

MACGLOBAL

MCMaster PGME GLOBAL HEALTH INNOVATION FORUM



MCMaster GLOBAL HEALTH INNOVATION FORUM | 2023-2024



MacGlobal Advisory Committee

LEAD BY EXAMPLE.

MacGlobal Leads

Dr. Caitlin VanDeCappelle, MD, FRCPC (Anesthesiology)

Dr. VanDeCappelle took MacGlobal herself in the first iteration and graduated from the McMaster University Anesthesia residency program in 2019. Following residency, she completed the University of British Columbia's Certificate in Global Surgical Care and a clinical scholarship in Anesthesia at Hamilton Health Sciences. She is now a staff anesthesiologist with Hamilton Health Sciences and an Assistant Professor with McMaster University. She is an active member of the PGME Global Health and MacGIObAS committees, as well as acts as a Principal Investigator and Consultant for the University of British Columbia Global Surgery Lab.

Dr. Andrew Kapoor, MD, MSc, MPH, FRCPC (Infectious Diseases)

Dr. Kapoor is an Assistant Professor at McMaster University in the Department of Medicine and Division of Infectious Diseases. He completed his medical training at the University of Toronto and his Internal Medicine residency at McMaster. This was followed by an HIV and Infectious Disease Fellowship at Harvard University in Massachusetts. He has a master's degree in Medical Science from the University of Toronto and an MPH from the Harvard Chan School of Public Health. He is one of the founders of the initial MacGlobal program at McMaster.

With Thanks to the Original Advisory Committee

Dr. Shelia Harms, MD (Psychiatry)
Dr. Andrea Hunter, MD (Pediatrics)
Dr. Abubaker Khalifa (Critical Care Medicine)
Dr. Nardeen Kodous (Internal Medicine)
Dr. Christian Kraker, MD (Internal Medicine)
Dr. Tim O'Shea, MD (Infectious Diseases)
Dr. Lynda Redwood-Campbell, MD (Family Medicine)



Mission and Vision

BE A GLOBALLY MINDED RESIDENT.

MISSION:

Our mission is to facilitate transformative global health learning for McMaster residents grounded in an ethical competency-based framework.

VISION:

Our vision is to facilitate the development of a new generation of health sector leaders who have the knowledge required to develop innovative solutions to our world's most challenging health problems.

“As long as poverty, injustice, and gross inequality persist in our world, none of us can truly rest.”

– Nelson Mandela



Program Overview

WHAT YOU NEED TO KNOW.

The McMaster Global Health Innovation Forum "MacGlobal" draws on the expertise and resources of one of Canada's leading educational and research institutions to provide a forum for global health scholarship, innovation, and collaboration among medical residents across specialties. We embrace a competency-based approach focused on helping residents acquire meaningful global health skills that they can apply to making a difference in the lives of people within Canada and around the world.

The aim of the McMaster Global Health program is to provide interested postgraduate medical residents with knowledge and skills relevant to the practice of global health.

The program objectives are aligned with CanMEDS objectives and the Royal College core competency framework, emphasizing an understanding of global determinants of health, technical skills, advocacy, management and leadership, interdisciplinary collaboration, and public health medical expertise. The program is taught by leading McMaster faculty as well as local medical practitioners who have established international global health experience. It provides a crosscutting curriculum in Global Health for residents that will both deepen their understanding of global health issues and provide them tangible skills that can be applied to future global health work.

Applications

APPLY TO LEARN FROM THE DIVERSITY OF YOUR COLLEAGES.

Rarely do residents have the opportunity to come together from all areas of medicine and engage in discussion around a common interest. Take this opportunity to interact with your fellow residents and learn from their varied and unique perspectives.

APPLY TO MACGLOBAL

Our interdisciplinary curriculum integrates fundamental global health knowledge with practical skills, in depth case-based learning, and networking. MacGlobal is specifically designed to suit the needs of postgraduate medical trainees and will span from September to June. It will be comprised of 13 modules with a certificate given upon completion.

The MacGlobal program has the capacity to accept 30 residents from across specialties at McMaster.

A \$50 registration fee is required to support the speakers secured for the program.

Application submitted by: Trainee

Deadline for submission: August 6, 2023

Selection Process: All submissions will be reviewed by the MacGlobal committee, which includes, at minimum, the MacGlobal Faculty Leads, and PGME Global Health Co-Chair.

Submission Requirements:

- Applicant's letter of interest
- Program director support letter



Program Format

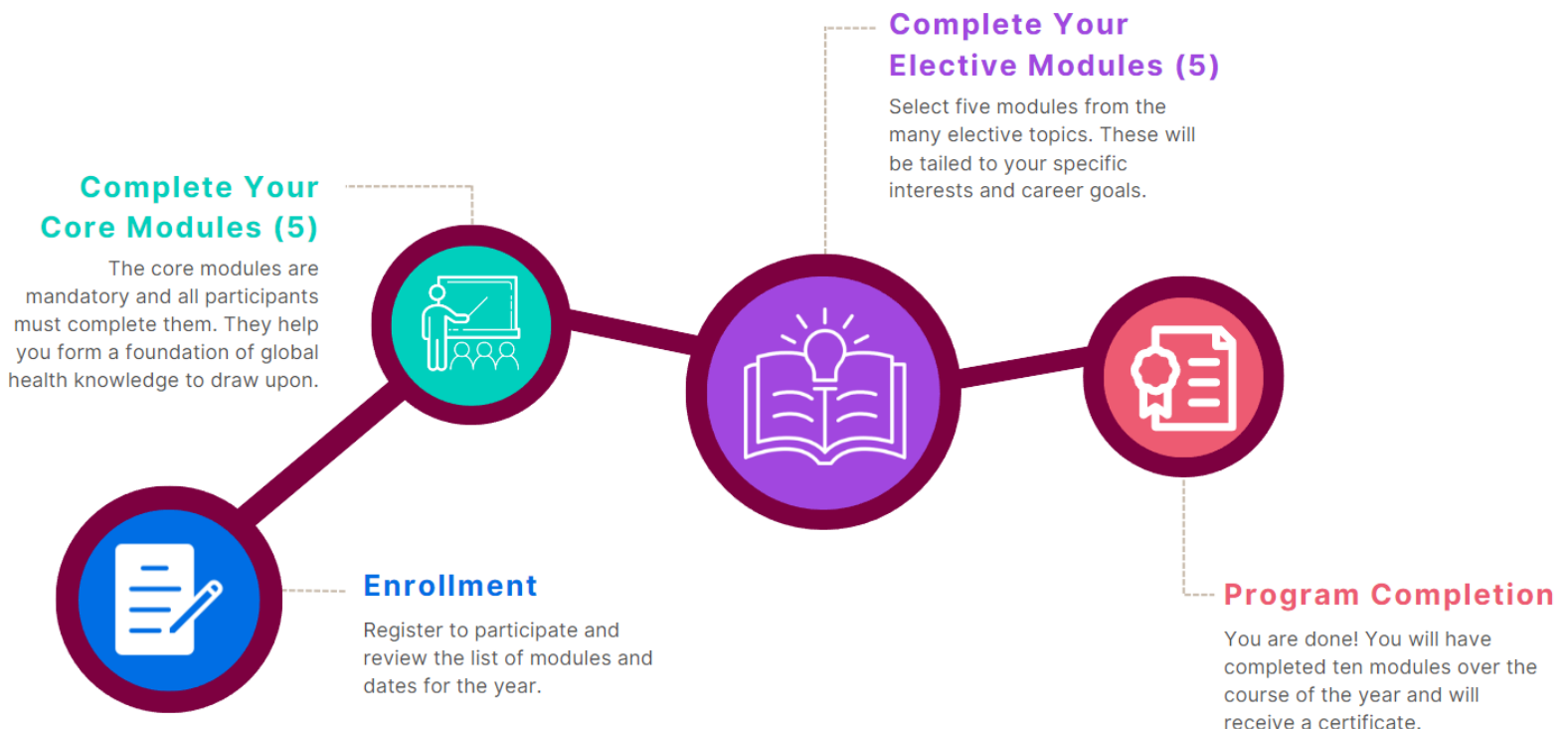
MODULES AND PROGRAM REQUIREMENTS.

FORMAT

The program is delivered as a series of 13 modules over the course of 10 months. Participants are required to complete 10 of the 13 modules to complete the program. Each module is composed of one or two interactive sessions each 2-3 hours in duration.

KEY PROGRAM ASPECTS

- 13 modules on key global health themes
- 5 core modules – 1 in person session each
- 8 elective modules – 2 virtual or in person sessions each
- Participants will receive 37-45 hours of global health education
- Capstone project – one page reflection paper
- A certificate of completion will be given to residents who complete all 5 core and 5 elective modules of their choice



Program Details

THINGS TO KNOW.

Attendance – completion of 10 modules is required during the course offering. We expect residents to attend sessions they are registered for unless other arrangements have been made with the MacGlobal team. If a session must be missed, please contact the MacGlobal team and make arrangements to attend another session in lieu to maintain your eligibility to complete the course.

Course surveys – you will have a survey to complete after each session to provide feedback on content, speakers, and areas for improvement. Surveys will be available immediately after the course and will be emailed to participants.

Course readings – supplementary readings will be provided for each session. These are meant to be an adjunct to the course content. Some residents may choose to read them before in preparation, while others may use them as reference.

Capstone project – participants must read [An Introduction to Global Health Delivery](#) (available through McMaster library) and write a one-page reflection piece. The reflection is due June 1.

Graduation event – a year end gathering will be held in June to get together in person, reflect on the program, and receive your PGME MacGlobal completion certificate.

Get to know your colleagues – we will provide you with name cards for the in-person sessions to make it easier for faculty and your colleagues to get to know you. Take the opportunity to meet and engage with like-minded residents and staff. This relaxed environment gives you the unique opportunity to network and learn from fellow residents across a multitude of specialties.

Contact information: For any issues, comments, or concerns regarding the program, please connect with us:

Email: paqueal@mcmaster.ca

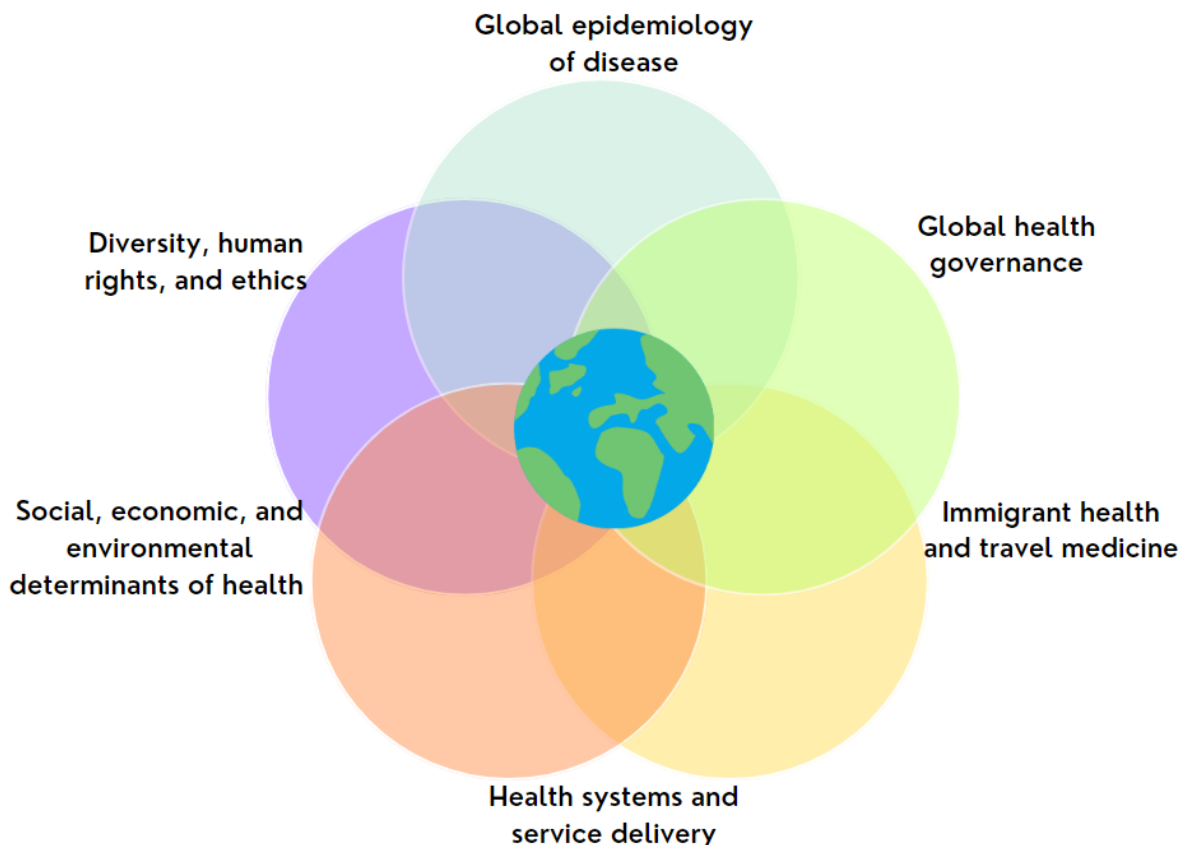
Website: <https://pgme.mcmaster.ca/macglobal/>

Competency Framework for Global Health

LEARNING GLOBAL HEALTH.

To formulate our curriculum, we looked to the literature. We wanted residents to gain both breadth and depth in what we believe are core areas of global health knowledge. While our offering is not exhaustive, it is comprehensive and will continue to grow over time. As all training programs move towards competency by design, it was also important for us to create a program that was evidence based and focused on a core set of global health competencies. Our review of the literature illuminated six key areas of competence that collectively, your MacGlobal modules will address. We have combined this model with the Canadian national consensus on competencies in global health to form a comprehensive framework that will be used by faculty to enhance your learning.

- 1) **Diversity, human rights, and ethics**
- 2) **Social, economic, and environmental determinants of health**
- 3) **Global epidemiology of disease**
- 4) **Health systems and service delivery**
- 5) **Global health governance**
- 6) **Immigrant health and travel medicine**





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GLOBAL HEALTH COMPETENCY FRAMEWORK

A DETAILED LOOK AT GH COMPETENCY.

1) Diversity, human rights, and ethics

1. Participate in the practice of medicine with due regard that health is a basic human right as defined by the Universal Declaration of Human Rights (1948).
2. Discuss the unique ethical challenges involved in practicing medicine with vulnerable patients and communities.
3. Demonstrate an understanding of ethical principles of clinical and translational research in a low resource setting.
4. Demonstrate respect for the critical role of non physician healthcare providers in building a sustainable health care system in a resource limited setting.
5. Describe how personal context and beliefs can impact the doctor patient and doctor community relationship and demonstrate appropriate strategies to maintain effective communication and cooperation.
6. Engage patients, families, and communities in developing plans that reflect the patient's/community's health care needs and goals.
7. Facilitate discussions with patients and their families in a way that is respectful, non-judgmental, and culturally safe.
8. Recognize that sustainable development requires partnership at the community level, especially in low resource settings.
9. Demonstrate the ability to assume an appropriate and effective role within diverse teams, cultural contexts, and low resource settings.

2) Social, economic, and environmental determinants of health

1. Interact respectfully with others in relation to age, gender, ethnicity, place of origin, religious/spiritual beliefs, political beliefs, marital or family status, physical or mental disability, socioeconomic status, sexual orientation, or criminal convictions.

2. Demonstrate the ability to appropriately obtain information about professional, legal, and cultural expectations within a new setting.
3. Realistically assess the potential of the clinician's skills and societal position to have an impact in community health, both locally and globally.
4. Use a conceptual framework on the social determinants of health to describe how social, political and economic changes influence the global distribution of health and disease.
5. Explain the major determinants of health of vulnerable populations and the mechanisms with which they affect the health of individuals and populations, including issues of poverty, access to basic needs, environment, human rights, gender, conflict, economic, and political factors.
6. Identify vulnerable or marginalized populations and demonstrate an understanding of the different tools and strategies used to advocate for improved healthcare delivery and support to these communities (rural, aboriginal, refugee, immigrant, and/or low- and middle-income countries).
7. Discuss strategies to advocate for system level change with respect to the social determinants of health and how this impacts the concept of patient centered care and community centered care.
8. Participate in activities that advocate for the improved health of marginalized or vulnerable populations or communities in a low resource setting (rural, aboriginal communities, refugee, immigrant, and/or low- and middle-income countries).
9. Locate services available to vulnerable populations in your community (e.g., services for immigrants, refugees, aboriginals, substance users, homeless individuals, and those suffering from mental health issues).

3) Global epidemiology of disease

1. Describe the global burden of disease, including the major causes of morbidity and mortality across regions.
2. Describe the pathophysiology, epidemiology, diagnosis, and treatment of diseases that have major implications both in Canada and internationally and understand how Canada is linked to other countries with respect to communicable diseases, non-communicable diseases, and chronic illness.
3. Describe the shift and causal factors towards increasing non-communicable diseases (NCDs) and chronic illness, and how this impacts vulnerable populations.

4) Health systems and service delivery

1. Identify and utilize population and disease surveillance databases and valid information resources that will assist with patient and population care, scholarly inquiry, and self-directed learning.
2. Discuss the potential for unintended consequences (both positive and negative) of working in a low resource setting.
3. Propose culturally appropriate educational tools and resources for knowledge dissemination within populations experiencing health inequities (knowledge translation).
4. Critically evaluate global health research and recognize the impact of the imbalance in funding of research that addresses the burden of diseases in the poorest populations versus those of the wealthiest, and understand the strategies proposed to correct it.

5. Describe the advantages and challenges of different models of healthcare delivery (e.g., primary health care model, community-based care models, and public health models) and their relevance in various contexts.
6. Discuss the allocation of resources for a low resource setting that is in balance and cooperation with the wishes of the community itself (i.e., appropriately identifying, and prioritizing key healthcare expenditures such as access to clean water, sanitation, vaccination, and maternal and childcare).
7. Identify and describe evidence-based interventions which will have the most impact in a low resource setting (e.g., immunizations, nutritional supplements, education, water and sanitation).
8. Recognize the role of primary health care, including disease prevention, health promotion, and health surveillance activities in Canada and abroad as an essential tool in maintaining and improving health, especially in underserved populations.
9. Explain how to develop appropriate multidisciplinary partnerships at the community level, including with non-health care disciplines (e.g., governments, engineers, economists, etc.).

5) Global health governance

1. Identify the forces of change that impact global health challenges and recognize that this requires a commitment to keeping up to date with health policies and knowledge of global burden of disease.
2. Describe the role of major Canadian and international health organizations such as the UN, WHO, DFATD, CDC, and governments.
3. Identify the key political and economic stakeholders, policies and programs that shape the social determinants of health in a given community.
4. Discuss the interconnectedness of health in the Canadian landscape with the health of the populations in other regions of the world.
5. Outline strategies for investment in health and health determinants as a resource for economic and human development in high and low resource settings.

6) Immigrant health and travel medicine

1. Describe neglected tropical diseases in the global context.
2. Develop an approach to the management and assessment of health issues (including the ability to access information and support) that can be encountered in Canada and in international clinical settings such as travel medicine clinics, immigrant, and refugee health, and in clinical practice abroad.
3. Demonstrate cultural competency in patient care and community engagement, encompassing the concepts of cultural safety, humility, awareness, and sensitivity.
4. Provide patient centered care that demonstrates an understanding of the cultural context of well-being, illness, and disease, and use this to strengthen the doctor patient relationship.



The Modules

1. Introduction to Global Health/The Context of Global Health
2. Teaching in International Settings
3. Complex Humanitarian Emergencies
4. Marginalized Populations and Refugee Health
5. Surgical Care in Rural/Remote Settings
6. Social Medicine
7. Global Child Maternal Health
8. Global Diseases (Non-communicable and Communicable)
9. Health and Human Rights
10. Health Systems and Politics of Care
11. Global Mental Health and Primary Care
12. Innovation and Technology in Global Health
13. Preparing Yourself for Global Health Fieldwork