

# Global Health Education Director 17/18

Iain Doig

## **Background**

Having worked with Students for Global Health (SfGH) for a number of years, both at a local and an international level, I have been chosen to take on the role, and the challenge, of Global Health Education Director. During this year I plan to focus on a number of areas that are a priority for the network and I hope to work towards my own personal development, while also supporting the national committee where I can.

At a local level, I would like to support Education Officers and Branches by reviewing the use and effectiveness of the Global Health Education Toolkit and I will develop training and resources for the Global Health Education in Schools programme (GHEiS). At a national level, I will continue to support the Responsible Placements National Working Group and continue to develop the existing idea of an online platform educational tool (O-PET) where resources would come from SGH's members, trustees and partners. Finally, at an international level, in supporting the role of National Officer for Medical Education (NOME), I plan to work with other national member organisations (NMOs) in the hope of developing bilateral exchanges of information and support.

## **Vision Statement**

A system of both formal and informal education, which aims to comprehensively inform students of the issues that currently face global health, which encourages students to advocate on these issues both locally and internationally and which empowers students to act towards a fair, just and equitable society.

## **Core Responsibilities**

- To identify, promote and encourage GHE opportunities.
- To provide or support GHE training at any relevant conferences.
- To support Education Officers and education opportunities within branches.
- Supporting the integration of global health education (GHE) into formal curricula, including the development of the GHE toolkit.
- To develop the 'GHE in Schools' programme.
- To chair the GHE Operational Team.

## LTDP

<b>Aim 1</b>	<p>Review use, usability and quality of the Global Health Education Toolkit</p> <ul style="list-style-type: none"> <li>A. December 2017: Create a strategy for periodic reporting of local GHE toolkit courses</li> <li>B. April 2017: Develop a strategy for wider use of the GHE Toolkit</li> <li>C. 2017/18: First year of implementing the strategy for use of the GHE Toolkit</li> <li>D. September 2018: First annual report on the use, usability and quality of the Global Health Education Toolkit and other Global Health Education activity at grassroots level</li> </ul>
<b>Aim 2</b>	<p>Develop a Global Health Education in Schools (GHEiS) project</p> <ul style="list-style-type: none"> <li>A. June 2017: Complete the strategy for GHEiS</li> <li>B. June 2017: Completion of a pilot for GHEiS</li> <li>C. December 2018: Training for branches interested in GHEiS</li> <li>D. April 2019: First GHEiS courses implemented in trained branches</li> </ul>
<b>Aim 3</b>	<p>Provide education for individuals undertaking placements abroad</p> <ul style="list-style-type: none"> <li>A. August 2017: Create a draft GHE course for incoming and outgoing individuals undertaking placements abroad</li> <li>B. June 2018: Complete a pilot of the programme</li> <li>C. December 2018: Complete review of pilot and devise strategy for roll-out of resources</li> <li>D. April 2019: First nation-wide delivery of placements abroad training</li> </ul>
<b>Aim 4</b>	<p>Advocate for wider access of students to formal GHE in universities</p> <ul style="list-style-type: none"> <li>A. June 2017: Produce an annual strategy to audit global health teaching in relevant university courses</li> <li>B. December 2018: Produce the first report of the audit</li> <li>C. April 2019: Identify strategy for proactive advocacy for changes to curricula of relevant university courses</li> </ul>

## Bylaws

### 1.4.6. Global Health Education Director

- 1.4.6.1. Support the mainstreaming of global health education into the core medical curriculum
- 1.4.6.2. Maintain and promote the Medsin Global Health Education Toolkit.
- 1.4.6.3. Promote opportunities and sources for student extracurricular self-study of global health.
- 1.4.6.4. Update and manage a database of Local Medsin Branch Health Education Officers.
- 1.4.6.5. Promote global health education opportunities that Affiliates, in collaboration with the Medsin Director of Branch Affairs, Regional Coordinators, Policy & Advocacy Director, Affiliates Coordinator and Training Director.
- 1.4.6.6. Chair the National Global Health Education Operational Team, members of which will support in achieving Medsin's Global Health Education initiatives.
- 1.4.6.7. Offer Global Health Education training at General Assemblies.
- 1.4.6.8. Represent Medsin's views on the UK electives system to the Medical Schools Council (MSC) Electives Council and attend the annual MSC Electives Council Electives Conference.
- 1.4.6.9. To support the work of the National Exchange Officers in promoting and developing the IFMSA Exchange programme.

## SWOT Analysis

	Positive	Negative
<b>Internal</b>	<b>Strengths</b> <ul style="list-style-type: none"> <li>• Experience of various aspects of SGH</li> <li>• Friends with former and current NC</li> <li>• Good knowledge of welfare/well-being tools</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>• Perfectionist + People-pleaser</li> <li>• Risk of burnout</li> <li>• Many friends busy/away</li> </ul>
<b>External</b>	<b>Opportunities</b> <ul style="list-style-type: none"> <li>• Interest in expansion of GHEiS</li> <li>• Partners for Online Platform Educational Tool</li> <li>• Great SGH team in Aberdeen</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>• Academic and external commitments</li> <li>• Time commitments of SGH</li> <li>• Low interest in GHE within the network</li> </ul>

## SMART Objectives

Goal	Current Reality	Options	Way Forward
GHE Short Courses	A number of successful SGH short courses currently run throughout the network but we have a lack of metrics on these courses	<p>Contact current short courses to attain metrics (e.g attendance, feedback...)</p> <p>Consider the creation of standardised form for reporting</p> <p>Use this data to show the work of SGH</p>	<p>Deadline: Jan 2018</p> <p>Contact known members of branches running short courses.</p>
Review use of GHE Toolkit	The GHE toolkit is a valuable resource but members are frequently unaware of it's existence or how to access it.	<p>Email branches with surveys on their use of the toolkit</p> <p>Run a</p>	<p>Deadline: Jan 2018</p> <p>Review content of toolkit and update</p> <p>Liaise with former</p>

		workshop/training focus group to evaluate the toolkit  Develop a strategy for branches to report use of the toolkit	GHED + GHE OT
Explore the use of an online platform educational tool (O-PET) (better name to follow)	The idea of an online tool for members to upload their own content for the network to use has been discussed but these discussions went no further.	Explore the logistics of creating an O-PET, including via partners (e.g CFHI)  Review how used such a resource would actually be used.	Deadline: May 2018  Discuss with NC  Meet with CFHI
GHEiS Training/Resources	Two pilot schemes have been completed (Leeds/Aberdeen) and two more branches are interested.	Deliver training at national conference  Develop online resources for branches (e.g toolkits + metrics)  Integrate with Widening Participation work	Deadline: May 2018  Get feedback from current schools teams.  Set up informal GHEiS OT
Develop a GHE course for incoming/outgoing placements	Students take part in unilateral and bilateral placements throughout the network yet there is no standardised teaching on ethical placements	Support RP-NWG's work on this project	Deadline: July 2018  Liaise with NEO's  Look at other resources (e.g CFHI...)
GHE in Curricula	There is great disparity of formal GHE within the curricula of universities	Support the Global Health League Table Group	Deadline: July 2018  Follow-up with GHLT Group when their project begins

## **GHE OT**

GHE is a highly varied topic and contains a number of facets that all act to develop the network in its provision of education. To aid this development, a dedicated Operational Team is essential. I suggest having leads for each area within the OT, this would help in defining responsibilities of the role and aid coordination. While it would be encouraged that each lead has some experience for the role, this would not be essential. The roles would be advertised to the network and within special groups, such as the Responsible Placements National Working Group and the GH League Table Group.

### **Suggested Roles**

- **Short Course Lead**
  - To engage with branches who are running or have run Short Courses. To gauge their use of the GHE Toolkit including feedback of the course. To coordinate and collect metrics of short courses.
- **GHEiS Lead**
  - To work on the scaling up of GHEiS to the wider network, including the development of training for conferences, the development of resources and the identification of interested branches.
- **League Table Lead**
  - To liaise with the GH League Table group, to report on their progress and to identify possible areas of support that could be offered from GHE.
- **Eager Educator (>1)**
  - To support the GHED and other members of the team. To identify suitable GHE opportunities and to promote these opportunities through social media. To work on any developing projects, such as the O-PET.

## **The Wider Network**

In some ways the role of GHED can seem quite separate from other areas of SfGH and the National Committee but in reality it is quite interconnected. The GHED must liaise with the Exchanges Team (e.g NEO-In, NEO-Out and NORE) in relation to responsible placements and ethical electives in the context of the Medical School Council Electives Council. The GHED should work with the DIA both to support the role of NOME and to support communications with other NMO's and their GHE work. It is also important to work with Regional Coordinators to help support branches and their Educational Officers.

As mentioned above the GHED role works within the network to support branches in their work, such as Short Courses and GHE in curricula, as well as providing training at conferences. The role also requires external representation to organisations such as the Medical Schools Council, Child Family Health International and the Association for Study of Medical Education.

## **The Bigger Picture and your Role**

I believe that the work of members throughout the network and the country is frequently underappreciated, especially within GHE. Due to a highly variable distribution of formal global health education within the curricula of higher education members have to informally plug this gap. They develop resources, provide training, and devote their time to SfGH, often forgotten afterwards. If there is one thing that I would like to see, it would be the development of an online platform educational tool (O-PET).

This tool would allow members to upload their resources and their work onto the site, allowing other members to use these resources. All the work that the network puts in would not be lost to the hard drives of ages past but would be stored and utilised for members. The resources could include Powerpoint presentations, training delivered or even external resources that members found useful. The O-PET could be a fantastic tool to not only support branches but to demonstrate the time and commitment of our members.

## **Personal Development**

The training that I need, as I feel does every member of any committee, is further welfare training. This includes training on the ability to say 'no' and to recognise when burnout is occurring, both in myself and others. Another priority would be leadership skills and the ability to delegate.

I hope that during year I will be able to personally reflect and incorporate the thoughts from others to contribute to my personal development. Will I cannot attest to my ability to perform within the role, I hope that by the end of the year I will have learned a lot more about myself. My aspirations, frankly, I know it will be hard work but I want to have a bloody great time.

## **Future of your Role**

I want to leave the NC feeling that I was a proactive member of the committee, who contributed and supported where needed. Also, I want to ensure that the role, committee and network is sustainable and that the work of SfGH will continue long after I've handed in my gmail account.

I would like to leave the role feeling that I have built upon the work that has gone, such as the GHEiS and the GHE Toolkit, while also bringing something new to the role, such as the O-PET. My goal is to enthuse the network with GHE; I want to show members and branches that global health education is the vehicle that can lead SfGH into the future, powered by training and led by advocacy.

