a month at an NGO in Tunisia
 - Rwandan genocide: my intuition moment: mental health among refugees and IDPs? Survivors?
- PhD in social work: epi study; linked to mentor at CDC
- Faculty position but...applied to EIS (best decision ever)
 - CDC needed to diversify their skill set in EIS
- Move to Geneva: WHO, UNAIDS, Global Fund
 - Keep opportunities always open: volunteered at the Bulletin for the World Health Org.; kept publishing
- The Lancet: looking for transferable skills; global health; solid writing and scientific skills

Remember, rich in-country experience and your expertise is a big +!

- More and more direct funding going to research centers in LICs/LMICs = greater opportunities for you
- WHO and other agencies acknowledge that they must increase all forms of diversity (geographic, social class, gender, etc.)
- Seek out opportunities with organizations that have links to the global level
- Apply to be a WHO intern (entry level) (They pay now)! Great interns go on to receive great opportunities



Thank you!

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UNAIDS – Africa CDC Health
information situation rooms multi
country meeting, Zambia, 2018

So happy and
honored to be here
and working in
global health!

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Q&A



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