

Building the AFREhealth – Consortium of Universities of Global Health (CUGH) partnership – priorities and next steps?

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Consortium of
Universities
for Global Health



What is CUGH - Summary

- **FOUNDED 2008:** Seed funding from the Bill and Melinda Gates Foundation and the Rockefeller Foundation
- Amalgamated with “GHEC” (founded 1990’s) to form CUGH
 - Secretariat opened Washington, DC: **Sept 2012;**
- Largest academic global health organization in the world
 - **~ 170+ academic institutions, associations, NGOs, other partners**
 - **Network of + 30,000 individuals worldwide**

MISSION: CUGH supports academic institutions and partners to improve the health of people and the planet across research, education, research, service and advocacy.

CUGH Standing Committees

1. Advocacy and Communications
- 2. EDUCATION COMMITTEE – 8 subcommittees**
3. Enabling systems Committee
4. Executive Committee
5. Finance Committee
6. Membership Committee
- 7. Research Committee**



CUGH Education Subcommittees

Subcommittees of the Education Committee –Chair, Prof Quentin Eichbaum

1. Capacity Building Subcommittee (CBS)
2. Educational Products Subcommittee (EPS)
3. Competency Subcommittee
4. GH Program Advisory Service Subcommittee (GHPAS)
5. Workforce Subcommittee
6. Undergraduate degree in GH Subcommittee
7. Masters degree in GH Subcommittee
8. Trainee Advisory Committee (TAC)

• **Working groups**

- Ethics and Best Practices in Global Health Education
- Global Health Law & Human Rights
- Graduate Medical Education (GME) in Global Health

• **Task forces**

- Education Abstracts Review TF
- Conference Planning/EC Satellite



Capacity Building Subcommittee (CBS)

Chair: Dr Jill Allison

CUGH's Capacity Building Sub-Committee (EC-CBS) Call for Membership



This sub-committee's (SC) mission is to a) help identify, catalog and aggregate training, curricula and human resource needs from low and middle income countries (LMICS), b) identify context relevant training programs/resources, and c) share this information through a web based platform housed on the CUGH website. Click on the "Read more" link below for more information.

AFREHEALTH-CUGH CONFLUENCE

- Aligns with AFREhealth experience in network capacity building from MEPI/NEPI
- Pitfall: User-friendliness? Connecting in person VS a website? Curation of site?

Educational Products Subcommittee (EPS)

Chairs: Dr Lisa Adams # Christina Redko

- Create and promote educational products/courses of relevance to global health.
- Categorize and curate listings of high quality open access courses, curricula, guides, webinars
- **AFREHEALTH CONFLUENCE:**
 - MEPI E- learning TWG; “Monitory /Evaluation” & Info science TWG?
- Pitfall?
 - Developing products appropriate for LMIC contexts. Curating site VS dumping ground for curricula and products?

Competency & Workforce Subcommittees

Chairs: Dr Barbara Astle, Samath Dharmaratne

- “Toolkit” of global health competencies (updates); various studies eg LMIC host expectations study in 8 countries
- <http://cugh.org/resources/2063>

Competency 3a: Describe how cultural context influences perceptions of health and disease. (Global Citizen Level and Basic Operations Levels)

Prepared by: Brian Callender (bcallend@medicine.bsd.uchicago.edu)

Reviewed by: Lynda Wilson, University of Alabama at Birmingham (lynda.wilson@uab.edu), Michelle Holm, Mayo Clinic (holm.michelle@mayo.edu)

Teaching Strategies:

Initial background on this topic will likely require a combination of landmark articles or a textbook assigned as required reading, with supplemental assignments of videos, blogs, exploring websites, lecture or in-class activities to contrast various national health system models. Interactive possibilities for simulation, “flipped classroom,” or team-based learning activities include having students prepare presentations illustrating the role culture has on health and health care delivery and reflecting personal experiences. If possible, clinical experiences can be arranged to immerse trainees in different cultures. Students might be encouraged to interview people from different cultures to ask about their views about health and illness.

Websites:

1. Centers for Disease Control and Prevention. (2016). Social determinants of health: Know what affects health. Retrieved from <http://www.cdc.gov/socialdeterminants/>

AFREhealth-CUGH confluence

- MEPI competency-based education TWG

Pitfall?

- Appropriate assessment of (HIC?) competencies in LMIC contexts?

Workforce Subcommittee

Dr Quentin Eichbaum (Drs Cherniak/Hoverman)

- Various graduate/employer expectations surveys

Visiting Trainees in Global Settings: Host and Partner Perspectives on Desirable Competencies

William Cherniak MD, MPH * ♂ ☒, Emily Latham MPH †, Barbara Astle RN, PhD ‡, Geoffrey Anguyo MB, ChB §, Tessa Beaunoir RN ¶, Joel Buenaventura MD, MPH ¶¶, Matthew DeCamp MD #, Karla Diaz PhD **, Quentin Eichbaum MD, MPH, MFA, PhD ††, Marius Hedimbi PhD ‡‡, Cat Myser PhD §§, Charles Nwobu MB, ChB ‖, Katherine Standish MD ¶¶¶, Jessica Evert MD ##

- **AFREhealth-CUGH confluence**
 - Curriculum development; student-faculty exchanges
- **PITFALL**
 - Workforce expectations difference in LMICs versus HICs?

Undergraduate/Masters Subcommittee

Chairs: Caryl Waggett, Kathryn H. Jacobsen

- Reviews curricula resources and competencies for undergraduate and Masters level global health programs
- Suggests “Best practices” for Improving education programs
- **AFREHEALTH=CUGH CONFLUENCE:**
 - Graduate tracking TWG? Which degree programs in Africa match the “global health” programs of HICs? Public health family medicine?
- **Pitfall**
 - Concept of “global health” different in LMICs/Africa.
 - Curricula mismatch and concerns?

MAPPING:

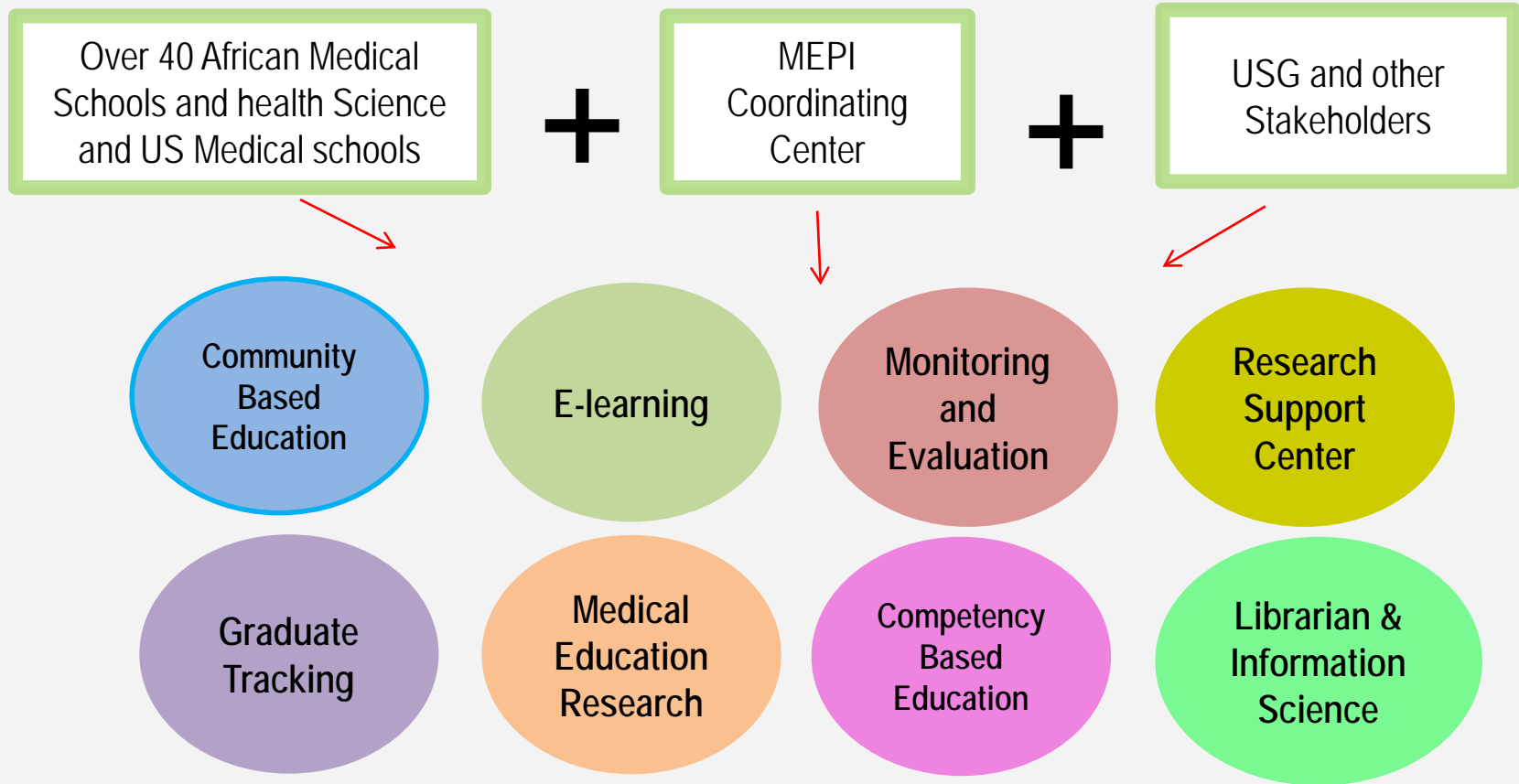
AFREhealth/MEPI TWGs

To

CUGH Education Subcommittees (SCs)

Building the Human Bond

The 8 Eight Technical Working Groups (TWG)



Mapping AFREHealth/MEPI TWGs - to CUGH SCs

STRONG MAPPING

Medical Education Research

All CUGH Education SCs do research

Competency Based Education

CUGH Competency & Workforce SC

Graduate Tracking

CUGH Under & Post Graduate SC & GME TF

E-learning

CUGH Education Products SC

INTERMEDIATE/INDIRECT MAPPING

Research Support Center

CUGH Education & Research Committees

Monitoring and Evaluation

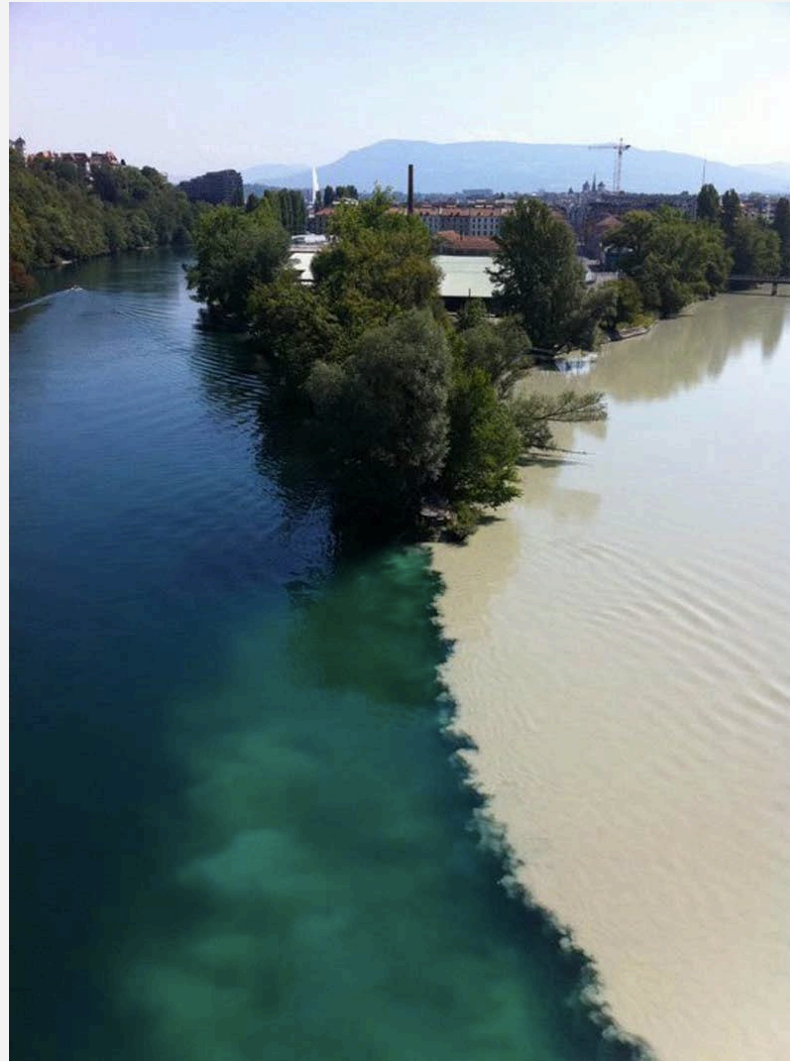
All CUGH Education SCs asked to engage in M&E

LOOSE MAPPING

Community Based Education

Librarian & Information Science

Explore **Confluences** between AFREHealth and CUGH



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Thanks for your attention!

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What about **NEW MEDICAL SCHOOLS** in Africa?

- Over 100 new medical schools projected to open in Africa over the next decade
- Special niche of issues and needs
 - Will all they schools succeed?
 - Failure is not an option!

Consortium of New Sub Sahara African Medical Schools - CONSAMS

CONSAMS

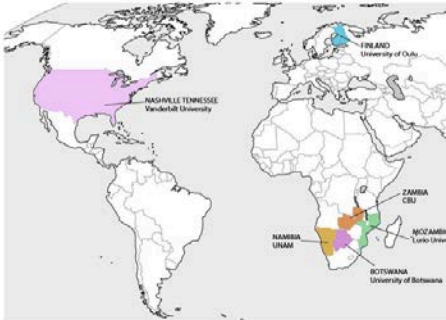
Consortium Of New Southern African Medical Schools

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Home

The Consortium of New Southern African Medical Schools was started in 2011.

The major objective of the consortium is to share experiences and resources between the newly formed Medical Schools around the region. These "new medical schools in southern Africa have formed an unusual consortium in partnership with well-established medical schools in the United States and Finland, as they strive to avoid re-inventing the wheel and instead focus on strengthening teaching, learning and research"



CONSAMS Members

University of Namibia School of Medicine, Windhoek
Copperbelt University School of Medicine, Ndola, Zambia
Lurio University School of Medicine, Namibia, Mozambique
University of Botswana School of Medicine, Botswana

Northern Partners:
University of Vanderbilt, Nashville Tennessee
University of Oulu Faculty of Medicine, Oulu, Finland

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Home » **About us**

The Vision of CONSAMS

- To be an effective catalyst for the education and training of sufficient number of health care professionals in the region.

The Mission of CONSAMS

- To promote the establishment and sustainable development of new medical schools in Southern Africa

General Objectives

- Teaching and learning, service, research
- Advocacy

Specific Objectives

- To develop a medical curriculum that is appropriate to the needs of each of the participating countries in southern Africa context.
- To promote the faculty and trainee exchanges between the participating medical schools
- To create a forum for the exchange of ideas between the participating medical schools
- To promote south-south partnerships with facilitation from northern partners.
- To promote needs-based/translational-relevant research

“Global Networks, Alliances and Consortia” in Global Health Education—The Case for South-to-South Partnerships

Quentin Eichbaum, MD, PhD, MPH, MFA, FCAP,†‡ Peter Nyarango, PhD,§
Kasonde Bowa, MB BCh, MSc, MMed, DPH,|| Philip Odonkor, MB ChB, PhD,§
Jorge Ferrão, PhD,¶ Yohana Mashalla, MD, PhD,# Olli Vainio, MD, PhD,**††
and Sten H. Vermund, MD, PhD†‡‡*

Challenges and opportunities for new medical schools in Africa

www.thelancet.com/lancetgh Vol 2 December 2014

Chapter 10

The Consortium of New Southern African Medical Schools: A new South–South–North network

*Quentin Eichbaum, Marius Hedimbi, Kasonde Bowa, Celso Belo,
Keikantse Matlhagela, Ludo Badlanga, Peter Nyarango and Olli Vainio*

New Medical Schools in Africa: Challenges and Opportunities. CONSAMS and Value of Working in Consortia

- 3 Quentin Eichbaum, MD, PhD, MPH, MFA, MMHC, FCAP, FASCP, Marius Hedimbi, MSc, PhD, Kasonde Bowa, MSc, MMed, DPH(LSTHM), FRCS, FACS, FCS, Celso Belo, MD, Olli Vainio, MD, PhD, Johnstone Kumwenda, MB, ChB, Peter Nyarango, MD, PhD