



ISS training workshop
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Country-report curricular reviews

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Purpose of the curricular reviews

1. To identify ongoing 'SDH-relevant' training courses in each participating country (i.e. we want to study the *supply side* in the world of training: 'what is out there')
2. To establish where there may be gaps in this area that INTREC can fill

Important point!

INTREC doesn't want to duplicate what is already being done, or to move onto other institution's established turf

But we do want to be able to fill the needs as identified during the concept mapping exercise

Therefore this curricular is vital, so we don't find ourselves stepping on other people's toes and/or wasting resources

The curricular review process:

Stage 1:

A list of PH schools and relevant courses in each country, in table format



Stage 2:

Analysis:
summary of available course topics, types of approach to running courses etc



Stage 3:

Identification of training gaps that can be filled by INTREC

What is an 'SDH' relevant course?

- *The defining question for this task!*
- Most SDH-relevant courses will be given in schools of public health
- But some courses may also be given in the 'general' universities, in agricultural education, schools focusing on socio-economic development etc
- So, start in the schools of public health, and then look out from there

INTREC partner institutions

- We are building a database of our own SDH courses, partly so we can see which of our own courses could be adapted for use in INTREC centre
- Use the handout (still in draft form) as a guide as you develop your own table

Stage 1 – building the database

Do an online search for schools of public health in the country (see ‘Search in India’ below for possible method)

Ask INDEPTH colleagues to assist in identifying institutions and individuals engaged in SDH research and training

Look at any publications on SDH in your country. The authors may be affiliated to universities. Contact them, and ask for information about relevant courses that they teach on

Stage 1 (cont)

Find all information possible (as per requirements of the table) about SDH courses from online sources



Identify key people in the schools of public health, and ask them about any specific questions you may have (don't ask too much of them!)



Snowball:
Ask them for other related contacts



Continue to saturation

If in doubt, include
a course on your
list



We can always cut
it later if we decide
it's not really SDH-
related.



Search strategy example: PH distance education courses in India (Sharma et al)

- General search conducted on **Google**
- **Key words** included: "distance education," "distance learning," "public health courses/trainings," "public health education," "online courses," and "correspondence courses" (and country – in this case, India)
- Also searched **specific websites** (same key words):
 - Ministry of Health and Family Welfare
 - Medical Council of India
 - Distance Education Council
 - Academy of Hospital Administrators
 - All India Council of Technical Education
 - University Grants Commission
 - Indira Gandhi National Open University

- Searches in **educational supplements of leading Indian newspapers** regarding available institutes, courses, admission criteria, and so on.
- **Informal discussions** held over the phone and via email with students, faculty, and administrative staff of various public health institutes identified using the above search criteria to obtain details regarding the current programs.
- The institutional and program data were entered into the matrix and the **findings were triangulated** wherever possible.

Example of an SDH programme

UCL's MSc and Diploma courses on *Social Epidemiology: Health and Society*:

<http://www.ucl.ac.uk/healthandsociety/course-overview>

Course Content

Term 1

Compulsory Modules

Epidemiology

Basic Statistics

Research Methods

Social Determinants of Global Health (introduction)

Term 2

Compulsory Modules

Social Determinants of Global Health

Regression Modelling

Term 3

Compulsory Module

Health Inequalities over the Life Course

Terms 2 + 3

Optional Modules

Ethnicity and Health

Advanced Statistical Modelling

Disability and Impairment: Management in the Community*

Nutrition and Public Health*

Aims and Objectives of the UCL course (1)

1. Understand the **links between the social environment and health**;
2. Appreciate the effects of the social environment on the health of **individuals and populations in high, middle and low income countries**;
3. Develop a **broad perspective on the social determinants of health**, including materialist, psychosocial and life-course approaches, and the social-biological translation.
4. **Critically examine existing and new evidence** concerning social determinants of health;

Aims and Objectives (2)

5. Have a good grasp of **modern epidemiological methods**;
6. Conduct **statistical analysis** of epidemiological data;
7. **Advocate sound research and policy measures** focused on the social environment.

What's missing from this list?!

Other sources we can use:

Karolinska Institute is doing a similar inventory, in:

- ❑ STELLENBOSCH UNIVERSITY, South Africa
- ❑ MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES, Tanzania
- ❑ CBCI SOCIETY FOR MEDICAL EDUCATION, India
- ❑ INDIAN INSTITUTE OF HEALTH MANAGEMENT RESEARCH, India
- ❑ UJJAIN CHARITABLE TRUST HOSPITAL & RESEARCH CENTRE, India
- ❑ HANOI MEDICAL UNIVERSITY, Viet Nam

They may share some of their findings in the four common countries, if we reciprocate.

We need to establish a proper way of doing this and will inform the relevant ISSs as things become clear.

Tanzania:

See the link to
'Health
Alliance'
(collaboration
/knowledge
center of
School of
Public Health
in Africa)



Visit
<http://healthalliance.org/institutional-profiles>,
for profile
of
Muhumbili
University
of Health
and Allied
Sciences



Find
information
about
MUHAS
courses; and
also
snowball
from people
you find on
the website

African ISSs, see:

- Lucy Gilson at UCT for South Africa (lgilson@iafrica.com)
- Peter Kamuzora at University of Dar es Salaam in Tanzania (petkamu@udsm.ac.tz)

Stage 1 (Building up the database)

Must be completed by **March 16** (= 3 weeks after ISS training)

Stages 2 (summary production) and 3 (gap identification)

- Important to ensure a relatively standardised approach across the seven countries
- Therefore Stages 2 and 3 will be run in close collaboration with Regional Coordinators and the Umeå team (especially Raman Preet)

Now get started!