



Small TLEF Project – Final Report

Report Completion Date: (YYYY/MM/DD)

1. PROJECT OVERVIEW

1.1. General Information

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|--------------------------|--|--------------------------|---------------|
| Project Title: | Global Health Curriculum Resource: An Online Resource for Flexible Learning in Global Health | | |
| Principal Investigator: | Videsh Kapoor | | |
| Report Submitted By: | Videsh Kapoor | | |
| Project Initiation Date: | April 2015 | Project Completion Date: | December 2016 |

Project Summary: This inter-disciplinary initiative brought together faculty experts, community partners and students to develop a comprehensive and flexible online resource for global health education aimed at an audience of self-learners with varied backgrounds. Existing global health materials and courses from numerous source institutions were reviewed using standardized evaluation template and synthesized into a comprehensive and easy-to-use web-format curriculum. The new electronic platform of global health resources provides educators with a carefully curated collection of existing global health courses. Educators will be able to select and adapt (if desired) the modules best suited to their teaching needs and to the level of their students. The online learning platform is accessible to anyone at UBC or alumni with a CWL log-in. Content will be updated annually to ensure reliability, consistency and relevance of the resource. This is an open resource allowing anyone to submit content after a review process with goal of continuous improvement and address gaps. On-going evaluation by learners and by faculty will inform improvements in scope and quality of the resource. It is anticipated that this resource will be used by faculty who will select materials from the resource that are focused on specific learning objectives and can form the backbone for a credit course or additional materials for any global health course.

1.2. Team Members – (Please fill in the following table and include students, undergraduate or graduate, who participated in your project).

| Name | Title/Affiliation | Responsibilities/Roles |
|-----------------|---|------------------------------|
| Videsh Kapoor | Clinical Assistant Professor, Dept. of Family Practice | Project lead |
| Andrew Kestler | Clinical Associate Professor, Dept. of Emergency Medicine | Co-project lead |
| Richard Bedell | Clinical Assistant Professor, Dept of Family Practice | Co-project lead |
| Wafa Asadian | PhD candidate, Faculty of Education | Work Learn Project assistant |
| Midori Takeuchi | Computer Science student | Work Learn Project assistant |



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|--------------------|---|---------------------------------------|
| Qian Zhang | Masters in Public Health | RCCBC global health project assistant |
| Jan Hajek | Clinical Assistant Professor, Infectious Diseases, Dept. of Internal Medicine | Course reviewer |
| Jocelyn Conway | NGDI-UBC | Project coordinator, course reviewer |
| Kelly Leslie | Med student | Course reviewer, focus group feedback |
| Kate McWilliams | Med student | Course reviewer, focus group feedback |
| Kia Dullemond | Med student | Course reviewer, focus group feedback |
| Linda Zhang | Medi student | Course reviewer, focus group feedback |
| Katie Baba | Med student | Course reviewer |
| Ashley Yip | Med student | Course reviewer |
| Kiran Dhillon | Med student | Course reviewer |
| Matthew Wiens | Medicine, Post-doctoral fellow, Epidemiology | Course reviewer |
| Serenity Aberdour | Med student | Course reviewer |
| Alexander Lefebvre | UBC Anesthesiology PGY-2 Resident | Course reviewer |
| Erika Neilson | MPH graduate, International Development Graduate, present Medical Student | Course reviewer |
| Meghan Smith | Med student | Course reviewer, focus group feedback |
| Richard Currie | CCFP(EM), Clinical Instructor, Family Medicine | Course reviewer |
| Sophia Park | Med student | Course reviewer |
| Jordan Gibson | Med student | Course reviewer |
| Erin Coates | Med student | Course reviewer |
| Sian Tsuei | R1 Public Health and Preventive Medicine including Family Medicine | Course reviewer |
| Stephanie Chauhan | Master of Occupational Therapy alumni; Clinical Faculty; Occupational Therapist | Course reviewer |
| Heather Braybrook | Med student | Course reviewer |
| Golden Gao | Med student | Course reviewer |
| Alex Mezei | Med student | Course reviewer |
| Jiwei Li | Clinical Instructor Family Medicine. MPH in Global Health. | Course reviewer |
| Nelson Gorrin | 4 th year PhD student. | Course reviewer |



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|----------------|-----------------------------------|-----------------|
| | Pharmaceutical Sciences | |
| Paxton Bach | PGY 3, Internal Medicine resident | Course reviewer |
| Jung-In Choi | Med student | Course reviewer |
| Rozlyn Boutin | Med student | Course reviewer |
| Michael Gallea | Med student | Course reviewer |
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1.3. Courses Reached – Please fill in the following table with **past**, **current**, and **future** courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

| Course | Section | Academic Year | Term (Summer/Fall/Winter) |
|--|---|---------------------------------------|---------------------------|
| MEDD 419, 429, 439 | FLEX (flexible enhanced learning) | MD Undergraduate Program Year 1, 2, 4 | Fall/winter |
| School of journalism | Global Reporting Centre | Masters | Fall/winter |
| Health sciences eg. Pharmacy, Dentistry, Nursing | The platform can be used by many faculties to enhance existing courses with global health content within several courses at undergraduate and postgraduate level; as self-directed learning courses or required coursework if participating in community engagement activities with low-resource populations. | | |
| Applied sciences - engineering | | | |
| Land & Food | | | |
| Education | | | |
| Arts | Himalayan Program | | |
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2. OUTPUTS AND/OR PRODUCTS

2.1. Please **list** project outputs and/or products (e.g. resources, infrastructure, new courses/programs). Indicate the current location of such products and provide a URL if applicable.

| Product(s)/Achievement(s): | Location: |
|-------------------------------|---|
| Global Health Online Resource | http://elearning.globalhealth.med.ubc.ca/ |
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| | |

2.2. Item(s) Not Met – Please list intended project outputs and/or products that were not attained and the reason(s) for this.

| Item(s) Not Met: | Reason: |
|-------------------|--|
| Evaluation survey | The resource was launched in January 2017 with |



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| | <p>promotional activities ongoing. Due to the flexible nature of how this site is being used (self-learners, extra-curricular enhancement of existing programs) , not everyone uses the Review section which helps us evaluate the use of the site. We will focus on more targeted meetings with faculty to assess how this site is being used and can be improved.</p> |
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3. PROJECT IMPACT

What were you hoping to change or where were you hoping to see an impact with this project? The goal of this project was to provide a resource to enhance teaching and learning for both students and educators. **Teaching:** Teaching: Currently, UBC educators in many disciplines must develop their own global health content or use existing off-the-shelf resources from other institutions, which aren't tailored to the specific needs of UBC students. Limitations of curricular space and changing learning styles of a new generation of learners supports the use of easily accessible modules for learning at a point of need "just-in-time-learning". We anticipate the implementation and maintenance of the modular platform will in itself provide ongoing opportunity for cross-disciplinary collaboration and faculty development and potentially to offer course credits and/or opportunities for earning professional certificates (e.g., for course curricula that could be co-branded with those of various UN, government or non-governmental agencies). **Learning:** Students often do not have easily accessible global health educational opportunities. Key components of global health may lie outside the core expertise of their faculty. Even when courses meeting students' needs exist outside of their respective faculties, scheduling or class-size limitations may render these courses inaccessible. An online modular platform makes global health educational materials available to all students. Undergraduate students will be able to take modules as self-directed learning, or with the guidance of their faculty advisers, as part of their chosen program of study. The platform will also be available to graduate students and to any UBC-affiliated person with an interest in learning more about global health. This resource will provide a road map for the global health learning process.

3.1. Were these changes/impacts achieved? How do you know they occurred? – To what extent were intended benefits achieved or not achieved? What evaluation strategies were used? How was data collected and analyzed? You are encouraged to include copies of data collection tools (e.g. surveys and interview protocols) as well as graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.

The new electronic platform of global health resources provides educators with a carefully curated collection of internally- and externally-developed modules. Educators will be able to select and adapt (if desired) the modules best suited to their teaching needs and to the level of their students.

UBC's core value of promoting social accountability and responsibility supports the UBC Medical Undergraduate program's integration of a core theme of global health throughout its renewed curriculum. Similarly, post-graduate medicine departments are exploring the development of global health concentrations and other faculties or schools such as pharmacy, dentistry, nursing, occupational and physical therapy, engineering, and journalism are in various stages of exploring or developing global health educational resources and opportunities. In the short term, students and teachers will benefit from a new wealth of easily-accessible global health resources which are curated. By developing the pilot modules and meeting with many of our interdisciplinary faculty colleagues, we have already begun to break down traditional silos and foster collaborations in global health education. Many health science disciplines offer students opportunities in community-service learning both locally and globally. These courses are now available to them to use with their students to better prepare them in ethical and evidence-based community engagement. Similarly, both the Schools of Engineering, Population and Public Health, Faculty of Land & Food and the Himalayan Program (Arts) and School of Journalism's International Reporting Master Program have expressed interesting utilizing and contributing to this online resource.



We expect to accrue more extensive collaborative benefits in the very near future. This increase in multidisciplinary work will harness expertise spread across many faculties and have the potential to rapidly heighten UBC's global health profile.

3.2. Dissemination – Please provide a list of **past** and **upcoming** scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project.

Global Health Initiative Workshop

Introduction to Global Health lecture Faculty of Medicine Undergraduate Program MEDD 410

Global Health Website <http://globalhealth.med.ubc.ca/the-online-global-health-course-platform-has-been-launched/>

Global Health Newsletter

Rural Coordinating Centre of BC newsletter

Global Health Online network (GHON)

Promotional video <https://vimeo.com/206752689>

4. TEACHING PRACTICES – Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways? Do you see these changes as sustainable over time? Why or why not?

Access to peer-reviewed quality online global health education provides a broader range of teaching tools that can be used in a flexible way to reduce duplication of efforts, harness global expertise (that may not be locally available), and encourage a flipped classroom model of teaching.

5. PROJECT SUSTAINMENT – Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?

One of the biggest challenges will be to maintain the site and keep it updated, current, and relevant. This will require regular updates and additions of new courses. It is hoped that with improved networking with the global health community at UBC, this site will be a place that encourages contributions and reviews, and stimulates the development of new online courses locally. We will continue to share the site on newsletters, through our global health website, social media, and in faculty development forums. Ongoing and future tasks include: (1) updates and additions to the materials, (2) usage diagnostics to assess traffic, apart from user dependent reviews and (3) improving visibility of the resource.