

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Len Proctor, Chair, Academic Programs Committee of Council

**DATE OF MEETING:** May 19, 2011

**SUBJECT:** College of Medicine: Global Health Certificate

**DECISION REQUESTED:**

*It is recommended:*

That Council approve the proposal from the College of Medicine for the Global Health Certificate as a Certificate of Proficiency.

**PURPOSE:**

As a Certificate of Proficiency, the Global Health Certificate is an academic program at the University of Saskatchewan. Implementation of academic programs requires approval by University Council.

**SUMMARY:**

This certificate is a qualification that students in the MD program can elect to take if they chose. Potentially the first of its kind offered in Canada for undergraduate medical students, the proposed certificate of proficiency in global health builds on two College of Medicine accredited global health courses (CHEP 402.3 and 412.3), the long-standing *Training for Health Renewal Program* in Mozambique, SWITCH, SEARCH, and the award-winning *Making the Links* program.

Over the course of their undergraduate medical education, students taking the proposed certificate must complete (a) two 3 credit courses in global health which include training in Aboriginal health issues, and (b) three practica experiences (inner city, northern Saskatchewan and low resource international setting) and (c) demonstrate introductory proficiency in the language of their international practicum. Capitalizing on the existing expertise and resources within the College of Medicine, and building on the capacity and reputation of *Making the Links*, the development of a certificate program is a timely and appropriate way to recognize and institutionalize global health as an important area of medical education.

New courses:

**CHEP 403.3 GLOBAL HEALTH 2**

**CHEP 410.3 INNER-CITY PRACTICUM**

**CHEP 411.3 NORTHERN SASKATCHEWAN PRACTICUM**

**CHEP 415.3 INTERNATIONAL PRACTICUM**

**REVIEW:**

The Academic Programs Committee discussed this proposal with Bruce Reeder at its May 4 meeting. Committee members were impressed by the unique nature of this program and the thoroughness of the proposal documentation. It was agreed to recommend approval to Council.

**ATTACHMENTS:**

Proposal documentation and letters of support

To be circulated: Letter from Dean Albritton

PROPOSAL FOR CURRICULUM CHANGE

***Making the Links: A Certificate in Global Health***  
Certificate of Proficiency

College of Medicine  
University of Saskatchewan

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- 7.1 P.R. Butt, MD CCFP (EM), Medical Director, Northern Medical Services
- 7.2 Gerri Dickson, Professor, College of Medicine, Director, Training for Health Renewal Program
- 7.3 Thomas B. Wishart, Special Advisor on International Initiatives
- 7.4 Carole Courtney, SWITCH Coordinator

ATTACHMENT: List of courses

The following appendices  
are available from the Office of the University Secretary:

**APPENDIX A: COURSE REQUIREMENTS AND DESCRIPTIONS**

1. Global Health and Local Communities: Issues and Approaches (CHEP 402.3) (first year);
2. GLOBAL HEALTH 2 (second year);

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3. International Practicum

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## 1. PROPOSAL FOR CURRICULUM CHANGE

### 1.1 Proposal Identification

**Title of proposal:** *Making the Links: A Certificate in Global Health*

College of Medicine, University of Saskatchewan

**Degree(s):** Certificate of Proficiency

**Field(s) of Specialization:** Global Health, Internationalization

**Level(s) of Concentration:** Certificate

**Option(s):**

**Degree College:** Medicine

**Department:** Community Health and Epidemiology

**Home College:** Medicine

**Contact person(s) (name, telephone, fax, e-mail):**

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**Date:**

**Approved by the Degree College and/or home college:** March 2011

**Proposed date of implementation:** June 2011

### 1.2 Type of Change

**Requiring approval by Council**

- ☒ **A new Degree-Level program or template for program.**
- ☐ A new Field of Specialization at the Major or Honours Level of Concentration or template for a major or honours program
- ☐ Conversion of an existing program from regular to special tuition program.
- ☐ A change in the requirements for admission to a program
- ☐ A change in quota for a college
- ☐ Program revisions that will use new resources
- ☐ A replacement program, including program deletion
- ☐ A program deletion (consult Program Termination Procedures, approved by Council in May 2001)

### 1.3 Acknowledgements

The proposed certificate of proficiency in global health is a product of the ideas, experience, and hard work of a large number of faculty, students, and staff at the College of Medicine. The vision, expertise, efforts, and commitment of a number of individuals is especially noted:

- Dr. Lori Hanson for the development and teaching of two accredited interdisciplinary courses in global health, the conceptualization and direction of the Global Health Certificate Initiative and advocacy for its inclusion in the *Second Integrated Plan*, and championing internationalization and global health at the University of Saskatchewan.
- Dr. Ryan Meili for the design and development of the award-winning *Making the Links* program, his active participation in piloting this program and promoting it to students, colleagues, and the wider medical community locally and nationally; his efforts in establishing SWITCH (Saskatoon's inner city student-run clinic); and his leadership role in the College of Medicine's Social Accountability Committee.
- Dean William Albritton for his strong leadership and commitment to social accountability, and for providing students with global health academic and service learning opportunities in low-resourced areas in Saskatchewan and abroad.
- Dr. Gerri Dickson, Director of the long-standing, CIDA-supported *Training for Health Renewal Program* in Mozambique, and other members of the THRP team, for their expertise and support for the international component of the proposal.

Members of the Global Health Certificate Subcommittee include:

- Ron Siemens (Chair, Global Health Certificate Sub-Committee)
- Sarah Biss (student)
- Megan Bollinger (student)
- Mahli Brindamour (resident, co-chair College of Medicine, Immigrant and Refugee Health Committee)
- Louise Buhler (Chair, College of Medicine, Global Health Committee)
- Murray Dickson (THRP team member)
- Lori Hanson (faculty)
- Ryan Meili (Chair, College of Medicine, Social Accountability Committee)
- Kali Gaertner (student)
- Femi Olatunbosun (faculty)
- Kamini Premkumar (student)
- Vivian Ramsden (faculty)
- Bruce Reeder (faculty)
- Bev Wudel (student)
- Donna Zaleschuk (College of Medicine, Social Accountability Coordinator)

Dr. Ron Siemens and Dr. Bruce Reeder, College of Medicine, faculty, and Louise Buhler, Chair, COM Global Health Committee developed the final proposal with the support and assistance of Dr. Sheryl Mills, Gwenna Moss Centre for Teaching Effectiveness.

## 2. EXECUTIVE SUMMARY

Global health is of worldwide interest and concern. With a focus on the underlying social determinants of health and illnesses, especially as they impact poor, vulnerable, and underserved populations, global health addresses health disparities and challenges throughout the world—within as well as across borders—using resources, knowledge, and experiences of diverse societies and disciplines. Medicine and various other disciplines, including nursing and other health sciences, social sciences, law, economics, history, engineering, biomedical and environmental sciences, and public policy contribute to global health.

Potentially the first of its kind offered in Canada for undergraduate medical students, the proposed certificate of proficiency in global health builds on two College of Medicine accredited global health courses (CHEP 402.3 and 412.3), the long-standing *Training for Health Renewal Program* in Mozambique, SWITCH, SEARCH, and the award-winning *Making the Links* program.

This proposed certificate of proficiency will encourage and recognize students who demonstrate the interest and commitment to further develop competencies in global health. The certificate will also be of benefit to the College of Medicine, the University of Saskatchewan, and the broader health care community. This initiative has the potential to increase inter-professional partnerships by expanding in time to include other health science undergraduate and graduate students.

The structure of the proposed certificate is modeled on *Making the Links*. Currently, students involved in this two-year program commit to three rigorous and distinctly different practicum experiences (inner city, northern Saskatchewan, and rural Africa), and additional course work and foreign language learning over and above the undergraduate medical program. Over the course of their undergraduate medical education, students taking the proposed certificate must (a) complete two 3 credit courses in global health including Aboriginal health, and (b) three practica experiences (inner city, northern Saskatchewan and low resource international setting) and (c) demonstrate introductory proficiency in the language of their international practicum.

Capitalizing on the existing expertise and resources within the College of Medicine, and building on the capacity and reputation of *Making the Links*, the development of a certificate program is a timely and appropriate way to recognize and institutionalize global health as an important area of medical education. Historically, approximately twelve students per year have competed for six seats in *Making the Links*. In the next five years enrolment in the College of Medicine will increase from 80 to 100 students. With an increased urgency regarding global health, it is projected that six seats per year will be insufficient to meet growing demands.

This certificate aligns with several, if not all, current major initiatives at the University of Saskatchewan (*Globalism and the University of Saskatchewan*, *The Learning Charter*, *Foundational Document on Outreach and Engagement*, *Second Integrated Plan*, student and faculty participatory and applied research, and two thematic headings identified in the Second Planning Cycle document (*Foster an Engaged University*, *Innovate and Focus*) as well as the College of Medicine's Social Accountability platform and global health initiatives from the

regulating bodies in the medical community. By supporting this certificate, the University demonstrates its on-going commitment to international and innovative programming.

### **3. RATIONALE FOR THE PROGRAM**

#### **3.1 Program Background**

As indicated earlier, the vision, impetus, and rationale for the proposed certificate in global health grew out of a number of innovative and interconnected College of Medicine faculty initiatives as well as student initiatives, enthusiasm, and interest.

The College of Medicine's Department of Community Health & Epidemiology has for many years offered two accredited, interdisciplinary global health courses (CHEP 402.3 and 412.3). These courses include the theoretical and academic underpinnings of global health. As well, CHEP 402.3 includes a community service learning component and CHEP 412.3 an international immersion experience in Nicaragua and a Spanish language requirement. These courses have been in great demand—medical and health sciences students frequently going above and beyond the requirements of their degree to take part in them. CHEP 402.3, for example, has had an average of 20 students per course with over 20 applicants turned away each year. Alongside these courses, a five-module orientation program, including sessions on cross-cultural awareness and risk management, was developed for students participating in international global health learning experiences.

The *Training for Health Renewal Program* (THRP) in Mozambique has been supported by the College of Medicine for many years. Rooted in health promotion and community development approaches, the CIDA-supported project prepares health workers in underserved areas in rural Mozambique. The program provides a 6-week clinical and community-based health learning opportunities for medical, as well as for some other health sciences students. Although these have been mentored, and often transformative, global health service learning experiences, students have not received credit for them.

The *Student Wellness Initiative Toward Community Health* (SWITCH), an inter-professional, student-run clinic located in Saskatoon's inner city, was initiated and established by students in 2005. SWITCH has offered students opportunities to engage in global health locally. SWITCH exposes health sciences students to social determinants of health, to the importance of the community in various settings, and to front-line clinical work in an underserved area.

The *Student Energy in Action for Regina Community Health* (SEARCH), an inter-professional, student-run clinic located in Regina's North Central community, was initiated and established by students with a vision for helping people live healthier lives through accessible, appropriate, and available after-hours primary health care services.

Responding to the growing student interest in global health, and building on the global health courses 402.3 and 412.3, THRP, SWITCH, SEARCH, and the expanded understanding by medical colleges across Canada of the importance of global health in medical education, the innovative *Making the Links* program was conceived. The College of Medicine has been running the *Making the Links* program since 2005. This has been a hugely popular program giving small



cohorts of students a broad and intense set of experiences in aboriginal, rural, inner city, and global health through seminars, didactic lectures, and practical service learning opportunities in remote northern communities in Saskatchewan, inner city, and rural Africa.

### 3.2 Program Objectives

The goal of the proposed Certificate in Global Health program is to ensure that graduating medical students have a comprehensive, recognized and accredited opportunity to acquire the knowledge, skills and attitudes to help them work competently with marginalized under-served communities locally and globally.

This certificate program provides an opportunity for participating undergraduate medical students to meet the following learning goals:

- To increase awareness of links between local and global health issues;
- To foster increased community involvement and global citizenship;
- To increase cultural sensitivity of health care providers;
- The development of advanced competencies in global health for medical students as listed in the Association for Faculties of Medicine of Canada (AFMC), Global Health Education Consortium—Global Health Resource Group document under the following major headings:
  - Global Burden of Disease
  - Health Implications of Migration, Travel and Displacement
  - Social and Environmental Determinants of Health
  - Globalization, Health and Development
  - Healthcare in Low-resource Settings
  - Health as a Human Right and Development Resource

This initiative will also meet the following operational goals to improve program resources:

- To formalize and increase the profile of current global health education, research and training at the University of Saskatchewan;
- To increase the national profile of the University as providing excellence in global health training through a recognized certificate program;
- To attract and recruit students interested in an engaged, socially accountable medical school with an optional accredited program in global health studies;
- To support the College of Medicine's commitment to social accountability;
- To ensure the quality and adequate supervision in international practicum sites by establishing protocol and procedures for safe international engagements.

This initiative has the potential, in time, to be made available to other health science students and/or become a graduate level program.

### 3.3 Rationale for the Proposed Certificate Name

To capitalize on the award-winning origins and legacy of *Making the Links* and highlight the credential opportunity with a university recognized certificate, the proposed name for this certificate is the *Making the Links Certificate in Global Health*.

“Global” was decided on over “international” as the students will be engaged in remote and under-served areas of Saskatchewan as well as international locations. “Global health” differs from “international health” both conceptually and by definition. Global Health relates to health issues and concerns that transcend national borders, race, ethnicity and culture. The term stresses the commonality of health issues and the need for collective (partnership-based) action. International Health, on the other hand, relates more to health practices, policies and systems in countries other than one’s own and stresses more the differences between countries than their commonalities. It is a concept more focused on disease control in poor countries, medical missionary work and bilateral foreign aid activities rather than on collective action (Global Health Education Consortium).

### 3.4 Need for the Program

The College of Medicine recognizes the disparities in health and development that exist within communities here and elsewhere in the world and is committed to preparing its students to work in socially accountable ways to decrease these inequalities. Physicians who (a) have global perspectives and experiences concerning the rapid transmission of disease, (b) understand and take action on the social determinants of health, and (c) reflect critically on ethical issues and strategies necessary to support equitable engagement in low-resource settings often in the Global South, but also in our local communities, are best able to help those affected by the unequal burden of illness—locally and globally.

The Association of Faculties of Medicine in Canada (AFMC)’s document *The Future of Medical Education in Canada (FMEC): A Collective Vision for MD Education* (2010) indicated ten recommendations for medical education programs. Several of the recommendations specifically address global health and are directly addressed through this proposed certificate program:

- Provide students with opportunities to learn in low-resource and marginalized communities as well as international settings. To emphasize student and patient safety in a socially and ethically accountable framework, students should experience adequate training and preparation prior to working in these communities and should have adequate support throughout.
- Teach learners how to look at individuals in the context of their environments, think about both patient-doctor and population-doctor relationships, and identify patients who are part of “at-risk” populations.
- Create opportunities for early and extensive learning in a variety of community settings, including longitudinal and integrated clerkships.

- Encourage generalists with a focus on comprehensive family medicine
- Base MD education primarily on the development of core foundational competencies and complementary broad experiential learning. In addition to pre-defined curriculum requirements, MD education must provide flexible opportunities for students to pursue individual scholarly interests in medicine.

### 3.5 Demand for the Program

#### 1. Student Demand

Every year an increasing number of students in the College of Medicine participate in a variety of international health-related learning experiences. In 2009 approximately 20 students spent part of their summer abroad. In 2010, 26 students went to 16 different countries, mostly in the Global South, to engage in clinical, research or community-based learning activities.

To date, up to 10-12 students have competed annually for six spots in *Making the Links*. With (a) the growing awareness and focus on global health and social accountability by the medical community and other influential organizations and (b) increased enrolments in Medicine (from 60 to 80 and then 100), we anticipate student demand will increase. In 2010, 23 students applied for ten positions.

Currently, participation in *Making the Links* (as is the case with most other international learning experiences) is not recognized on graduating students' transcripts. Students have indicated that they want recognition for this commitment. Having a recognized credential is of benefit to students in a variety of ways.

#### 2. Medical Education Requirements

As indicated earlier, there is growing emphasis on social accountability, experiential and service learning, and global health by the medical education community and regulating bodies. There is also an increased recognition that international learning experiences for students require long-term reciprocal relationships and accompanying global health curricula that does not only include bio-medical content, but also includes awareness of social determinants of health and health inequities.

#### 3. University support for and encouragement of global initiatives.

The University recognizes the importance of offering opportunities for students to become more globally aware. This certificate program will be an attractive feature for forward-thinking students applying from out of province. As well, this certificate demonstrates another innovative initiative offered by the University of Saskatchewan that distinguishes our institution from other accredited undergraduate medical education programs. This is potentially the first undergraduate medical certificate in global health being offered in Canada.

### 3.6 Uniqueness and Expertise of the Sponsoring Unit

#### *Uniqueness*

Several institutions offer global health education at the *graduate* level. A recent search indicated undergraduate global health certificate programs are offered at Princeton and Duke universities, but there were no listings for other Canadian universities. This is definitely an opportunity to offer a unique program in Canada that will (a) engage students in global health in their first year of medical education; (b) begin building competencies from the onset of their physician training; and (c) connect local community experience with global health experience.

#### *Expertise*

The College of Medicine has a long-standing and active Global Health Committee, which oversees various programs and initiatives, such as the Global Health Speakers Series and various bursary programs for students and faculty involved in global health activities. The College has a considerable number of faculty members engaged in international research, service and teaching activities in various countries (including Nicaragua, India, China, South Africa, Congo), and is home to the University's flagship international *Training for Health Renewal Program* in Mozambique. The College has expertise in inner city, Aboriginal, and northern health. The College is an active participant in international initiatives at the University, and as noted earlier, already offers two courses in global health and has included the basic elements of global health into its core curriculum.

### 3.7 How this Proposal Relates to the Department/College Plans, Systematic Program Review (SPR), Other Recommendations

#### **3.7.1 University of Saskatchewan**

As indicated earlier, the University of Saskatchewan's *Learning Charter* indicates Core Learning Goals for graduates. The certificate in Global Health offers opportunities for *Discovery, Knowledge, Integrity, Skills, and Citizenship*. In this program students will be encouraged and provided with opportunities to learn actively, think broadly, act ethically, and engage respectfully. Instructors and facilitators will have the opportunity to exemplify learning, teach effectively, assess fairly, and solicit feedback. The Institution, in supporting this certificate, is providing opportunities, ensuring quality, building environments, and supporting learning for students.

Additionally, this certificate program will also foster greater awareness of and participation in international activities, enhance the international content of curricula, increase participation in international student mobility programs, and strengthen support systems for students and faculty engaged in international activities, all indicated in the foundational document *Globalism and the University of Saskatchewan*.

## **College of Medicine**

The development of a global health certificate is part of the approved College of Medicine's *Second Integrated Plan*. The College of Medicine is involved in a number of initiatives that support the development of a Certificate in Global Health through participation in university-community partnerships that incorporate international and interdisciplinary health programming.

- Global Health Committee
- *Making the Links*
- CHEP 402.3 and 412.3
- THRP
- SWITCH
- SEARCH

## **Student Global Health Initiatives**

### *a) Health Everywhere*

*Health Everywhere* is a multi-disciplinary group of students and professions dedicated to improving access to health care while addressing its broader determinants. Through clinical, educational, research and outreach programs, they seek to provide opportunities for students and health professionals to better serve, both locally and internationally, those presently neglected. They work to establish initiatives that are community driven and sustainable, building on the strengths to provide meaningful change. Recent activities included: Global Health Speaker Series, World AIDS week, Make Poverty History coalition council, HE/Child Hunger and Education Program (CHEP) fundraising dinner.

### *b) Global Health Research Interest Group*

An interdisciplinary Global Health Research Interest Group comprised of faculty and students at the U of S was formed in February 2005 in response to a growing interest in international health research. It became a ratified student group within the Graduate Students' Association later that year. The group seeks to build student and faculty capacity to engage in global health research, through information sharing, advocacy, education, and by supporting and strengthening student and institutional relationships locally and internationally. The group encourages both faculty and student involvement and has hosted three half-day forums highlighting global health research at the U of S.

### *c) Aboriginal Rural & Remote Health Group (ARRHG)*

The objectives of ARRHG are to provide professional/educational opportunities related to Aboriginal, rural, and remote health through experiential learning; outreach to rural/remote/Aboriginal students to promote careers in the health sciences; and facilitate peer education on various interdisciplinary health issues, with a focus on issues most relevant to working with rural/remote/Aboriginal populations.

*d) The Student Wellness Initiative Toward Community Health (SWITCH)*

As one of the first steps to becoming a socially accountable physician, under the umbrella of *Making the Links*, students serve in an urban underserved community in Saskatoon. This exposes students to the determinants of health and the importance of community in various settings.

*e) The Student Energy in Action for Regina Community Health (SEARCH)*, an inter-professional, student-run clinic located in Regina's North Central Community, was initiated and established by students with a vision for helping people live healthier lives through accessible, appropriate, and available after-hours primary health care services.

### **3.7.2 National and International Organizations**

*Association of Faculties of Medicine in Canada, Resource Group on Global Health*

The AFMC Resource group on Global Health seeks to address curriculum needs within the Canadian medical schools programs, as they relate to global health. It received official group status in the AFMC in June 2005 and is currently developing a set of core competencies in global health for medical students. The University of Saskatchewan has representation within this group.

Since its inception in September of 2008, the Committee has completed an inventory of 199 global health websites and a comprehensive literature search of global health curriculum content. Based on this background research, and after multiple conference calls, six major global health subject areas appropriate for all medical students were identified. These areas are:

- Global Burden of Disease
- Health Implications of Migration, Travel and Displacement
- Social and Environmental Determinants of Health
- Globalization of Health and Healthcare
- Healthcare in Low-resource Settings
- Health as a Human Right and Development Resource

Within each of these major themes the joint Committee has identified basic knowledge, attitudes, and skills necessary for medical students to be competent in global health, as well as those advanced skills and knowledge suitable for students interested in moving beyond the global health basics. The proposed certificate addresses the advanced set of core competencies.

*The Royal College of Physicians and Surgeons*

*The Royal College of Physicians and Surgeons* has stipulated that practicing physicians integrate core competencies into their practice. The CANmed Competencies are: Medical Expert, Communicator, Collaborator, Manager, Health Advocate, Scholar, and Professional.

This proposed certificate programs addresses these areas with the following objectives:

### *Making the Links: A Certificate in Global Health*

1. To increase awareness of global health issues among health care trainees and develop effective advocacy skills. (Advocate)
2. To introduce healthcare trainees to management skills necessary for the planning, development, and administration of a range of programs, health system components, and complex humanitarian emergencies. (Manager)
3. To augment participants' knowledge of diseases and syndromes affecting global communities and develop their skills in managing patients in challenging circumstances and with limited resources. (Medical expert—medicine)
4. To familiarize trainees with goals and means of public health interventions, including population health assessment, health promotion, health protection, health surveillance, and disease and injury prevention for application in Canada and abroad (Medical expert—public health)
5. To enhance trainee communication skills with patients, colleagues and others in the settings of language and cultural barriers; and to enhance trainee's ability to share knowledge, teach, and build local capacity. (Communicator)
6. To help participants understand the roles of community groups, health service providers, faith groups, governments and other non-governmental organizations and to facilitate collaboration with these groups. (Collaborator)
7. To supplement trainee's ability to access and contribute to relevant literature and apply it to the global context, and to encourage appropriate and ethical research with the goal of improving community health. (Scholar)
8. To develop trainee competence in identifying and resolving ethical dilemmas encountered in the practice of medicine internationally, and provide framework for ensuring professional behaviour in challenging environments. (Professional)

#### *College of Family Physicians of Canada*

The purpose of CanMEDS-Family Medicine (CanMEDS-FM) is to guide curriculum and to form the basis for the design and accreditation of residency programs. Its ultimate goal is to improve patient care and to ensure that postgraduate training programs in family medicine are responsive to societal needs. CanMEDS-FM retains the Four Principles of Family Medicine by integrating them into the appropriate CanMEDS-FM roles.

This proposed certificate programs addresses these areas with the following objectives:

1. To increase awareness of global health issues among participants and develop effective advocacy skills. In addition, to implement health promotion and disease prevention policies and interventions for individuals, families and community being served (Advocate)

### *Making the Links: A Certificate in Global Health*

2. To build on and enhance management/leadership skills necessary for planning, development, implementation and administration of a broad range of programs, resources for the health system and complex humanitarian emergencies (Manager).
3. To augment knowledge of diseases and syndromes affecting patients and families within the context of their communities, and their ability to use a patient-centred clinical method effectively (Family Medical Expert)
4. To enhance communication skills, facilitate the doctor-patient relationship and the dynamic exchanges that occur with patients, colleagues and others with cultural differences and in challenging situations; and, to enhance the ability to engage in mutual learning, share knowledge, and build local capacity. (Communicator)
5. To facilitate better understanding of the roles of patients, families, communities, healthcare teams, other health professionals, and community-based organizations in achieving optimal care at the local, region, national and international levels. (Collaborator)
6. To model a commitment to life long and reflective learning; as well as, the creation, dissemination, application and translation of knowledge. In addition to this, to encourage appropriate and ethical research with the communities being served with the goal of improving their health and well-being. (Scholar)
7. To further enhance commitment to health and well-being of individuals and society through ethical practice, profession-led regulation, and high personal standards of behavior in less than optimal environments. (Professional)

#### *Canadian Coalition for Global Health Research*

The Canadian Coalition for Global Health Research is a Canadian NGO that promotes and supports better and more equitable health worldwide by: 1) mobilizing greater Canadian investment in global health research; 2) nurturing productive partnerships among Canadians and people from low- and middle-income countries; and 3) turning research into action. Many Global Health Committee members are also members of this organization.

#### *People's Health Movement*

The People's Health Movement is a worldwide movement of groups and individuals working toward the goal of health for all. The Global Health Committee has hosted a forum with the Movement's Secretariat and encourages members to learn more about their worldwide primary health care campaigns online.



## **4. Description of Program Characteristics**

### **4.1 Program Syllabus**

1. Global Health and Local Communities: Issues and Approaches (CHEP 402.3). This is a 3-credit course currently offered by the Department of Community Health and Epidemiology. (Appendix A)
2. Global Health 2. This is a new 3-credit course proposal. (Appendix A)
3. A first year course in second language training through the University of Saskatchewan or an appropriate accredited language learning center or evidence of proficiency in a second language relevant to the country of the international practicum. This is a 0-credit program requirement.
4. An inner-city practicum at an inner city student-run clinic—either SWITCH in Saskatoon or SEARCH in Regina. This is a new 3-credit practicum proposal. (Appendix B)
5. A 6-week service learning practicum in a low-resourced, under-served, rural, remote northern Saskatchewan setting. This is a new 3-credit practicum proposal. (Appendix B)
6. A 6-week service learning practicum in a low-resourced, under-served, University of Saskatchewan-approved international setting. This is a new 3-credit practicum proposal. (Appendix B)

### **4.2 Program Description**

#### **Year 1**

- Global Health and Local Communities: Issues and Approaches (CHEP 402.3). (Term 2)
- A 6 week practicum in an low-resource rural, remote northern Saskatchewan health setting (July-August)
- SWITCH (Saskatoon) or SEARCH (Regina) (On-going)

#### **Year 2**

- Global Health 2 (Term 1)
- Training through appropriate accredited language learning center or evidence of proficiency in the main language of the international practicum (Flexible)
- A 6 week service learning practicum in an low-resourced University of Saskatchewan approved international setting (could also be taken in Year 3-4) (June-July)
- SWITCH (Saskatoon) or SEARCH (Regina) (On-going)

#### **Year 3-4**

- SWITCH (Saskatoon) or SEARCH (Regina) (On-going)

### 4.3 Draft Calendar Entry

The Certificate in Global Health is a comprehensive, accredited program that prepares students with the knowledge, skills and attitudes to help them work competently with marginalized under-served communities locally and globally. This program is open to students in the MD program in the College of Medicine. Preference will be given to those with prior coursework and experience relevant to the field of global health. Requirements include course work, a second language, and three practica—inner-city, northern, and international. Rich in interactive, experiential, and didactic learning opportunities, this is currently the only undergraduate global health certificate in Canada.

### 4.4 Program Evaluation and Performance Measures

The Certificate of Global Health will be evaluated on the following measures of success:

- The number of students in the program
- Increased number of students applying to the program
- Increased number of students applying for admission to the College of Medicine because of their interest in global health
- Increased recruitment and support of faculty specializing in global health
- Increased number of students who remain involved in community/global health organizations after graduation
- Increased number of students pursuing graduate level training in global health
- Increased national visibility of global health programs at the University of Saskatchewan
- Increased awareness of links between local and global health issues among graduates of certificate program
- Increased faculty global health awareness and knowledge
- Increased knowledge and skills in core competencies in global health for medical students
- Increased opportunities for the College of Medicine students and faculty to collaborate with other health science units at the University and with communities off campus.

Data will be collected through surveys, interviews and focus groups.

## 5. RESOURCES

### 5.1 College of MEDICINE Approval

The Budget Priorities and Planning Committee (January 2011) and Faculty Council (March 2011) have approved the certificate.

### 5.2 Department of Community Health and Epidemiology Statement

Nazeem Muhajarine, Ph.D  
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The Department of  
Community Health & Epidemiology



UNIVERSITY OF  
SASKATCHEWAN

College of Medicine



November 19, 2010

**Re: Making the links: A Certificate of Proficiency Program in Global Health**

Dear colleagues,

On behalf of the members of the Department of Community Health and Epidemiology (CH&E), in the College of Medicine, I am pleased to write this letter indicating our strong support for the realization of the objectives articulated in the aforementioned proposal.

The proponent group of this proposal has met with the faculty of CH&E and discussed issues relating to the proposed program. We are of the view that this program is not only timely given the rapidly changing global contexts and our response to it as health providers and researchers, but is a program that formalizes a set of training and activities that has been ongoing, with success, for several years. We are enthusiastically in support of this proposed program.

If we could provide further information please do not hesitate to contact us.

Sincerely

Nazeem Muhajarine  
Professor and Chair, Community Health and Epidemiology

## 6. BUDGET

### 6.1 Budget Requirements for Global Health Certificate

This budget was prepared in consultation with financial officers of the College of Medicine

NOTE: Many of the costs indicated for this program currently exist in *Making the Links*. Students are already linked into the University system. There may be new one time costs when new practica sites are required to meet student demand for the program.

Expenditures			2010-11 10 students	2011-12 10 students	2012-13 15 students
Personnel					
	Faculty Program Coordinator <sup>1</sup>	0.25 FTE	32,336	32,336	32,336
	Faculty Practicum Preceptor – N. Sask <sup>2</sup>	6 week	14,924	14,924	14,924
	Faculty Practicum Preceptor - International <sup>2</sup>	6 week	23,076	23,076	23,076
	Administrative Coordinator <sup>3</sup>	0.25 FTE	20,607	20,607	20,607
	Program Secretary <sup>4</sup>	0.25 FTE	13,603	13,603	13,603
	Community Liaison Coordinator stipend <sup>5</sup>		9,000	9,000	9,000
Non-salary expenditures					
	Student food and accommodation <sup>6</sup>		17,000	17,000	25,500
	Student field travel and logistical support <sup>7</sup>		5,000	5,000	7,500
	Preceptor travel				
	International		3,000	3,000	3,000
	Saskatchewan		1,500	1,500	1,500
	Preceptor per diem <sup>8</sup>				
	International		1,825	1,825	1,825

### *Making the Links: A Certificate in Global Health*

Saskatchewan	2,009	2,009	2,009
Office expenses <sup>9</sup>	1,000	1,000	1,000
<b>Total</b>	<b>144,880</b>	<b>144,880</b>	<b>155,880</b>

#### Notes:

<sup>1</sup> Faculty Program Coordinator. This faculty position uses the current U of S position valuation of \$129,343 at .25 FTE. Duties include: leadership and accountability for the program in the College of Medicine; representation of the program to external agencies including practicum sites; teaching of one of the core classes per year; student monitoring and advising.

<sup>2</sup> Faculty Practicum Preceptors. Two on-site faculty preceptors are required to accompany and instruct students during two practica per year (Northern Saskatchewan and International sites). The Northern Saskatchewan Preceptor is remunerated as a non-clinician using the current U of S position valuation of \$129,343 per year, pro-rated for a 6-week period. The International Preceptor is remunerated as a Family Medicine clinician using the current College of Medicine rate of \$200,000 per year, pro-rated for a 6-week period. Duties of each preceptor include: on-site instruction of one of the practicum courses; monitoring of student progress and evaluation of students; interaction with field site personnel and local problem resolution. As the program matures, it is hoped that the capacity of local preceptors will be built so that they could take on these roles.

<sup>3</sup> Administrative Coordinator. ASPA Phase 2 Managerial valued at \$70,451 full-time + 17% benefits, pro-rated to .25 FTE. Duties include: overall administrative responsibility for the program; budget management; program marketing and communication; routine communication with personnel in the practicum sites and students when on their practicum; routine student monitoring and advising.

<sup>4</sup> Program Secretary. CUPE Phase 4 valued at \$3875 per month plus 17% benefits, pro-rated to .25 FTE. Duties include: routine secretarial support for the program; establishment and maintenance of student files; routine communication on behalf of the program under the direction of the faculty and administrative coordinators.

<sup>5</sup> Community Liaison Coordinator. Stipend of \$1500 per year for the local field coordinator in each of three northern Saskatchewan and three international community sites. The Coordinator will assist with local issues including: arrangements for accommodation, meals, and linkage with community leaders, community groups and members; provide cultural training; be a resource for students; in international sites, provide translation service.

<sup>6</sup> Student food and accommodation. Based upon the recent experience of the Making the Links program six week practica: in northern Saskatchewan, \$1000 per student for 10 students = \$10,000; in Mozambique (or other international sites), \$700 per student for 10 students = \$7000. In 2012-13 for 15 students, northern Saskatchewan = \$15,000, international sites = \$10,500.

<sup>7</sup> Student field travel and logistical support (International site only). Based upon the recent experience of the Making the Links program six week practica in Mozambique (or other international sites): \$500 per student for 10 students = \$5000. For 2012-13 for 15 students = \$7,500.

<sup>8</sup> Per diem based upon U of S rates for Mozambique (International practicum: \$37.24 per day x 7 weeks) and Saskatchewan (Northern Saskatchewan practicum: \$41.00 per day x 7 weeks).

<sup>9</sup> Office expenses: stationery, telephone, fax, photocopy and courier charges.

## 6.2 Budget Considerations

Potential revenue includes tuition, alumni contributions, and the Saskatchewan Medical Association (SMA). The Office of the Registrar proposes tuition of \$3000 for the entire program. The SMA currently provides \$27,000 per year toward *Making the Links*. The Association may consider extending this funding to support the Global Health Certificate program.

There is no existing precedent for an undergraduate global health certificate or a certificate at any level that includes as extensive practica opportunities as does this certificate. The cost per student is approximately \$15,000 estimating an intake of 10 students per year and \$11,000 per student with 15 students in 2012-13 and thereafter. Tuition and travel/living costs during the practica will be the responsibility of the individual student.

There is an existing travel awards program available to students participating in international learning experiences. These will be available to students in this certificate program to offset travel and living costs.

Presently the *Making the Links* budget is \$ 11,000 per student. This is paid for by the College of Medicine and a grant from the Saskatchewan Medical Association.

## **7. Support**

### **LETTERS OF SUPPORT**

7.1 P.R. Butt, MD CCFP(EM), Medical Director, Northern Medical Services

7.2 Gerri Dickson, Professor, College of Medicine, Director, Training for Health Renewal Program

7.3 Thomas B. Wishart, Special Advisor on International Initiatives

7.4 Arlene Kent-Wilkinson RN, BSN, MN, PhD, Associate Professor, College of Nursing, University of Saskatchewan

7.5 Carole Courtney, SWITCH Coordinator

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**NORTHERN MEDICAL SERVICES**

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September 17, 2010

Dr. Ron Siemens  
Global Health Initiative  
College of Medicine  
University of Saskatchewan

Dear Dr. Siemens:

***RE: Global Health Certificate***

On behalf of Northern Medical Services, I would like to strongly endorse the Global Health Certificate proposal. Such a program serves to not only attract students with a personal commitment to social accountability, but also nurtures, develops and focuses their passion in a manner that will inform and influence the practice of medicine throughout their professional career. Evaluations from the "Making The Links" students' northern experience reflect the impact this program has on both their personal and professional development. It clearly creates an exceptional learning environment that both challenges and inspires.

A number of the MTL students have indicated a strong desire to enter Family Medicine and provide care to the underserved, if not through Northern Medical Services then through a combination of rural, remote and/or international service.

I applaud the initiative, commitment and thoughtfulness evident in the development of the Global Health Certificate. I strongly believe that it will both attract and develop a unique cohort of medical students who will make a difference in the lives of the underserved through their professional practice. Our communities need physicians with this type of training, and it is clear that it is an experience desired by many students. Please make it happen.

Sincerely,

---

P.R. Butt, MD CCFP(EM)  
Medical Director



**TRAINING FOR HEALTH RENEWAL PROGRAM  
UNIVERSITY OF SASKATCHEWAN  
501 -121 Research Drive  
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August 23, 2010

To whom it may concern:

This letter is to support the College of Medicine's proposal for a Global Health Certificate Program.

As Canadian Director of the University of Saskatchewan's Training for Health Renewal Program (THRP), I am pleased to be part of the growing interest by students and faculty in being an active part of a global community. Over the years in Mozambique, we have hosted over 70 U of S students, as well as faculty, staff and graduates. Many of their efforts could be framed into a systematic, progressive and credited learning path. Formalizing learning in this Global Health Certificate Program will shape career directions and assist in producing a new generation of professionals who can become the future leaders in projects such as THRP. U of S will be known for its cutting edge academic and field preparation in this important area.

On behalf of the Canada-Mozambique project team, I lend my full support to this important proposal.

Sincerely,

Gerri Dickson  
Professor, College of Medicine  
Director, Training for Health Renewal Program

April 28, 2011

Louise Buhler,  
College of Medicine.

Dear Louise:

I am very pleased to write in support of the Global Health Certificate. I realize this letter does not come in time to present it at the meeting of the College of Medicine's Budget and Planning Committee, but hope it can be helpful elsewhere.

I met with Bruce Reeder last spring to learn about the certificate and, this summer, met with Jim Greer and Sheryl Mills who provided me with an update and a description of the involvement and support of the Gwenna Moss Centre.

Given the increasing importance of globalization in all its aspects, the Global Health Certificate is a welcome addition to the Uof S recognitions of accomplishment of our students. It will serve as a nice accompaniment to the International Certificate currently being developed by the International Activities Committee of Council in collaboration with the Gwenna Moss Centre and the Department of Political Studies.

This sort of initiative matches exactly the vision expressed in ***Globalism and the University of Saskatchewan: the Foundational Document for International Activities at the University of Saskatchewan*** and the recommendations made in the Implementation Plan for the foundational document. It will encourage our students to participate in international activities and be helpful, in the long run, in providing them with an international perspective they might otherwise not gain.

I strongly support the Global Health Certificate and wish you and your colleagues great success in promoting it.

Sincerely,

Thomas B. Wishart,  
Special Advisor on International Initiatives



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**June 29, 2010**

To Whom It May Concern:

I am pleased to provide this letter in support of the College of Medicine's curriculum change to include the Making the Links: A Certificate in Global Health. This more formalized approach to the already successful Making the Links program will allow for increased student participation in both Making the Links (MTL) and the Student Wellness Initiative Toward Community Health (SWITCH) one of Canada's only student managed primary health care centres. It would allow the program to qualify as an academic certificate that students could include in their curriculum vitas, which would be a wonderful acknowledgement of their commitment to global health both locally and internationally.

This curriculum change would satisfy the College's desire to institutionalize the MTL program thus furthering the University of Saskatchewan's position as a leader in both social accountability and global health education in Canada and would satisfy the need to accommodate the increasing interest from medical students in global health experiences.

SWITCH would certainly benefit from the fact that students who become a part of the new certificate program would be required to volunteer at SWITCH over the course of their undergraduate medical degree as well as being required to serve on the Board or one of SWITCH's functional committees. These experiences would offer students the opportunity of improving their understanding of the social determinants of health, which would ultimately contribute to the improvement of our health care system.

Community service and experiential learning are becoming increasingly important as a way for students to gain both practical knowledge and experience. The acknowledgement of those experiences is of equal importance and we support your efforts to make those improvements to what is already an outstanding medical curriculum at the University of Saskatchewan.

Sincerely,

Carole Courtney  
SWITCH Coordinator

**Existing course:**

**CHEP 402.3 GLOBAL HEALTH AND LOCAL COMMUNITIES: ISSUES AND APPROACHES**

Through active and participatory learning, students enrolled in Global Health 1 explore issues affecting personal, community and global health development both overseas and locally. Concepts such as determinants of health, globalization and health, and participatory strategies and actions for enhancing well-being are introduced along with related aspects of gender, power, ecology, education, indigenous health, social movements, and foreign aid.

**New courses:**

**CHEP 403.3 GLOBAL HEALTH 2**

Prerequisite: CHEP 402

Using active and participatory learning strategies including case studies and discussion, students will critically examine health care in low-resource settings. Topics include health care challenges and issues, innovative approaches, organizations providing health care, and the management of emergencies in relation to low-resource settings.

**CHEP 410.3 INNER-CITY PRACTICUM**

The inner city practicum will provide a service learning opportunity for students where they can reflect on, utilize and expand their global health knowledge and skills in a field setting. The practicum will be at SWITCH (Saskatoon) or SEARCH (Regina). Students will participate in 15 four-hour shifts at the inner city student run clinic, participate in the regular post-clinic de-briefing sessions with all volunteers and mentors, and be involved in one of the organizational or functional committees of the student run clinic.

**CHEP 411.3 NORTHERN SASKATCHEWAN PRACTICUM**

The practicum will be a six-week 3 credit supervised experience in one of three remote northern Saskatchewan communities. Supervision will be provided by a local field preceptor and the Global Health Certificate Program Director (a University of Saskatchewan faculty member).

**CHEP 415.3 INTERNATIONAL PRACTICUM**

Prerequisite: Students registering for the international practicum will have already completed CHEP 402.3 and CHEP403.3, met the program language requirement, completed the Northern Saskatchewan practicum and be engaged in the Inner City Practicum

Description: The international practicum will provide a service learning opportunity for students where they can reflect on, utilize and expand their global health knowledge and skills in a field setting. The practicum will be a 3 credit, six-week mentored experience at a College of Medicine-approved site in a low resource country. The international practicum experience will be structured by the student and the faculty mentor (advisor) in close consultation with the field preceptor/s at the proposed international site. A variety of experiential approaches and activities may be used to achieve the goals of the practicum.