

## Global Health Exercise

January 2022

As part of the Physician GH&TM Training Curriculum we aim to develop our residents not only into clinically competent and adept clinicians, but also into collaborators and leaders in the field of sustainable healthcare development. For this purpose, one of the mandatory training activities during the GHR is the realization of a global health exercise at your GHR setting and in the outreach communities.

### Learning objective

The learning objective of the Global Health Exercise is to contribute to the medium-long term development and sustainability of comprehensive local health care in your GHR setting and its outreach region. The exercise provides you the opportunity to collaborate with the local team in improving health. You will gain a more profound knowledge of the local setting; cultural aspects, social determinants of health, the health system, and the regional burden of disease. Through this exercise you will demonstrate your skills to achieve EPA 15 and 18 of the Training Curriculum.

### Description of the exercise

You will dedicate the exercise to a locally defined need to improve health(care) within the hospital and/or the outreach area. The exercise can take place at different levels of the health system; the community, a rural health clinic, the hospital or the health district. In order for the result of the exercise to be sustainable, it is of utmost importance to involve all necessary stakeholders in the realization of the exercise. Examples of approaches are an applied qualitative audit, a situational analysis, a project description, an educational activity, a quality improvement cycle, e.g. (see literature suggestions for methodology(Compass, 2022; *The Logical Framework approach (the Logframe)* - *Welcome to Module Three: Evaluation in Public Health* | Coursera, 2022; Shah, 2019) in Appendix 3)

### Procedure

The procedure is as follows:

1. During the introductory meeting with your supervisor he or she will provide you the areas of interests for the GHE in the GHR setting (also available in the Institutional

teams folder) and together you will discuss possible approaches to realize the GHE.

2. Elaborate your proposal according to the GHE format (appendix 1), provided with a Gantt chart that outlines your planning. The minimum time investment for the GHE is 40 hours.
3. Agree the approach with your local supervisor and the local team. Discuss if the approach is ethically sound (CIOMS International Ethical Guideline for health related research) and if ethical approval from a local authority is needed.
4. Send the proposal to the OIGT International liaison officer for approval, before the end of the second month of your GHR. An external evaluator, a professional with affinity to GH&TM, will be assigned to the exercise and will also approve the proposal.
5. Realize the exercise and elaborate the final report according to the GHE format (appendix 1)
6. Upload the exercise report in VREST with your local supervisor as reviewer. In case the exercise is not approved by the local supervisor, make improvements based on the comments and feedback and submit the exercise again.
7. Upload the exercise in VREST with the external evaluator as reviewer. The submission must be realized no later than the last day of your GHR. The exercise will be assessed and provided with feedback by the external evaluator. In case the exercise is not approved, amendments or a redo will have to be made based on the provided feedback.
8. We encourage physicians to publish their report in a paper, for example in MTb. For support contact [MTredactie@nvtg.org](mailto:MTredactie@nvtg.org)

### Assessment

The grading of the exercise will be realized through the evaluation form in VREST. Content and structure of the exercise and report, as well as the level of EPA 15 and EPA 18 (See Appendix 2)

Appendix 1: Global Health Exercise Format

<p>Date:</p> <p>Hospital:</p> <p>Name resident IGT:</p> <p>Name supervisor:</p> <p>Email supervisor:</p>	
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Title:

Background and description of local need:

General/specific objectives:

Methodology, including ethical considerations (if applicable) and Gantt chart:

Results/outcome:

Conclusion:

Recommendations:

Literature:

## Appendix 2: Assessment Scheme

Grade	Content	Structure	EPA 15: Applies knowledge on Epidemiology and Burden of disease*	EPA 18: Contributes to the medium-long term development and sustainability of comprehensive local care*
Excellent	<ul style="list-style-type: none"> <li><input type="checkbox"/> Critical understanding and the ability to select, integrate, compare, interpret and evaluate materials from a range of sources</li> <li><input type="checkbox"/> Robust analysis or application of relevant experience, facts and issues</li> <li><input type="checkbox"/> Exudes creativity, originality</li> <li><input type="checkbox"/> Comprehensive coverage of relevant literature</li> <li><input type="checkbox"/> Is wholly relevant to a locally defined need</li> <li><input type="checkbox"/> The applied methodology is wholly relevant and correct for the locally defined need</li> <li><input type="checkbox"/> All necessary stakeholders have been involved</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Objectives are specific, measurable, achievable, realistic and time-bound (SMART)</li> <li><input type="checkbox"/> Details are integrated into a completely coherent piece showing internal consistency.</li> <li><input type="checkbox"/> Text is very well organised, sections very easy to find, correctly referenced, adequate use of tables and figures</li> <li><input type="checkbox"/> Guides reader at all times through to a very clear and reasoned conclusion/recommendations</li> </ul>	Level 5: Acts as supervisor and instructor	Level 5: Acts as supervisor and instructor
Very good	<ul style="list-style-type: none"> <li><input type="checkbox"/> Critical understanding and the ability to select, integrate, compare, interpret and evaluate materials from a range of sources</li> <li><input type="checkbox"/> Clear and reasonable analysis or application of relevant experience, facts and issues</li> <li><input type="checkbox"/> Is wholly relevant to a locally defined need</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Objectives are specific, measurable, achievable, realistic and time-bound (SMART)</li> <li><input type="checkbox"/> Details are integrated into a completely coherent piece showing internal consistency.</li> <li><input type="checkbox"/> Text is well organised, sections easy to find, correctly referenced,</li> </ul>	Level 4: Acts independently	Level 4: Acts independently

	<ul style="list-style-type: none"> <li><input type="checkbox"/> The applied methodology is wholly relevant to the locally defined need</li> <li><input type="checkbox"/> Necessary stakeholders have been involved</li> </ul>	<ul style="list-style-type: none"> <li>makes use of tables and figures</li> <li><input type="checkbox"/> Guides reader through to a very clear and reasoned conclusion</li> </ul>		
Satisfactory	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows a good grasp of most issues and concepts</li> <li><input type="checkbox"/> The ability to select, compare, interpret, analyse and evaluate material is still adequate</li> <li><input type="checkbox"/> Shows some originality</li> <li><input type="checkbox"/> Is sufficiently relevant to a locally defined need</li> <li><input type="checkbox"/> The applied methodology is sufficiently relevant to the locally defined need</li> <li><input type="checkbox"/> Shows some factual errors or omissions</li> <li><input type="checkbox"/> Some stakeholders have been involved</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Comprises mostly attainable objectives</li> <li><input type="checkbox"/> There is an attempt to organize the work into a coherent and consistent whole but is not convincing</li> <li><input type="checkbox"/> Attempts to guide the reader through to a reasoned conclusion</li> <li><input type="checkbox"/> Might suffer from poor presentation in some parts but is comprehensible</li> </ul>	Level 3: Acts adequately under limited supervision	Level 3: Acts adequately under limited supervision
Insufficient	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows a satisfactory grasp of relevant facts and issues</li> <li><input type="checkbox"/> Shows adequate reading but little originality</li> <li><input type="checkbox"/> Does not cover the subject sufficiently and might be at times irrelevant to the locally defined need</li> <li><input type="checkbox"/> Might have major factual errors or omissions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Objectives are poorly formulated.</li> <li><input type="checkbox"/> Links parts together but shows major inconsistencies</li> <li><input type="checkbox"/> Does not guide the reader and does not always come to a reasoned conclusion</li> <li><input type="checkbox"/> Is in part difficult to follow</li> </ul>	Level 2: Acts adequately under full supervision  Level 1: Has knowledge of	Level 2: Acts adequately under full supervision  Level 1: Has knowledge of

\*For a description of the EPA's see the Training Curriculum 2020

### Appendix 3: Literature suggestions for methodology

Compass (2022) *How to Conduct a Situation Analysis | The Compass for SBC*. Available at: <https://www.thecompassforsbc.org/how-to-guides/how-conduct-situation-analysis> (Accessed).

Davie, S. and Kiran, T. (2020) 'Partnering with patients to improve access to primary care', *BMJ Open Quality*, 9(2), pp. e000777.

Lorenzi, N. M., Affiliations of the authors: University of Cincinnati, C., Ohio (NML), Riley Associates, C. R., Riley, R. T., Affiliations of the authors: University of Cincinnati, C., Ohio (NML) and Riley Associates, C. R. (2022) 'Managing Change An Overview', *Journal of the American Medical Informatics Association*, 7(2), pp. 116-124.

Shah, A. (2019) 'Using data for improvement'.

*The Logical Framework approach (the Logframe) - Welcome to Module Three: Evaluation in Public Health | Coursera* (2022): Coursera. Available at: <https://www.coursera.org/lecture/the-public-health-toolkit/the-logical-framework-approach-the-logframe-OjOMG> (Accessed).

Lorenzi et al. (2021) 'Quality improvement made simple, Available at: <https://www.health.org.uk/publications/quick-guides>