

Assessing Interdisciplinarity in Global Health Training

Erica Di Ruggiero, Uttam Bajwa, Danielle MacPherson,
Vadim Levin, Andrea Cortinois

The Office of Global Public Health Education & Training, Dalla Lana School of Public Health, University of Toronto
Canadian Public Health Association Conference
May 29th, 2018



Disclosure Statement

I have no affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Disclosure Statement

Disclosure of Relationship	Company/Organization(s)	If you think this might be perceived as biasing your presentation or a conflict of interest, identify how you will address this in your presentation.
I have ownership interest or other financial interest in the company (i.e. stocks, stock options or other ownership interest, excluding diversified mutual funds)	N/A	
I am a member of an Advisory Board or similar committee	Canadian Partnership Against Cancer Advisory Committee Social Research and Development Corporation Board	
I am a member of a Speaker's Bureau	N/A	
I am involved in research grants and funding from industry	N/A	
I am currently participating in or have participated in a clinical trial within the past two years	N/A	
I have received honorarium, consulting fees, salary, royalty, grant-in-aid or other monetary support received from or expected from the company	N/A	
I have ownership in a patent for a product referred to in the presentation or marketed by the company	N/A	
I am involved in the design of clinical studies concerning the use of products manufactured by the company	N/A	
My spouse or close family member(s) have commercial affiliation(s)	N/A	

Trends in Global Health Training Programs

- From “tropical health” to “international health” to “global health”
- Schools of Public Health are developing a range of programs to prepare the next generation of global health leaders.
- Trends in global health training:
 - Increasing emphasis on experiential education
 - Towards multi-institutional and equitable partnerships
 - **Multi-, inter-, cross-** disciplinary training

Dalla Lana School of Public Health Context: Global Health Training

Office of Global Public Health Education & Training

- Hub to facilitate innovative experiential and student-centered learning
- International partnerships

Collaborative Specialization in Global Health (Masters and PhD):

- Deepen the knowledge base of students about interdisciplinary approaches to global health issues and challenges
- Provide **career training** related to global health research and practice
- Help students develop skills to advance their **research**

Objective & Methods

Objective: To assess interdisciplinary global health training in the context of the CSGH

Entrance Survey – 2017 pilot

- 9 incoming PhD students – 78% response rate
- 16 incoming Masters students – 56% response rate*
- M-choice and open-ended

Literature review of graduate programs in global health

- Scholarly and grey literatures; program websites

*one student formally withdrew from the program while we were collecting survey responses

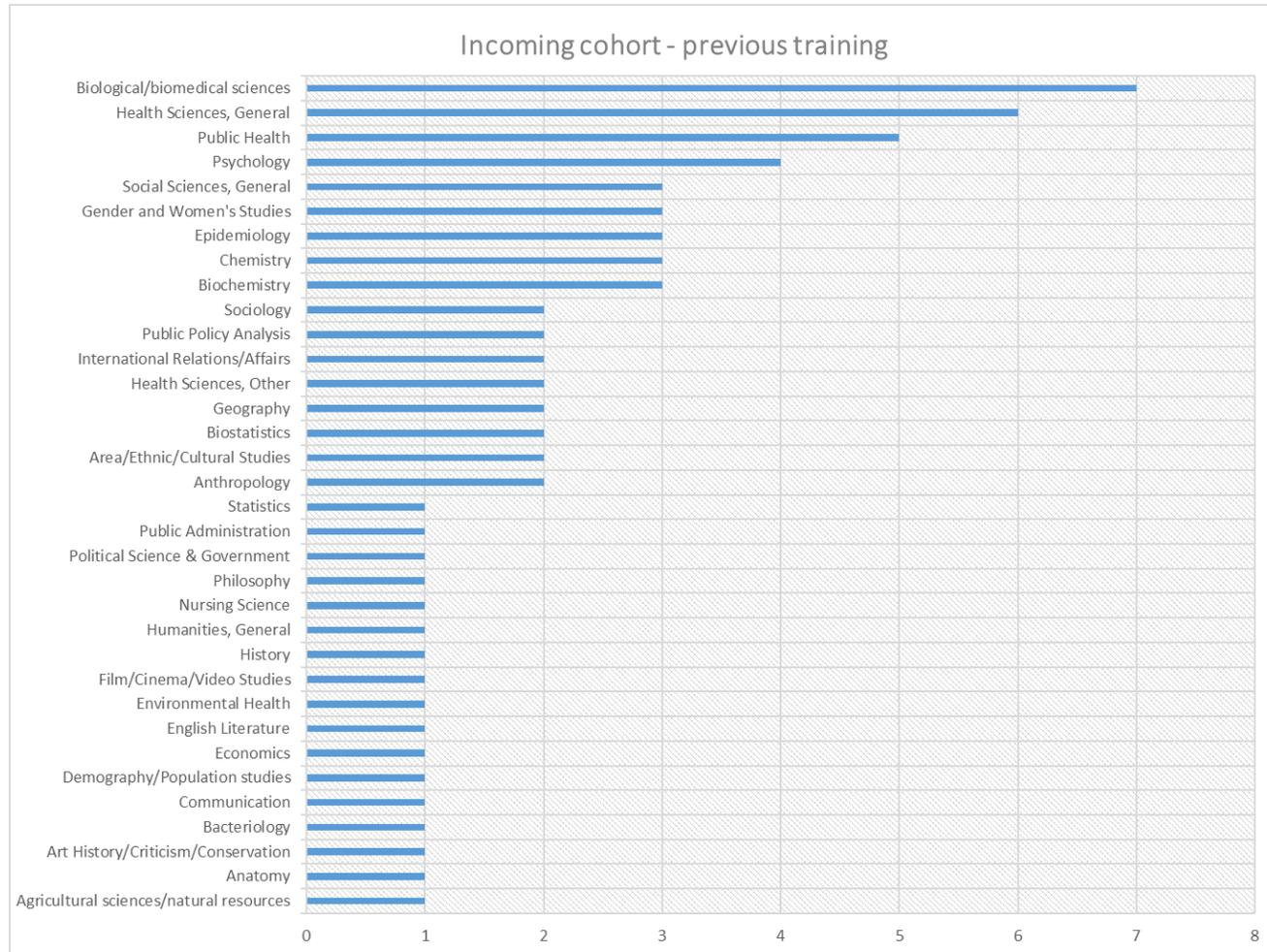
RESULTS

Literature Scan: Key Highlights

Key developments:

- Identification of competencies
- Innovative curricular and co-curricular modalities and pedagogy
- Increased interdisciplinary and experiential education
- Partnerships with academic institutions in low- and middle-income countries (LMICs)
- Some **evaluation of these efforts**

The interdisciplinarity students bring to the program



- 34 disciplines
- Top 9:
 1. Biological/biomedical sciences
 2. Health Sciences, general
 3. Public Health
 4. Psychology
 5. Social Sciences, general
 6. Gender and women's studies
 7. Epidemiology
 8. Chemistry
 9. Biochemistry

Student goals for the program



*Other includes: “unlearning’ by engaging with what I think I know in a critical space” and “that the seminar [the core CSGH PhD seminar] will change my thinking and excite me”

Training Needs, Skills and Supports

Important and Useful Skills in Global Health

Empathy, humility and social skills

Adaptable and able to listen/**understand others' perspectives**

Cultural appreciation **and understanding of differences**

Ability to synthesize

Spending time in the setting and speaking the language

Awareness of safety protocols

Areas for further Development

Skills and Training:

- **Cross-disciplinary collaboration** and problem solving
- Research-focused training (e.g. **learning about different data collection tools and measures across disciplines**)

Opportunities:

- Career development
- Local and global

Safety concerns:

- How to be safe as a female global health researcher

Towards an Evaluation Framework for Interdisciplinary Global Health Training: Key Characteristics

Global health definitional issues

- Balance in disciplinary perspectives

Measure outcomes at multiple levels (individual, program, organizational)

Measure impact of both curricular and co-curricular offerings

Monitor and evaluate at multiple points in time

Preliminary Indicators

Student learning outcomes:

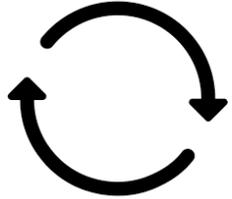
- Depth and Breadth of interdisciplinary knowledge
- Research and Scholarship (competencies around methods)
- Level of application of acquired knowledge
- Professional capacity/autonomy

Preliminary Indicators

Additional Indicator Domains:

- Diversify and expand co-curricular global health activities
- Enhance student learning experiences that prepare learners for careers in global health
- Increase **breadth** and ensure **appropriateness** of graduate global health courses
- Enhance **institutional partnerships** that facilitate student exchanges, research, career placement, and practicum placements

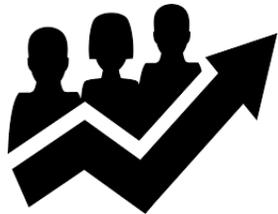
Next steps



**Continuous monitoring
and evaluation**



Curriculum review



**Promotion and recruitment
outside of health
Faculty engagement and
recognition**