

# Addressing Healthcare Inequities Around the World

**Panel & Facilitated Discussion:**  
*Global Partnerships for Global Learning*

NAFSA thanks Jefferson (Philadelphia University + Thomas Jefferson University) for its generous support of this event.



# Enhancing global exposure for medical and health professions students in Africa through partnerships

Anna M Iacone, M.S.  
ECFMG-FAIMER



**NAFSA2018**  
ANNUAL CONFERENCE & EXPO  
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MAY 27-JUNE 1 • PHILADELPHIA, PA USA

# Enhancing global exposure for medical and health professions students in Africa through partnerships

## About GEMx

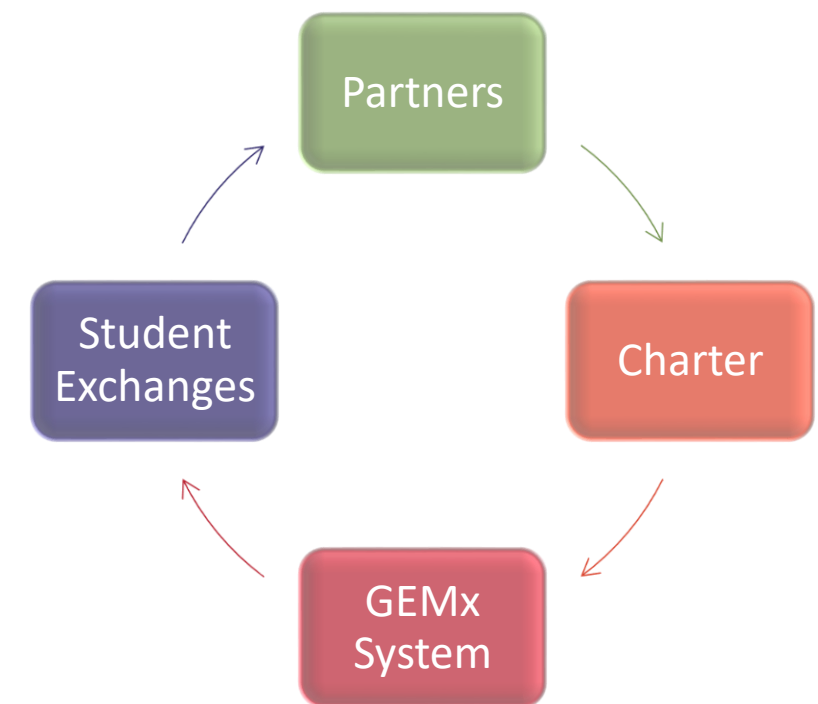
- A service program of ECFMG
- Facilitates student exchanges through partnerships
- Multi-lateral Charter agreement; web-based system

## Core values

- Affordability
- Accessibility
- Partnership
- Exchange of Knowledge

## Partners

- Medical schools
- Organizations and associations
- Medical and health professions networks



# Enhancing global exposure for medical and health professions students in Africa through partnerships

## Why student exchanges across Africa?

- Limited opportunities for international students to participate in US-based electives
- Types of opportunities available to international students are unknown
- Disparity / lack of reciprocity exists
- International medical electives typically represent a unidirectional flow of students from economically advantaged countries in the global “North” to resource-poor nations in the global “South.”

Abedini, N. C., Danso-Bamfo, S., Moyer, C. A., Danso, K. A., Mäkiharju, H., Donkor, P., ... Kolars, J. C. (2014). Perceptions of Ghanaian Medical Students Completing a Clinical Elective at the University of Michigan Medical School. *Academic Medicine : Journal of the Association of American Medical Colleges*, 89(7), 1014–1017. <http://doi.org/10.1097/ACM.0000000000000291>

# Enhancing global exposure for medical and health professions students in Africa through partnerships

## GEMx Objectives

- To provide affordable and accessible opportunities to African students
- To contribute to enhancing international exposure to African students through exchanges
- To assess the effectiveness of GEMx and its role as “facilitator”
- To contribute to breaking mobility barriers that exist in various countries in Africa
- To identify impact on student learning



# Enhancing global exposure for medical and health professions students in Africa through partnerships

## GEMx Africa: Partners

### Regional Networks and Participating Institutions

#### AFREhealth (MEPI)

Jomo Kenyatta University of Agriculture and Technology, Kenya

Kampala International University, Uganda

Kenyatta University, Kenya

Kwame Nkrumah University of Science and Technology, Ghana

Makerere University College of Health Sciences, Uganda

University of KwaZulu-Natal, South Africa

The University of Zambia, Zambia

University of Zimbabwe, Zimbabwe

#### COECSA Participating Institutions

Lighthouse for Christ Eye Centre, Kenya

Mbarara University of Science and Technology, Uganda

Rwanda International Institute of Ophthalmology, Rwanda

University of Nairobi, Kenya

The University Teaching Hospital, Zambia

#### AFREhealth (NEPI)

Ekwendeni College of Health Sciences, Malawi

Kamuzu College of Nursing, Malawi

Lusaka Schools of Nursing and Midwifery, Zambia

Makerere University College of Health Sciences, Uganda

Muhimbili University of Health and Allied Sciences, Tanzania

#### South-South Exchange Initiative Participating Institutions

University of Rwanda, Rwanda

University of the Witwatersrand, South Africa

University of Malawi, Malawi

Makerere University School of Medicine, Uganda

#### EAHPEA Participating Institutions

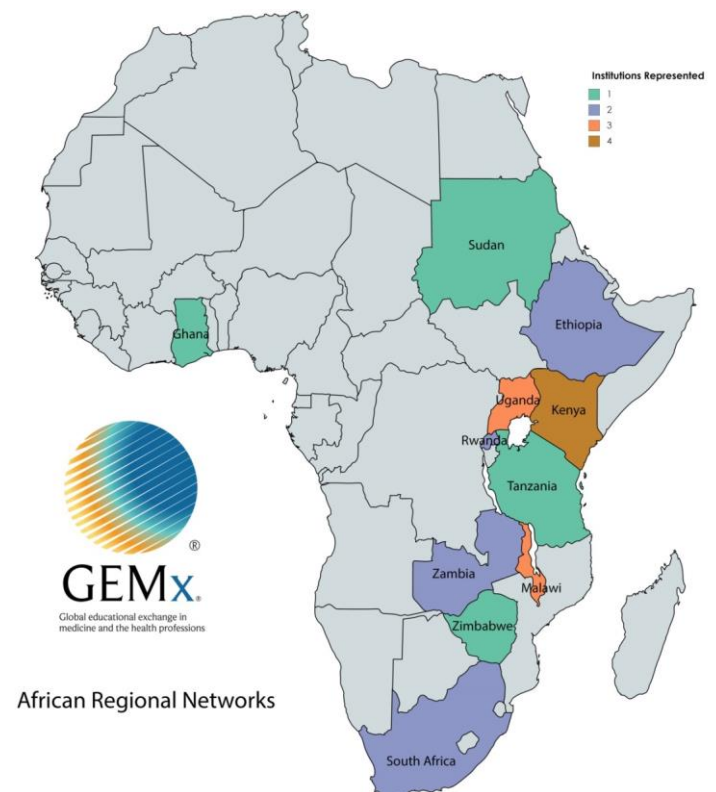
Mbarara University of Science and Technology, Uganda

Makerere University College of Health Sciences, Uganda

Mekelle University, Ethiopia

Omdurman Islamic University, Sudan

Jimma University, Ethiopia

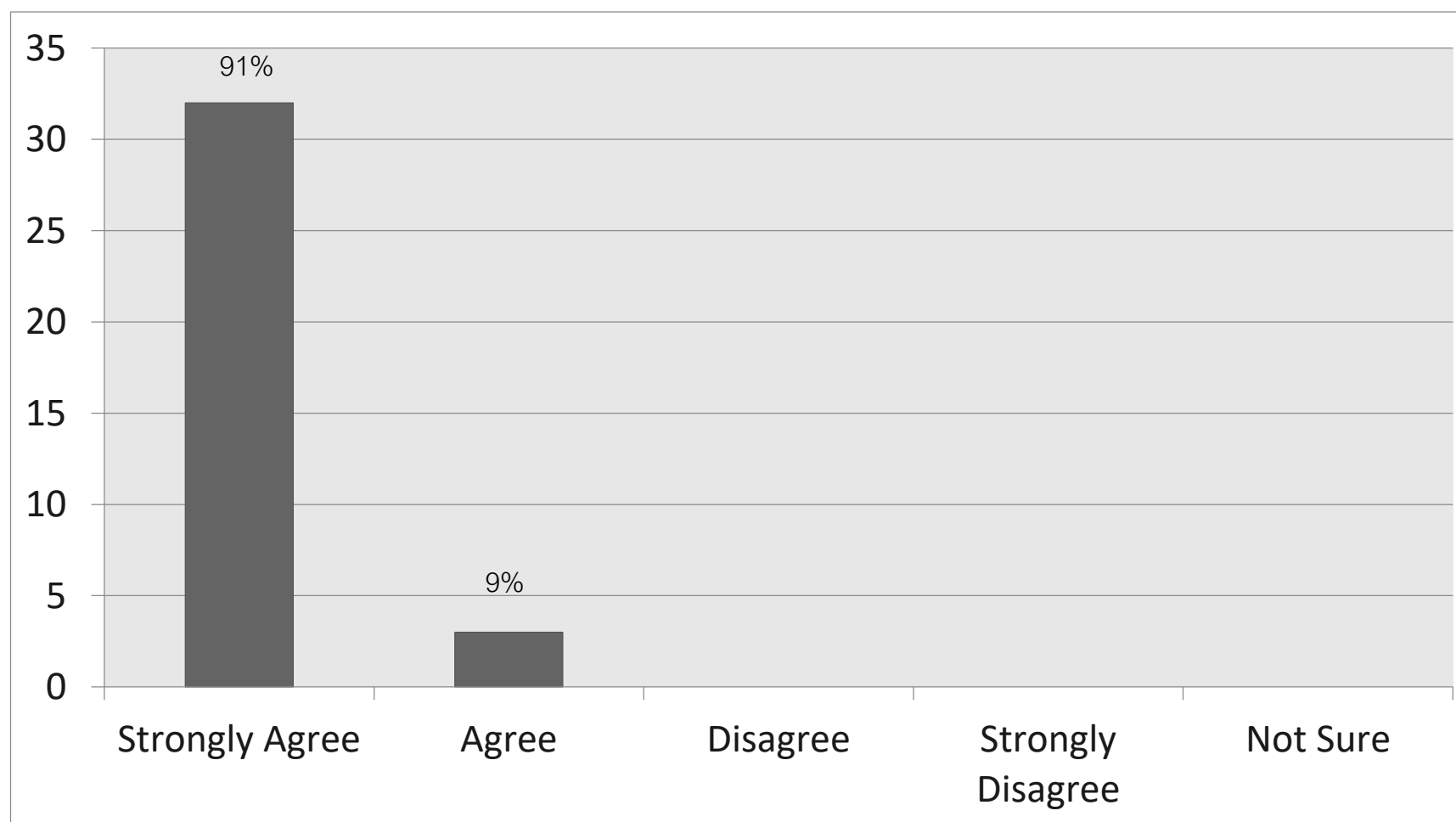


African Regional Networks

# Enhancing global exposure for medical and health professions students in Africa through partnerships

Dean, Faculty, Program Manager, and Network Leadership - GEMx African Regional Exchange Pilot

*GEMx contributes to enhancing international exposure to African students through exchanges.*

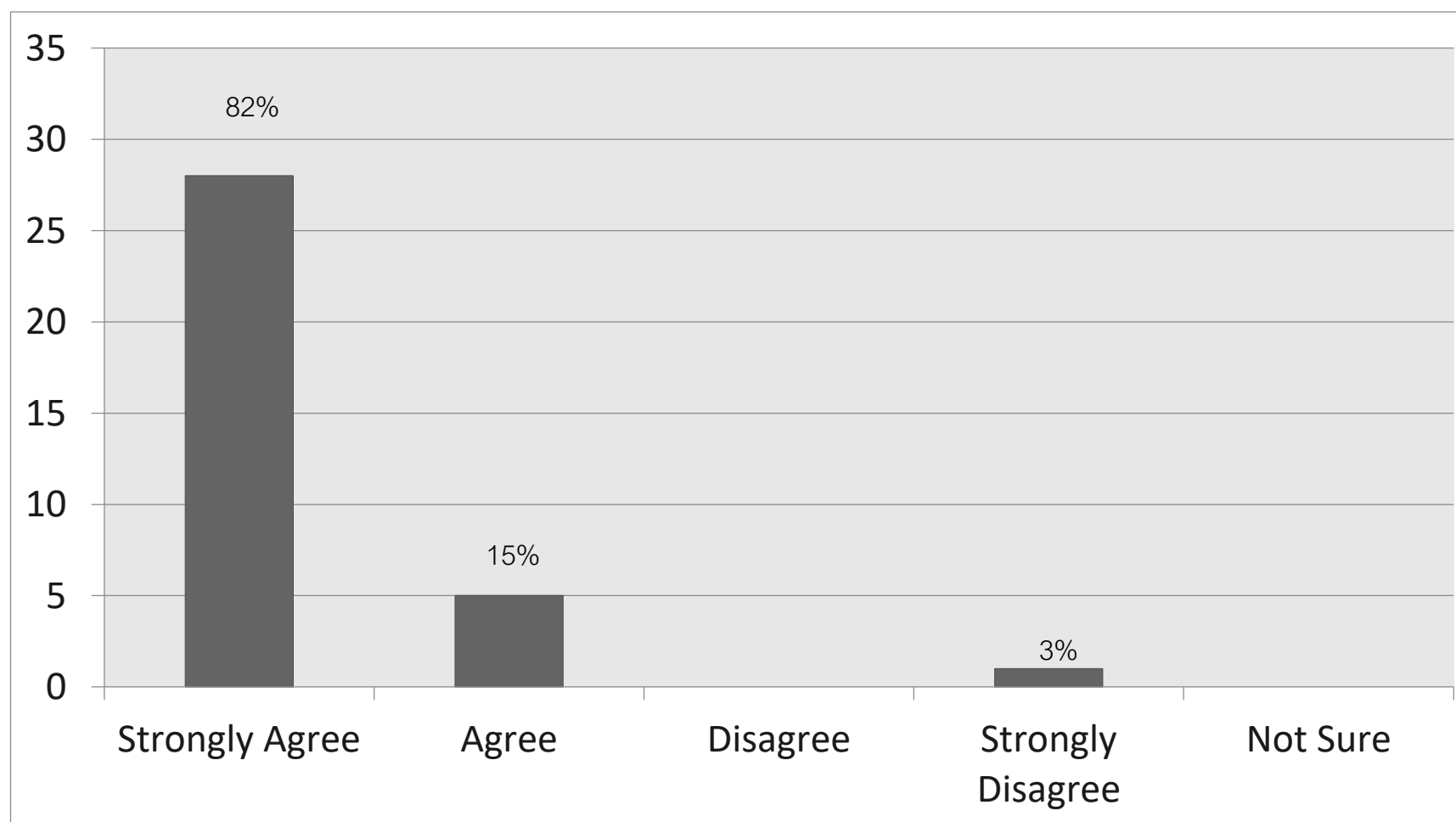


Total Respondents: 35/62%

# Enhancing global exposure for medical and health professions students in Africa through partnerships

Dean, Faculty, Program Manager, and Network Leadership - GEMx African Regional Exchange Pilot

*GEMx contributes to breaking mobility barriers that exist in various countries in Africa.*



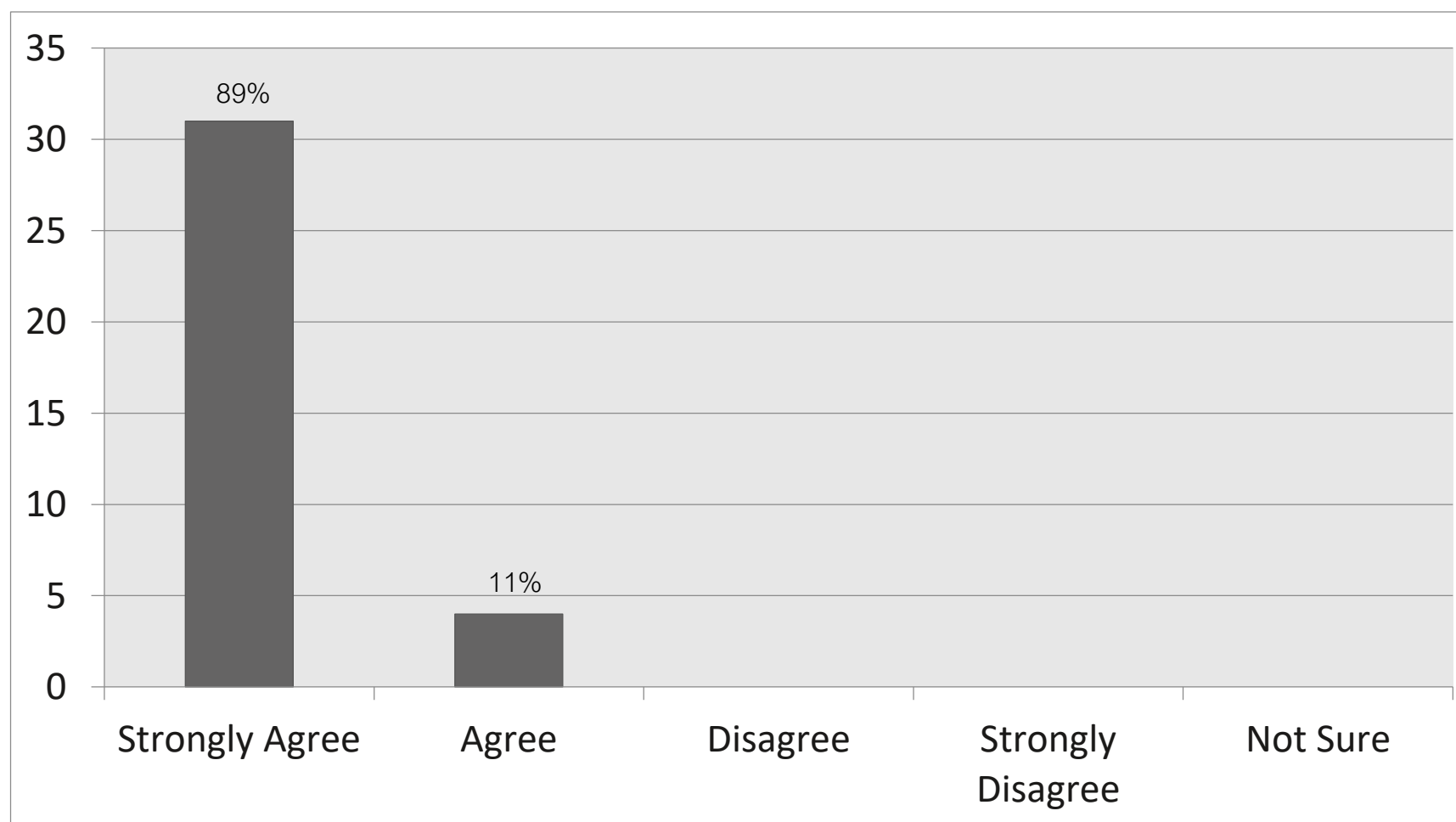
Total Respondents: 35/62%



# Enhancing global exposure for medical and health professions students in Africa through partnerships

Dean, Faculty, Program Manager, and Network Leadership - GEMx African Regional Exchange Pilot

*There is a need for GEMx to continue its role as 'facilitator' of student exchanges among institutional partners within the network.*

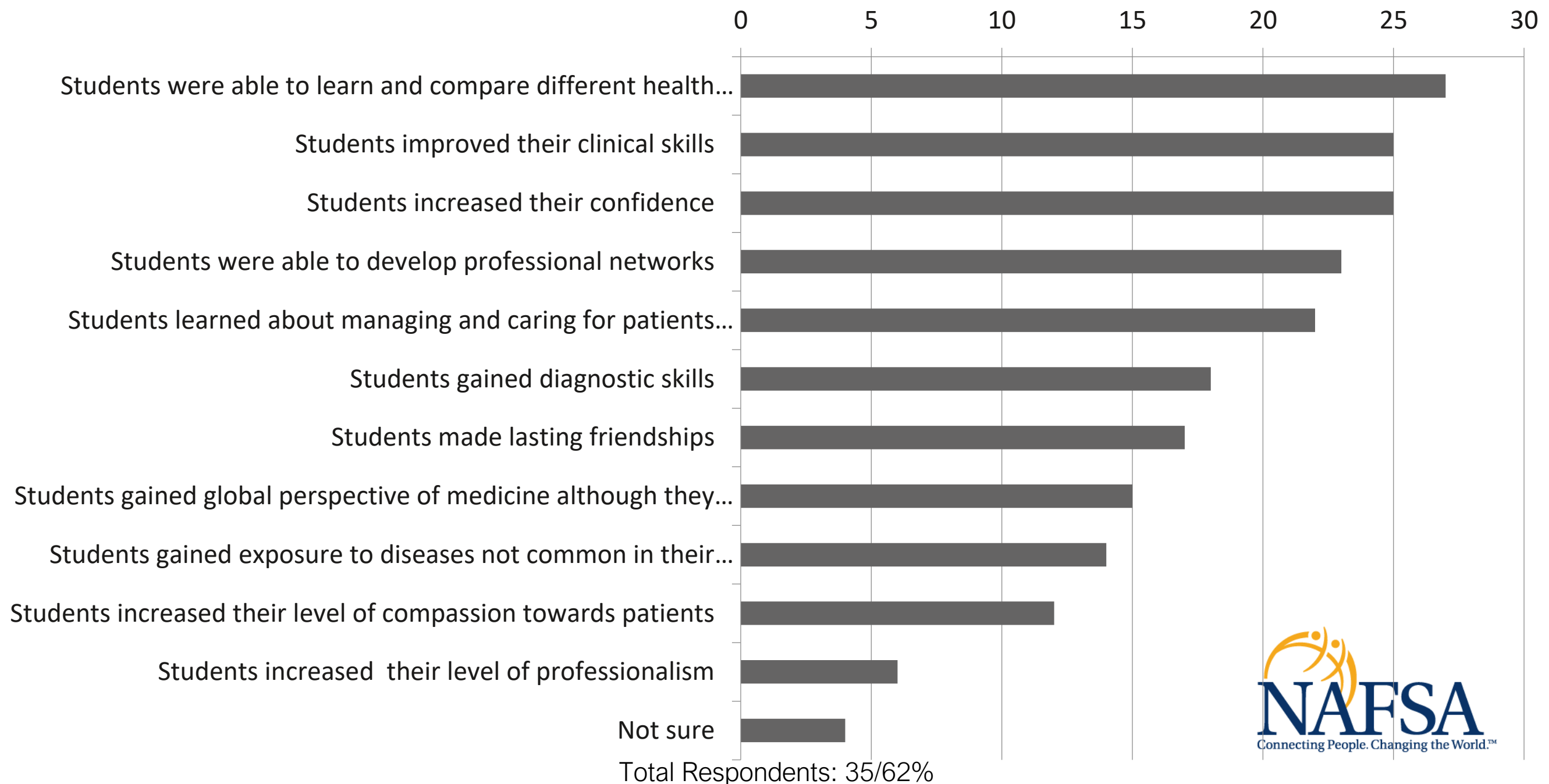


Total Respondents: 35/62%

# Enhancing global exposure for medical and health professions students in Africa through partnerships

Dean, Faculty, Program Manager, and Network Leadership - GEMx African Regional Exchange Pilot

*What did GEMx exchange students learn from their elective exchange?*



# Enhancing global exposure for medical and health professions students in Africa through partnerships

## AFREhealth: Elements of a successful partnership

- High level of engagement of actors
- Transparency
- Trust, respect, fairness
- Addressing the needs of collaborators
- Cultural sensitivity
- Aiming for a longer term
- Effective management, structure and work plan
- Equity in responsibility
- Agreement on sharing of information and data
- Capacity building and mentorship



Donkor, P. (2018). Partnerships. *Consortium of Universities for Global Health Conference*. NYC, NY, USA.

# Enhancing global exposure for medical and health professions students in Africa through partnerships

## Why GEMx Africa is working

- ECFMG FAIMER GEMx is viewed as trusted agent
- ECFMG Tools: A multi-lateral charter agreement; web-based system
- ECFMG Investment: Student mini-grants to defray travel costs
- ECFMG Investment: Hiring of an effective GEMx representative located in Uganda
- African leadership
- Like-minded and committed intra-institutional partners
- An interest in internationalization of health professions education





## Values

*“Improving world health through excellence in medical education in the context of ECFMG’s core values of collaboration, professionalism and accountability.”*

## Mission

*“...In partnership with ECFMG’s Foundation for Advancement of International Medical Education and Research - FAIMER - and other partners, FAIMER promotes excellence in international health professions education through programmatic and research activities.”*



# Enhancing global exposure for medical and health professions students in Africa through partnerships

## Institutional Considerations: Lessons Learned

- Build Trust
- Understand the mission and vision of your institution
- Align global initiative (s) to your institution's strategic plan
  - Why partner?
  - What does your institution want to achieve through a partnership?
  - What are the markers for success?
  - What outcomes do you want to achieve? How will you achieve them?
  - What is the return on investment?
  - Understand the expectations of your global partners, *vice versa*
- Commit wholeheartedly



# Enhancing global exposure for medical and health professions students in Africa through partnerships







# Questions & Discussion

Information

[www.ecfm.org](http://www.ecfm.org) |   

Contact

[aiacone@ecfm.org](mailto:aiacone@ecfm.org)



# International Partnerships in Medical Education: Shaping Global Perspectives

Janette 'Jenny' Samaan, PhD.  
Association of American Medical Colleges (AAMC)



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# Association of American Medical Colleges (AAMC)

...chartered in 1876 to *advance medical education*

...mission: The AAMC serves and leads the academic medicine community *to improve the health of all*

...a *non-profit organization* headquartered in Washington, D.C. with 650 full-time employees



# Visiting Student Learning Opportunities (VSLO)

The VSLO program facilitates student mobility to and from the United States, as well as from one international site to another, with an aim of strengthening global and regional collaboration and mobility in health professions education.



# Background

Two programs dedicated to facilitating short-term learning opportunities for visiting students in U.S. and internationally.



**VSAS launched 2008**



**GHLO launched 2013**



# AAMC Visiting Student Learning Opportunities™ VSLO™

## One Program

VSAS and GHLO have become a single Visiting Student program

## One Expanded Network

Two options: U.S. and Global

## One Application Service

Centralized and streamlined

## One Visiting Student Team

Engaged and expanded to deliver quality service

# Visiting Student Learning Opportunities Program

Application Service and Resources	Institutional Networking	Partnerships
<ul style="list-style-type: none"><li>• Searchable elective offerings</li><li>• Web-based application</li><li>• Institutional training</li><li>• Cross-cultural and language tools</li><li>• Insurance, health and safety resources</li><li>• Housing assistance</li><li>• Professionalism and ethics guidance</li></ul>	<ul style="list-style-type: none"><li>• Curriculum sharing</li><li>• Best practices</li><li>• New benchmarks</li><li>• Conference presentations</li><li>• Joint research</li><li>• Publications</li><li>• Working groups</li><li>• Assessment and evaluation</li></ul>	<ul style="list-style-type: none"><li>• Association linkages</li><li>• Scholarships and funding</li><li>• Non-governmental</li><li>• Community health care centers</li><li>• International education providers</li><li>• Alumni support</li></ul>

# Two Networks

- **The U.S. Network:** institutions in the U.S. that either send their students to other U.S. medical schools, and/or receive students from other U.S. medical schools
- **The Global Network:** institutions located in the U.S. and in other countries that either send their students to, and/or receive students from, international institutions. All institutions located outside the U.S. are part of the Global Network.

# 137 Global Network Institutions By Region

Region	Number of Institutions
United States	47
Latin America/Caribbean	24
Asia	22
Europe	21
Middle East	14
Sub-Saharan Africa	8
Oceania	1

**Goal: Increase # of US hospitals as hosts for both U.S. and Global networks**



# Electives Options:

## Medical research



## Clinical care



## Global/public health

**Or a hybrid combination**

# Partnership with NGO- CFHI

**Child Family Health** International

**Community-based global health opportunities**



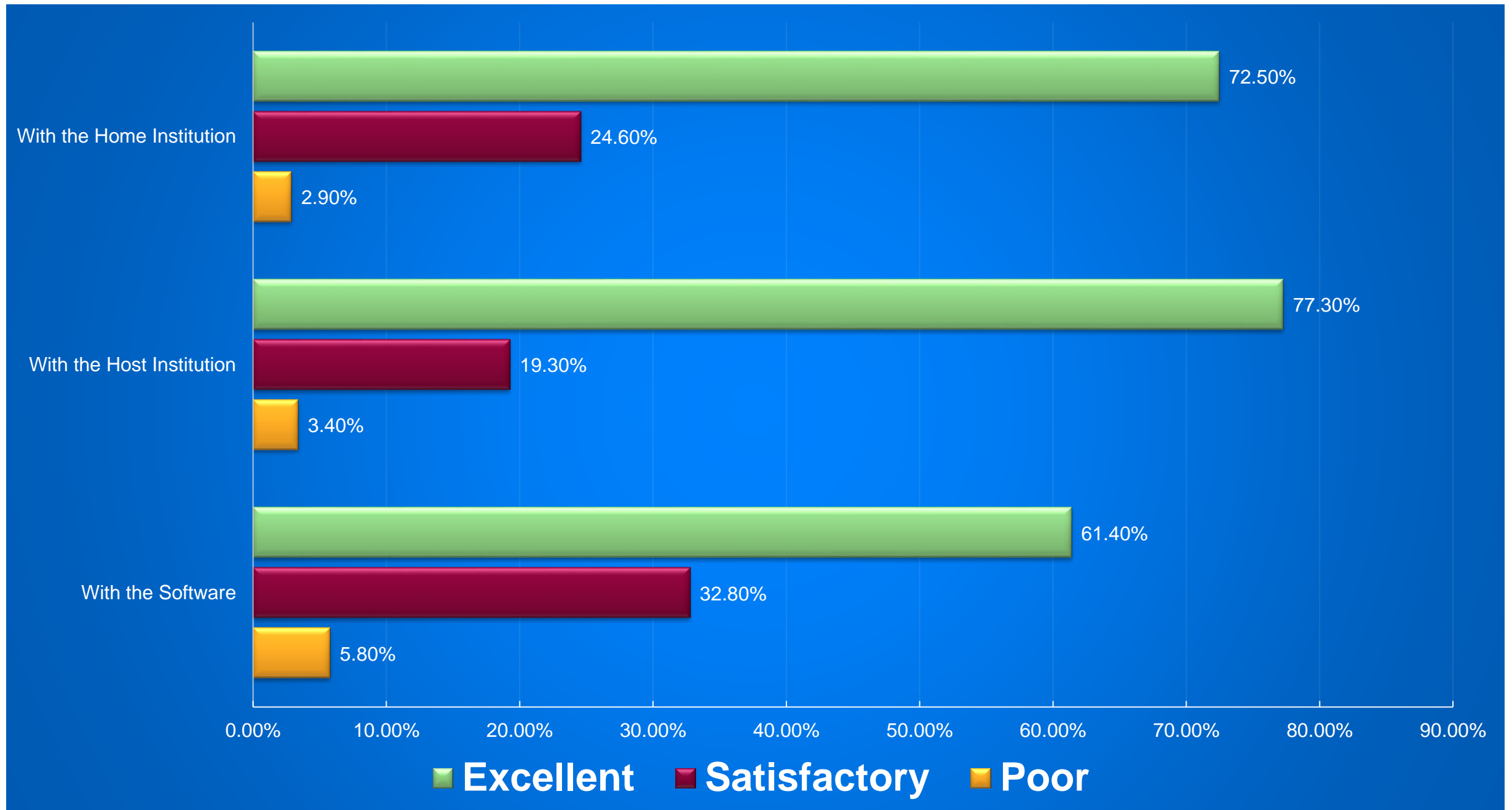
Let the world change you



# Student Feedback



# Overall Global Experience

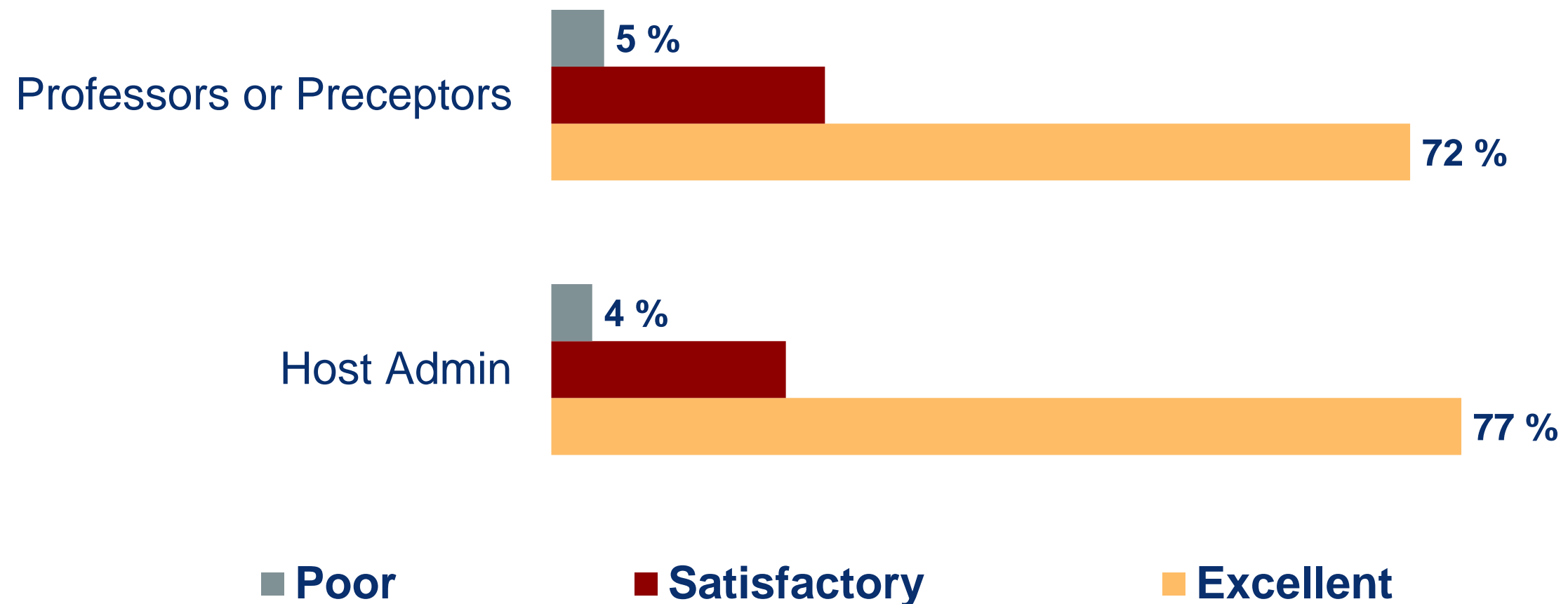




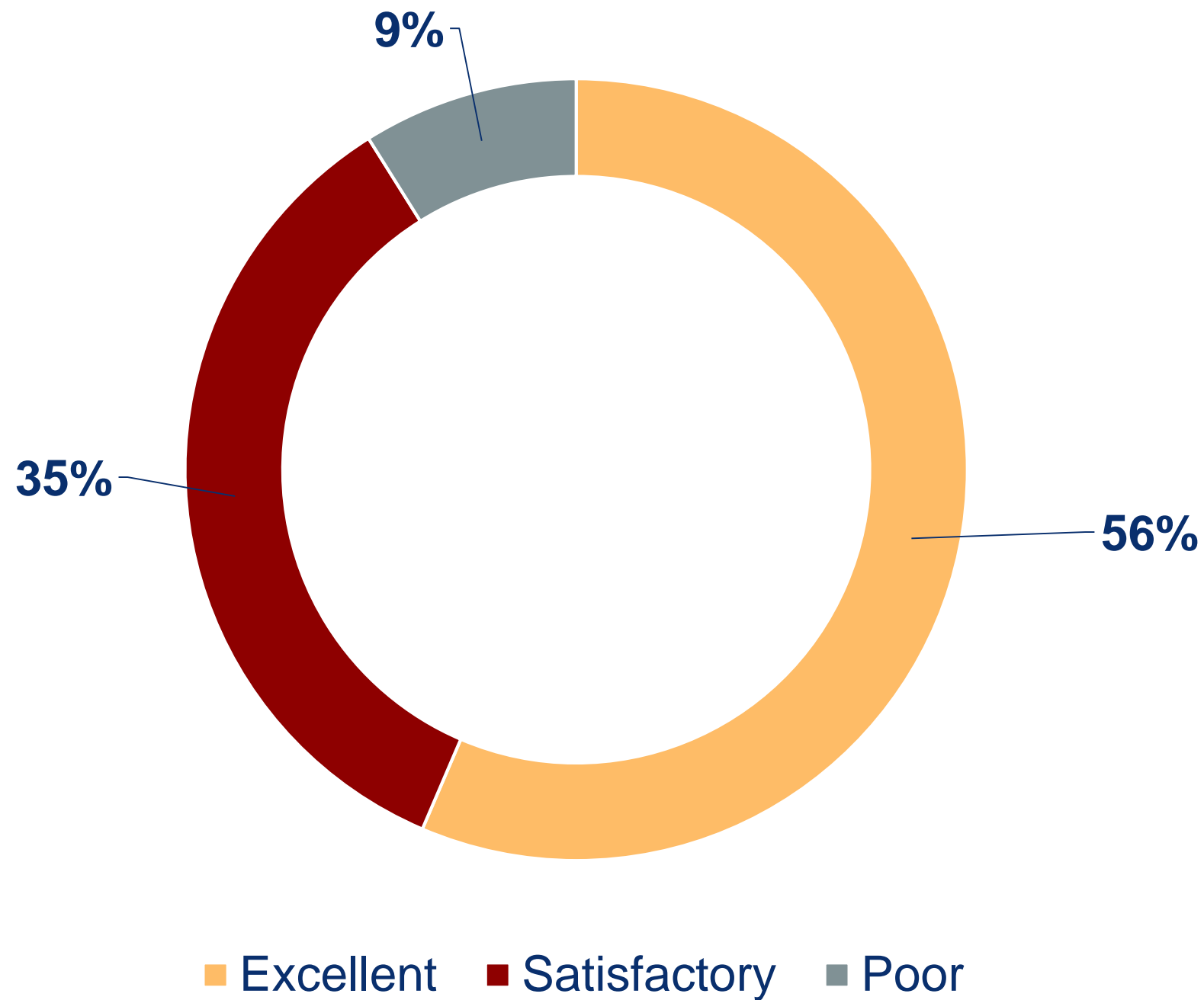
# Tools to Prepare for New Culture

What tools did you use to prepare yourself for the cross-cultural aspect of the experience?	Percentage (%)
Advice and/or tips from other students	65.0%
The GHLO application service resources on the website	36.4%
Read culturally-specific information	30.7%
Located other online services	29.9%
Searched for, but could not find, materials appropriate for health-care settings	5.2%

# Opportunities to Interact with Staff at Host Institution



# Student Interaction With Students at Host

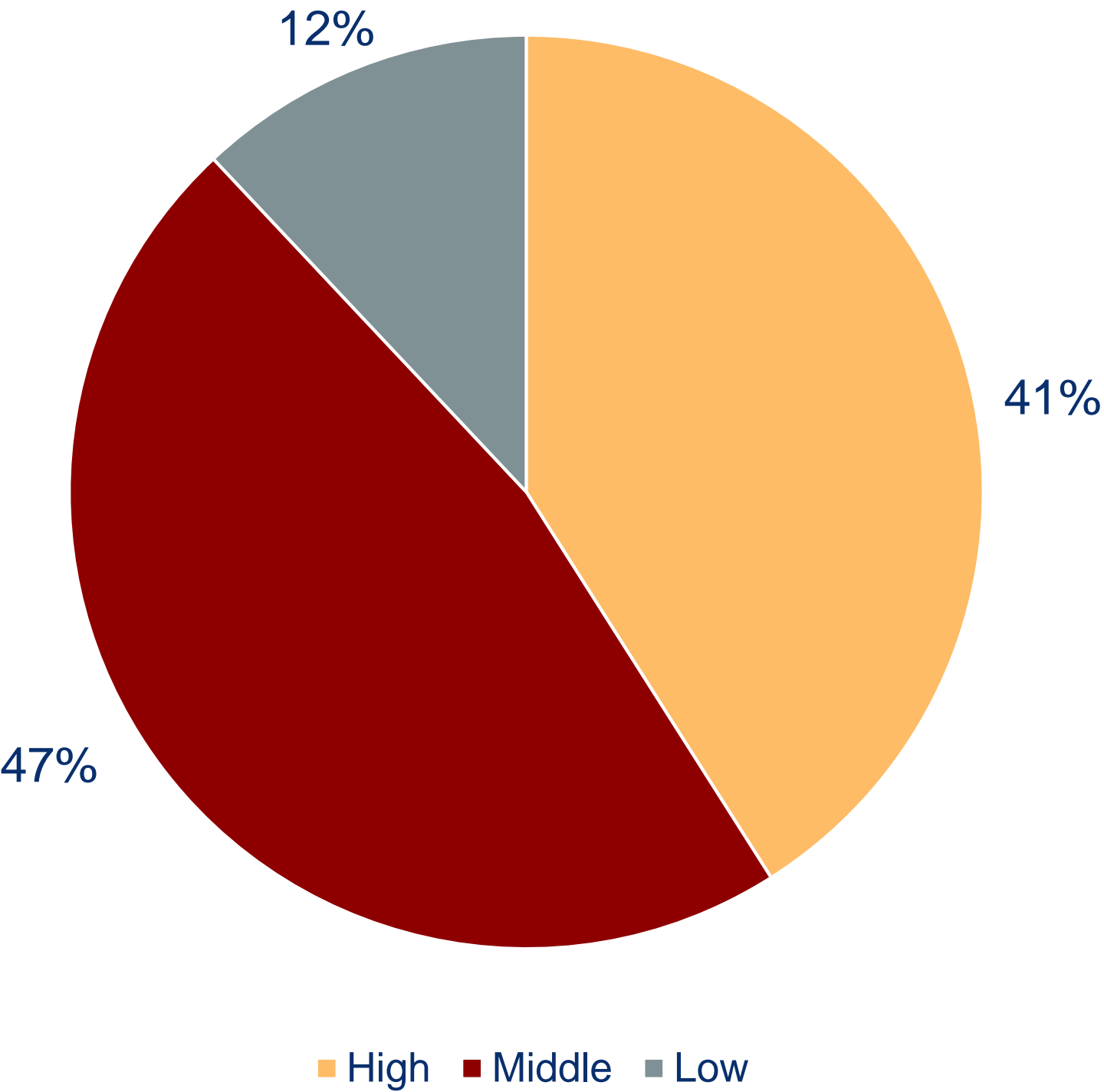


# **Institutional Motivations for Joining the Global Network**

Thanks to Mark deBettancourt, VSLO Intern  
for data analysis

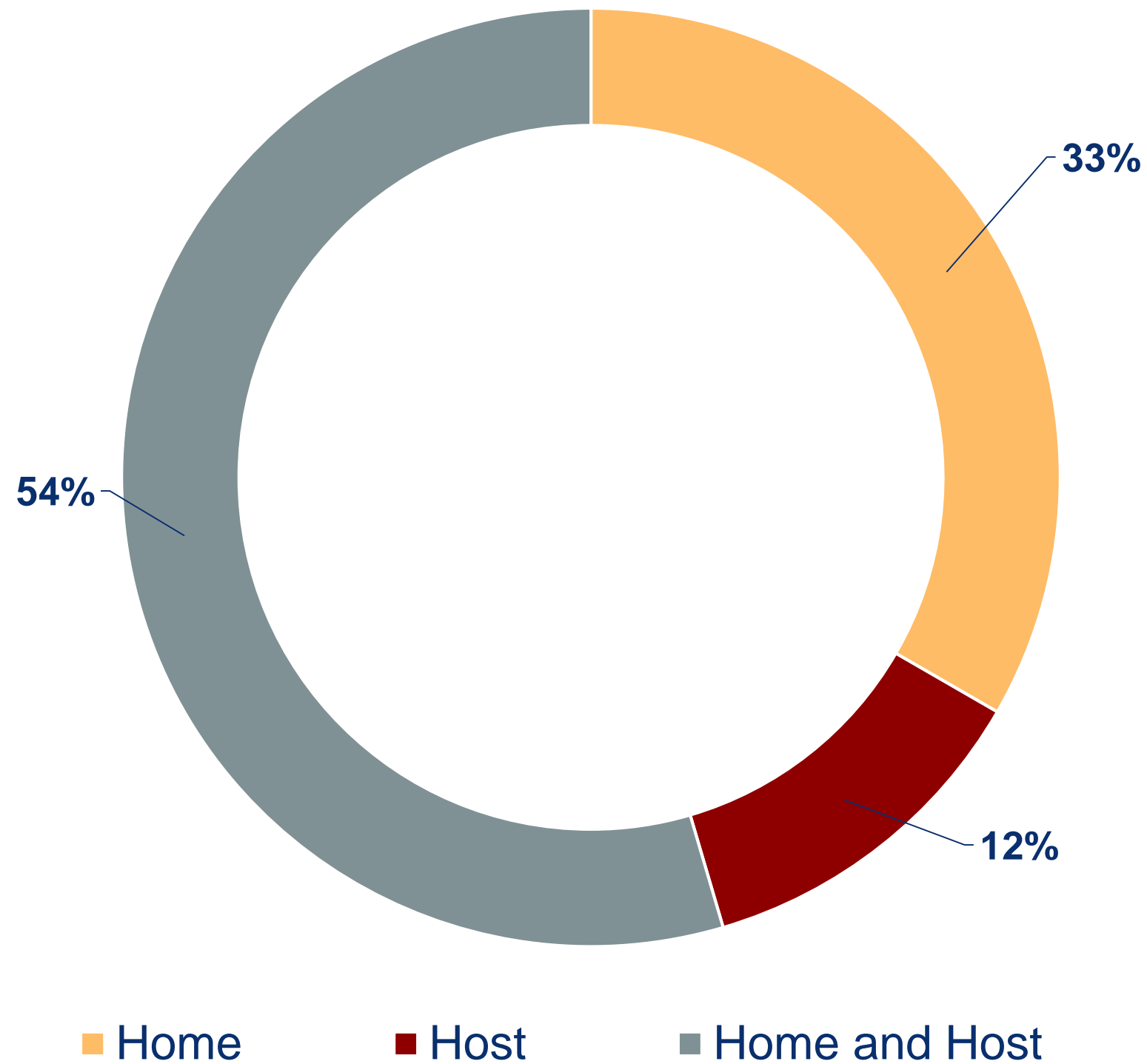


Medical Institution by Income Index



Low	Middle	High
8	32	28

# Institutional Roles



# Categories of Responses

**AAMC Network:** Access to more programs, part of a larger network, AAMC's reputation and experience; own partners asked them to join.

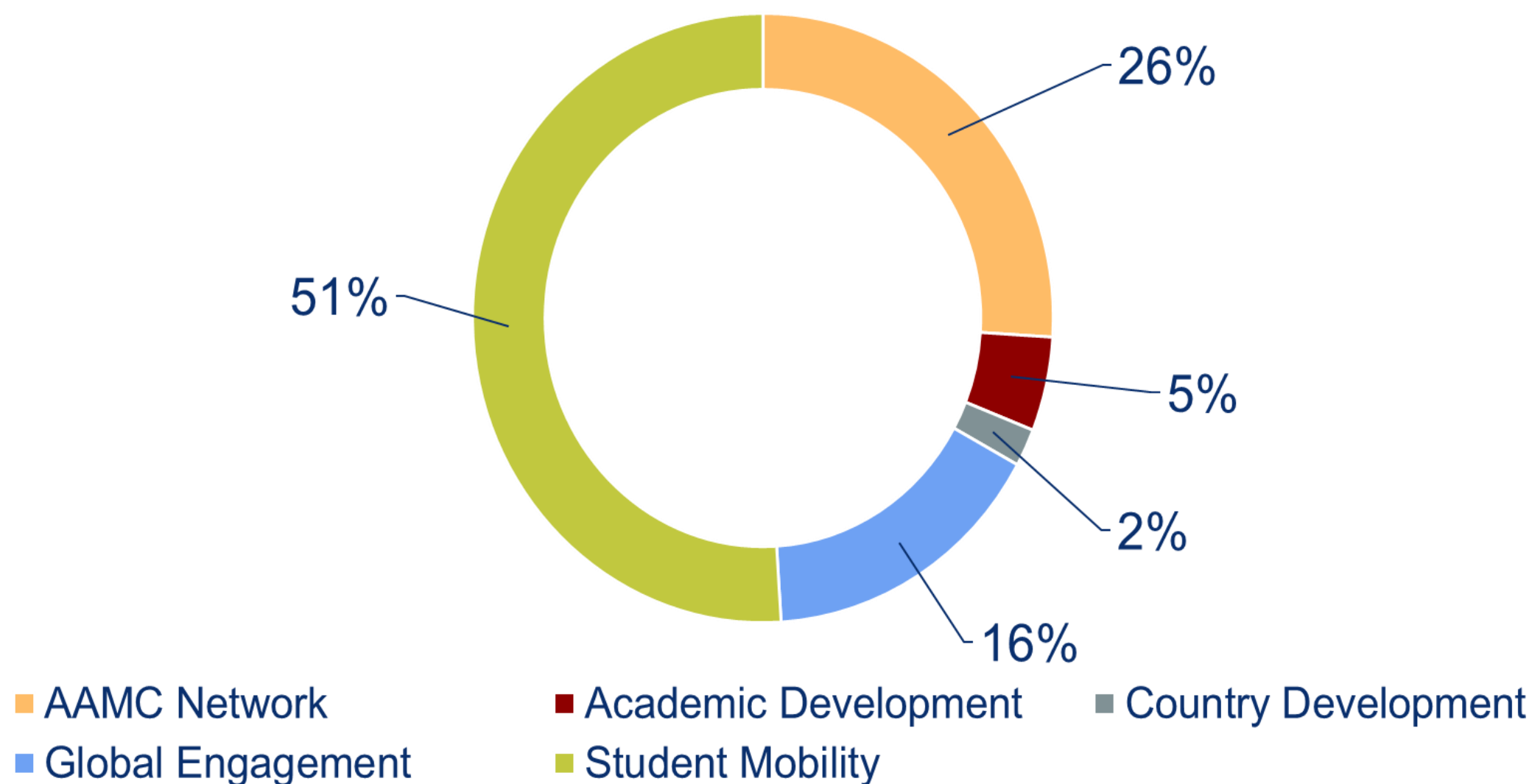
**Academic Development:** Improve medical education programs

**Country Development:** Improve the quality of life/health in their home country.

**Global Engagement:** More international/global connections; expose institution/students/faculty to global cultures and practices.

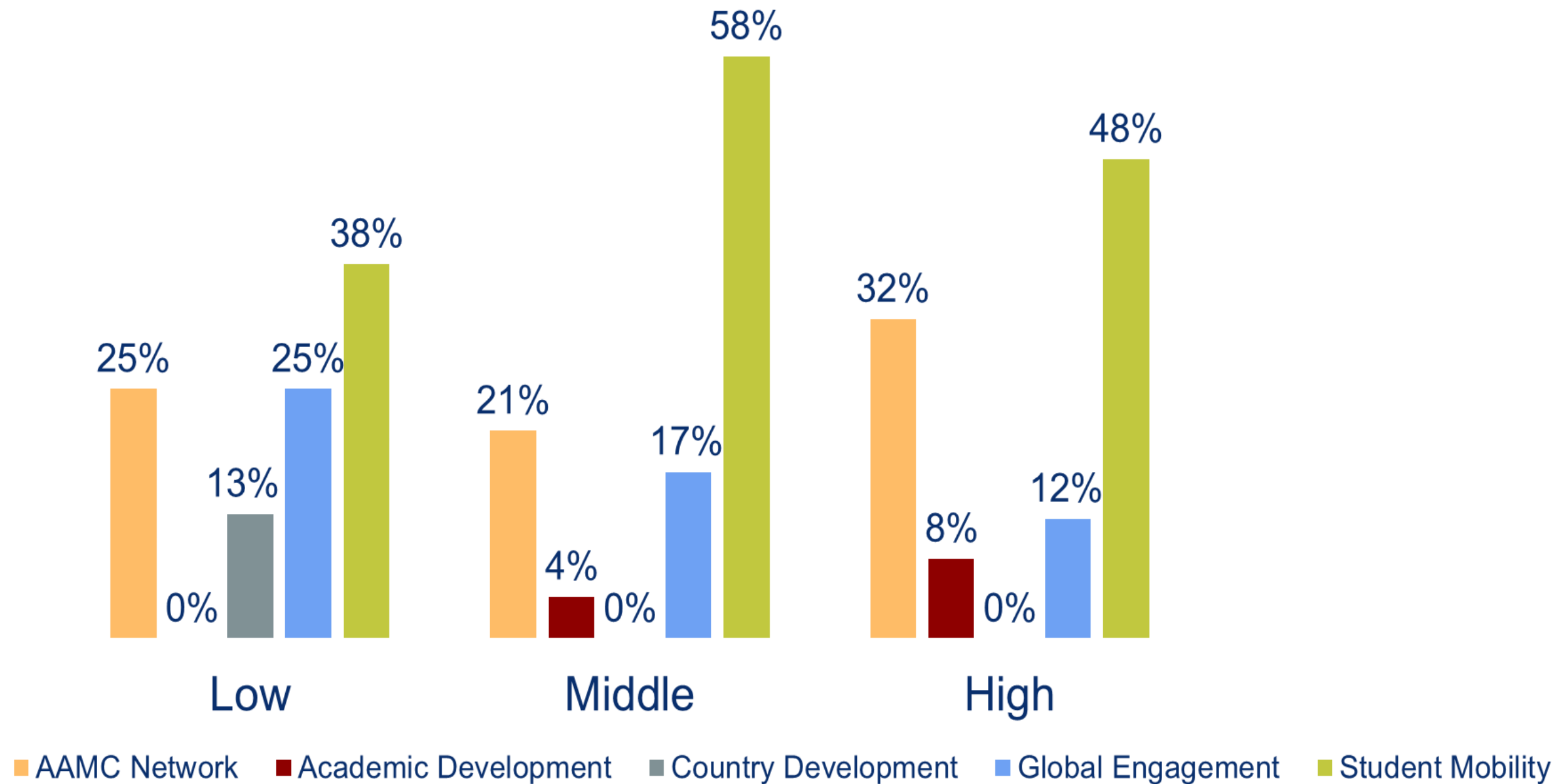
**Student Mobility:** Increase options for own students to go abroad or to expose their students to incoming international visiting students.

# Reasons for Applying to Global Network





# Reasons for Applying by Income



**“Why does your institution want to join this global program?”**

**Authentic Voices**

## Answer: AAMC Network

- **“AAMC’s reputation, experience, and network”**
- **“Other schools with which we have contact have expressed interest in working with us through GHLO.”**

## Answer: Academic Development

- “Joining GHLO will help the institution to **fulfill its mission** and achieve excellence in Medical Education.”
- “... for development and **quality** education internationally.”
- “To **improve the academic environment** and maintain excellence.”



## Answer: Country Development

- “to improve the **health of the country** with physicians that are highly oriented to service and research to improve the quality of life.”

## Answer: Student Mobility

- “To give wider flexibility and choice for our **students to do their elective.**”
- “To help students **explore international opportunities**”
- “To give students from all over the world the exposure to the **practice of modern medicine in the rural setting.**”
- “To provide **different and better opportunities** for our students through the different GHLO member institutes.”

## Answer: Global Engagement

- “We see the **global community**, whether it be local or international, as an essential partner in providing education to our students.”
- “... to develop **leaders in global health** and fully aware and can function across different cultures.”
- “... developing **global competencies** amongst our health care graduates.”

# Student Mobility Challenges

- “... **cost** is a major barrier. Obtaining professional liability is a barrier. Delay in obtaining a visa. **Language** is also a barrier for certain students.”
- Administrator **workload**
- “To know **early enough** the number of **available spots** for clinical/research rotations at partner universities.”
- “To fit specialties and dates of interest of students applying to our university with our available electives, taking into account **different academic calendars** of each country.”
- “**Demanding requirements** that discourage students from abroad.”
- “We are not prepared to receive a big number of students. We have **limited spots** for international students in our hospitals and classrooms.”



# Benefits of Hosting International Students

**University:** Connecting with colleagues brings prestige to our institution; network collaboration help validate the value we bring to our students; we are proud of our institution and love to share it with the world.

**International Office:** Expands perspectives, cultural understanding, improves language ability of our own students and staff.

**Host preceptors:** “Led to improved English proficiency”; prestige mentoring students from global north; perceived a lack of equity in professional development opportunities when compared to US-based staff.

“As a global citizen, if I am able to educate a student from another nation and he/she feels a little softer about places that are not as economically well off, then we are benefiting students living in affluent nations to have a balanced view of life” \*

*\* CFHI, New Study Challenges Assumptions About Impact of Students During Global Health Experiences, San Francisco: 2016.*



[illegible]



# Innovative Approaches to Engaging Students and Faculty in Global Health at Princeton University

Gilbert Collins, Director of Global Health Programs,  
Princeton University



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# TWO KEY AREAS

- Health Grand Challenge Initiative
- Service Focus Initiative

# GOAL OF GRAND CHALLENGES

The Grand Challenges Initiative at Princeton aims to tackle complex global problems by fully integrating the research and teaching missions of the University. The initiative engages with:

- Faculty
- Undergraduate students
- Graduate students
- Postdoctoral fellows
- Staff & Administrators
- External Partners

# GRAND CHALLENGE FOCUS AREAS

- Health Challenge
- Urban Challenge
- Water and the Environment Challenge
- Climate and Energy Challenge
- Development Challenge

# HEALTH GRAND CHALLENGE

## Health Grand Challenge Goal

- Developing methods to prevent and treat HIV/AIDS, tuberculosis, malaria and other infectious diseases around the globe

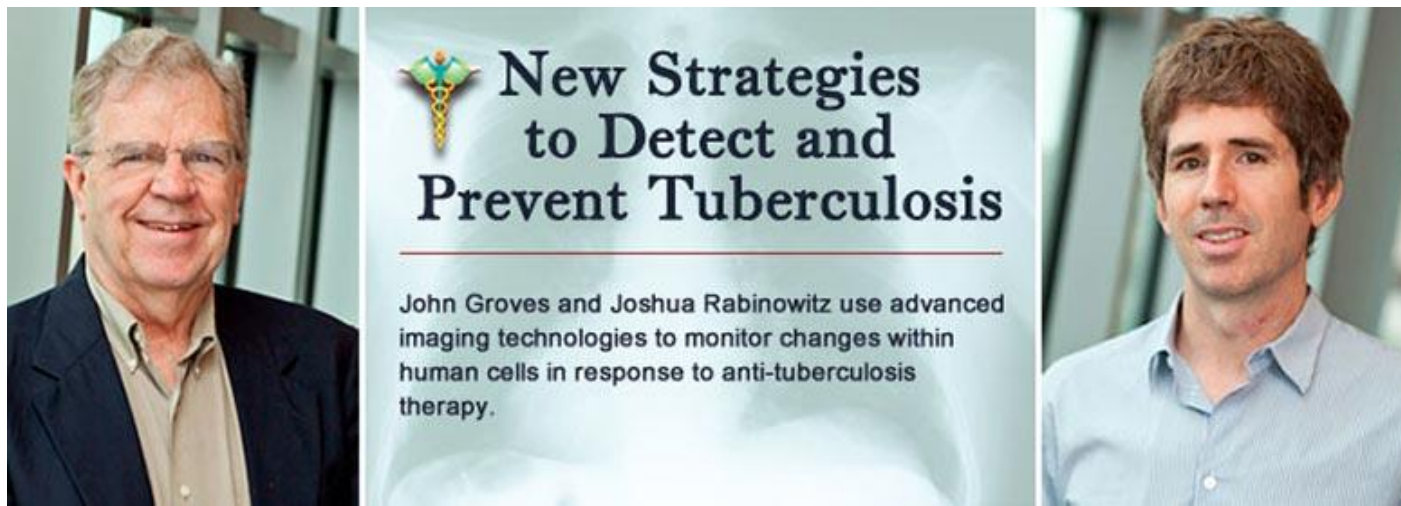
## Three Approaches

- Integrated Global Health Research Projects
- Student Internships
- Stand-Alone Faculty or Student-Led Research

# INTEGRATED RESEARCH EXAMPLE

## Project: New Strategies to Detect and Prevent Tuberculosis

- **Collaborators:** Chemistry Department, Lewis-Sigler Institute for Integrative Genomics, Johns Hopkins Center for Tuberculosis Research
- **Results:** Design and successful synthesis of bacterial metabolite, additional related advances
- **Other Outputs:** Three undergraduate theses, Two PhD dissertations, Multiple conference presentations





# INTEGRATED RESEARCH EXAMPLE

## Project: Multidisciplinary Program on Disease Management: Drug Resistance & Social Norms

- **Collaborators:** Departments of Economics, Molecular Biology, and Ecology & Evolutionary Biology; Center for Disease Dynamics, Economics & Policy
- **Results:** New course on “Disease Ecology, Economics and Policy”; Nine student internships on drug resistance & infectious disease in DC, Kenya and India; Four research publications



# HGC STUDENT INTERNSHIPS

- Annual Summer Internships in Global Health
- Students of All Majors & Years are Eligible
- Choose from Pre-Arranged Internships or Propose Your Own
- Both Domestic and International
- Minimum of 8 Weeks
- Approximately 20-30 Funded Per year

# HGC FACULTY & STUDENT RESEARCH

## Supported Faculty Research Examples:

- “Should we Mass-Deworm the World? A Clinical Trial to Test Whether Anthelmintic Treatment Increases Risk of Virus and Bacteria-Induced Diarrhea”
- “Measles and Rubella Serology in Madagascar: Estimating Burden and Targets for Vaccination”

## Supported Student Research Examples:

- “Understanding the Measles Paradox: Modeling the Impact of Viral Infection on the Host Immune System”
- “Healthcare Institutional Contact and Access to Civil Registration among Irregular Migrants in Malaysia”

# SERVICE FOCUS

## Purpose

- Service Focus is a new Princeton University initiative that bridges service and learning across the first two years of the undergraduate experience.

## Embodies University's Motto

- “In the Nation’s Service and the Service of Humanity”

# COMPONENTS OF SERVICE FOCUS

- Funded summer service internship in sectors including global health
- Service-related courses
- Post-internship engagement and mentoring opportunities with faculty and peers



# SERVICE FOCUS TIMELINE

## First Year

- Apply to and secure a qualifying service internship, and begin meeting with others to explore approaches to service

## Summer between First and Second Year

- Engage in internship, continue connecting in-person or virtually with other Service Focus students

## Sophomore Year

- Meet monthly with peer group and Service Focus staff and faculty; reflect on service experiences, service-related coursework, and academic paths

# SERVICE FOCUS & GLOBAL HEALTH

## Service Focus Global Health Internships for Summer 2018

- Center for Health Care Strategies in Hamilton, NJ
- Siloam Family Health in Nashville, TN
- Wayne State University's School of Medicine in Detroit, MI
- Emory University Rollins School of Public Health in Atlanta, GA
- Boston Health Care for the Homeless Program in Boston, MA
- Trenton Health Team in Trenton, NJ
- Volunteers in Medicine in Bloomington, IN
- Do Right NGO in Nairobi, Kenya
- Levolosi Health Center in Arusha, Tanzania

# Facilitated Discussion Questions & Answers