A Global Health Framework Based on Competencies and Learning Opportunities in Graduate Health Education

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What is Global health?

- An area for multi-disciplinary study, research, and practice that places priority on achieving equity in health for all people worldwide
- Emphasizes transnational health issues, determinants, and solutions that promote interdisciplinary collaboration providing a synthesis of population based prevention with individual-level clinical care

The Changing Global Landscape

- Global environmental changes – urbanization and resulting growth of megacities (10 M population), climate change
- Global burden of disease (infectious diseases, NCDs, infrastructure, resources, sustainability)
- Demographics, migration, refugee populations
- Human rights, social justice
- Global economy
- Global and national health policies
- Changing healthcare delivery models, use of health promoters, community health workers
- Rapidly changing technology, ehealth
- Private for-profit and non-profit non-governmental organizations (NGOs) such as the Gates Foundation, Clinton Foundation, US Global Health Initiative

Why Invest in Global Health Education?

- Growing need for workers in global health, particularly in low income countries
- Need for comprehensive training of local people for country and culturally-specific initiatives
- Strong student interest in global health education, practice, research and service learning
- Need for training in-country faculty through collaborative research and educational opportunities
- Global health education can enhance student ability to work in cross-cultural settings and affect career choices that serve disadvantaged populations

Growth of Global Health Education Programs

- Large increase in global health educational programs across the health and social science professions
- Expanded specializations/concentrations in global health throughout graduate health professions, residency training and professional development
- Increased interest in global health courses and experiences at the undergraduate level
- Growing number of open source courses
- Expanded global research and education partnerships across universities

Global Health Tools and Resources

- WHO, www.who.org
- Social Determinants of Health, WHO http://www.who.int/social_determinants/en/
- CDC Center for Global Health, http://www.cdc.gov/globalhealth/index.html
- WHO Collaborating Centers, University of Pittsburgh Free Library, http://www.pitt.edu/~super1/
- William and Melinda Gates Foundation, www.gatesfoundation.org/globalhealth/
- World Bank, www.worldbank.org/topic/health, ADePT Research Bank,
- Kaiser Family Foundation, www.kff.org
- The Lancet Series on Global Health, www.thelancet.com/global-health-series
- International Covenant on Civil and Political Rights, http://untreaty.un.org/cod/avl/ha/iccpr/iccpr.html
- The Equality Trust, www.equalitytrust.org
- PEPFAR, http://www.pepfar.gov/about/index.htm

The Rwanda Health and Healing Project

Healing Project Origins

- **Community Partner: Barefoot Artists**
  - Lily Yeh, Village of Arts and Humanities, North Philadelphia
  - Mission: "bring the transformative power of art to the most impoverished communities in the world"
    - Kenya, China, Syria, Ecuador, D.R.C, Ghana, Rep. of Georgia, Ivory Coast
  - Goals: participatory and multifaceted projects
    - Community development
    - Improvement of Physical Environment
    - Promotion of Economic Development
    - Preserve and Promote Indigenous Art and Culture
- **The Rwanda Healing Project: 2 Components**
  - Expanding the boundaries of art as a vehicle for healing and transformation of individuals, families and community
    - Genocide Memorial Park: healing through remembrance
    - Transformation of Survivors Village (Rugerero, Gisenyi)

Rwanda – Jeff HEALTH

Train the trainers

Elder care

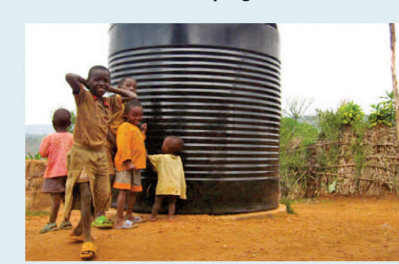Kitchen gardens

Anti-Helminth education

Building chicken coop

Nutrition program

Bee-keeping

Water project

Across the Years

- **Rwanda Health and Healing Project: 2007-2013**
  - Gold Foundation Summer Service Fellowship: Malnutrition
    - Assessing nutritional status, farming capacity, access to food
    - Malnutrition monitoring program
    - Train the trainer educational programming on micronutrition
  - **New Partnership**
    - Engineers Without Borders Data Gathering
      - January 2008: EWB visits Rugerero for assessment
      - Ventilation Improvement Pit (VIT): improving village sanitation
  - Existing Partnerships
    - Rwanda Village Concept Project
    - Barefoot Artists: healing through art photography project

Building Local Partnerships

- **Rwanda Village Concept Project**
  - non-governmental, non-political, voluntary organization run by students at National University of Rwanda
  - international student cooperation for community development
    - HIV AIDS awareness, reproductive health and family planning program
    - Malaria prevention program
    - Hygiene, Water, and Sanitation Program
    - Income Generation Program
    - Gender Empowerment Program (Pyramid Project)

Global Health Education – What is Covered in Graduate Education?

Formats

- For credit courses
- Short-term mini-courses
- Modules imbedded in various graduate degree programs
- Symposia

Sample Learning Objectives

- Articulate key public health concepts, including: demographic and epidemiological transitions, burden of disease, impact of key health conditions, health services delivery and organization, among others
- Examine the social determinants of health and the burden of disease in various regions of the world, and how it varies both within and across countries and regions
- Articulate the links between health, social, and economic factors
- Apply analytical assessment tools for efficient, cost-effective, and sustainable policies and programs
- Identify key public and private organizations and collaborative opportunities to address key global health issues
- Identify and assess resources for learning and career opportunities in global health

Global Health Education Topics

- Global Burden of Disease, Social Determinants of Health, Health Inequities
- Millennium Development Goals
- Cultural Humility and Awareness
- Maternal and Child Health, Nutrition
- Adolescent/Young adult Health
- Environmental health
- Infectious and tropical diseases
- Non-communicable diseases, risk factors, prevention, health promotion
- Unintentional and intentional injury control and prevention
- Healthy aging
- Natural disasters, emergency preparedness
- Health care and information systems, access, health workers
- Human rights, humanitarian health
- Migration
- Health technologies, health communication
- International and National Government Organizations, NGOs
- Global health careers

Student Assignment Examples

- Country Health Profile
- Country Health Brief
- Disease Backgrounder
- Oral and Written Presentations

Global Health Experiential Learning/Immersion

- Local, national, and international experiences
- Enhanced socio-cultural understanding
- Leadership skills and opportunities
- Community education and advocacy
- Decision making and critical thinking
- Teamwork, problem solving
- Self-confidence, self-efficacy
- Analyses of physical, social, economic, and political factors
- Culturally-appropriate planning, evaluation and research

Key Components of Global Health Experiential Programs

- US and international partners
- Specific goals and objectives
- Administrative Issues, funding, logistics
- Linkage to classroom instruction
- Active student leadership
- Language issues
- IRB Review, national and local
- Preparation prior to the experience
- Program implementation in-country
- Student exchanges from host country
- Student reflections, journals, blogs, photos, etc.
- After the trip – papers, presentations, evaluation
- Project sustainability, student training of future participants

Global Health Education Competencies

Domains, Classroom/In-Country Learning Examples:

- **Capacity Strengthening**
  - 1.2 Identify methods for assuring program sustainability – written policy paper includes sustainability strategies, continuous funding
- **Collaborating and Partnering**
  - 2.3 Value commitment to building trust in partnerships – experiential learning, teamwork
- **Ethical Reasoning and Professional Practice**
  - 3.1 Apply principals of international standards for protection of human subjects – confidentiality of clients in multi-cultural health clinic settings
- **Health Equity and Social Justice**
  - 4.2 Implement strategies to engage marginalized and vulnerable populations – advocacy for clients
- **Program Management**
  - 5.6 Develop monitoring and evaluation frameworks to assess programs – Monitoring the number of people reached and results of contacts by health promoters
- **Socio-Cultural and Political Awareness**
  - 6.1 Describe the role and relationships of the entities influencing global health – Country Health Brief classroom assignment
- **Strategic Analysis**
  - 7.3 Implement a community health needs assessment – In-country community health assessment in village

Future Challenges and Opportunities

- Long-term commitment
- Ethical considerations
- Sustainable funding
- Administrative support
- Partnerships with in-country universities, government agencies, NGOs
- True exchange programs, training of in-country personnel to serve as leaders in their own countries

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