Global health education: 
the socially accountable medical school 
& 
the transformative curriculum

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GMC’s learning outcomes

“Discuss from a global perspective the determinants of health and disease and variations in healthcare delivery and medical practice.”

Challenges – the scope of global health:

• Multidimensional
• Expanding
• Institutional
Aims -

Discuss

- Universities global agendas Inter-dependence

• Define and link
  - Social Accountability
  - Transformative learning

• Consider implications for Core Global health Curriculum & students
Universities, Knowledge & Global agendas

Purposes of universities

1. Pursuit, generation, dissemination & application of knowledge
   - Social goods:
   - Civil & economic
   - Service development

2. Global knowledge economy
   - Entrepreneurship
   - Off shore schools
   - Private for-profit activities

• Collaborate in
  - partnerships, networks
  - exchanges, electives,
  - scholarships etc

• Compete for
  - Students
  - Research income
  - Status/reputation
  - League tables/Ranking
Global medical schools

• “at a crude level it extends the recognition and position of the university in the world ranking”

  • Prof Reg Jordan, NEWMed Malaysia
  • BMA News Oct 2011
Mission
Research-Teaching-Service
Social accountability

"a long-term implicit social contract between the medical establishment and the society that it serves".

Society or the “public sphere”

Local & Global

Civic
Public
Social
Community

Engagement
Accountability
Responsibility
Justice
Flexner - 100 years on
Two key documents in 2010

Frenk, Chen et al
www.thelancet.com
Vol 376 December 4, 2010

Anonymous (Chairs: Boelen & Woolard)
www.healthsocialaccountability.org
Dec 2010
HP education - Context - Challenges

HEALTH CARE
• Health inequalities
• Lack of infrastructure conflict
• Mobility of people/diseases
• Ageing & NCD
• Lack of health systems
• Weak primary care
• Cost

HEALTH PROFESSIONAL EDUCATION
• Lack of good data
• Mal-distribution of professionals
• Specialisation
• Stewardship: regulation & accreditation
• Mobility – professionals
• Cost
Figure IV-3. Resized world maps by a) population, b) burden of disease, c) medical schools, d) doctors/nurses/midwives

Source: Box II-1. Data and Methods
Figure IV-4. New medical schools (public and private) in India and Brazil.
Interdependency – systems

• Mismatch

• Health care - Education
Global Consensus for Social Accountability of Medical Schools
The “socially accountable medical school”

- A learning organisation
- Highly aware of its local & global context and responsibilities

- Aspirational notion
- A list of Standards – institutions & regulators
- GMC is a signatory*
Global Consensus for Social Accountability (GCSA)

to become socially accountable medical schools should:

• Respond to current & future health needs local/global
• Reorient education, research & service priorities to community
• Strengthen governance & partnerships with stakeholders
• Use evaluation & accreditation to assess accountability and impact
Medical Schools – Drivers & global agendas

Globalisation

- Institutions
- Exams
- Students
- Teachers
- Programme
- Policy
- Regulators
Two Core elements of global health

1. **International health**: activities that address ‘the health of countries other than one's own especially low and middle income countries’

2. **Trans-national Health Challenges**: issues that *transcend national frontiers* - “circumvent, undermine or are oblivious to territorial boundaries … beyond the capacity of individual countries alone to address through domestic institutions’:

   - communicable diseases control;
   - environmental threats;
   - global movement of health professionals;
   - collaborative governance, monitoring and policy setting
Transformative learning

Education theory – 4 traditions
Transformative learning

Education theory – 4 traditions

1. Freire: critical pedagogy, problem posing
2. Mezirow: critical reflection, group work
3. Daloz: integration & meaning making
4. Boyd: meaning thru images & symbols
## Two educational approaches

<table>
<thead>
<tr>
<th>Competency-based</th>
<th>Transformative</th>
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<tbody>
<tr>
<td>• Explicit &amp; measurable outcomes</td>
<td>• Process as important as outcome</td>
</tr>
<tr>
<td>• Emphasises technical &amp; procedural</td>
<td>• Student-led activities</td>
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<tr>
<td>• Reduces risk – learners stay “in the box”</td>
<td>• Encourages advocacy &amp; agency</td>
</tr>
<tr>
<td>• Clarity for assessments</td>
<td>• Underpinned by “critical reflection”</td>
</tr>
<tr>
<td>• Helpful for regulators / accreditors</td>
<td>• Synthesis of cognitive, technical, affective &amp; moral aspects of learning</td>
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<tr>
<td>• Defines professional boundaries</td>
<td>• Think “outside the box”</td>
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Outcomes of transformative learning

Health professionals who are:

- Willing to ask critical questions & seek answers
- Capable of making judgements & creating a vision of change
- Comfortable working with uncertainty & change
- Include advocacy & social justice in core role
- Have a strong sense of personal agency
- More interested in collaborative teams than professional status
• Nurturing the transformative

• Beware sequestration
Global health - Some ideas

Institution
Create written strategies & vision to:
- balance competency requirements with social and transformative goals
- Recognise global roles and responsibilities

International partnerships – clearer roles
Bilateral electives & Scholarships

Students
International / elective experience
Peer-to-peer learning
Self designed projects
Adoption/Fostering in community agencies
Longitudinal patient/family contact
Encourage advocacy
Interdisciplinary patient care

Teachers/programme
Encourage critical reflection in diverse groups
Harness student passion
Use of art & literature
Use complex cases for assessment
Exchange/seminars/conferences
Recap -

Discuss
– Universities global agendas (+ & -)
– Inter-dependence

• Define & discuss how medical schools may increase
  – Social Accountability
  – Transformative learning

• Consider implications for Curriculum & students
  – Encourage a transformative ethos
Thank you
Summary
Two manifestos ~ shared message

1. Synergy between health systems & education systems
   – Globally and locally

2. Imperatives for curriculum change are
   – Educational
   – Service orientated
   – Moral

3. New curriculum should be:
   – Based on population needs
   – Transdisciplinary
   – Balance competency with transformative ethos

4. Focus on
   – complex systems (not just science or problem-solving)
   – competencies
   – transformative goals of social responsibility, advocacy and leadership

5. Aspirations achieved through
   – formal accreditation and governance,
   – informal networks and partnerships
Figure III-4. Models of inter- and trans-professional education
Aims - :

Consider

1. How *global health* education may be linked through ideas of
   – Transformative learning
   – Social Accountability

3. Ideas to support Core Curriculum development