Engaged Global Health Partnerships
November 12, 2014

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Engaged Global Health Partnerships: MichiGhana 1993 to present
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I have no personal financial or other conflict of interest to declare with regard to this presentation. The Ghana project described was funded in large part by the Carnegie Corporation of New York. I have no personal or financial relationship with that organization.
Ghana Postgraduate Ob/Gyn Training (Residency)

- Established 1989 (Carnegie Corporation, RCOG, ACOG and Ghana Management Committee) – Ghana “picks” best from other models and adapts to local history & culture
- 5 Year Curriculum (includes GIMPA and community research and practice)
- Goal: FWACS Certification as qualification
- Why OBG? – Safe Motherhood Initiative to reduce maternal mortality
Traditional “Three legged stool”:

- CLINICAL CARE – TEACHING – RESEARCH
- ADD 4th LEG: LEADERSHIP AND ADVOCACY/ACTIVISM

- Developed Critical Mass (over 140 trained, retention nearly 100%, faculty development, medical student and house officer education, “trickle down”)
- Post-Training Experience for leaders (Maternal fetal medicine, MPH, ultrasound, oncology, urogynecology, family planning)
- One Dean and 5 department chairs all graduates of the program
- Pipeline (faculty, private sector, regional hospitals) critical mass for distribution to meet Health Services needs.
- Publications including 4 text books.
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LESSONS FROM THE GHANA POSTGRADUATE TRAINING PROGRAM IN OBSTETRICS AND GYNAECOLOGY
- IN-COUNTRY TRAINING
- ECONOMIC STABILITY AND HOPEFUL FUTURE
- NATIONAL AND SOCIAL/FAMILY RESPONSIBILITY

- PEDIATRICS
- FAMILY MEDICINE
- PHYSICAL MEDICINE & REHABILITATION
- EMERGENCY MEDICINE
- NURSING, NURSE MIDWIFERY
- DENTISTRY
- PHARMACY
- PUBLIC HEALTH
Since 2004 medical students (2-4 per year) have been exchanged between UMMS and UGMS/KNUST - curriculum has been a typical M4 experience.

Expanded in 2008 to 12 Medical students from UGMS and KNUST to do “senior clerkships” at UMMS in OBG, Pediatrics, Family medicine, Emergency medicine, Internal medicine or Physical Medicine and Rehabilitation

Plan in 2015 to begin M3 core OBG clinical clerkship for UM student at KNUST in Kumasi.
- OB/GYN
  - Examination of the Pregnant Patient (KNUST)
  - Total Abdominal Hysterectomy (UG)
  - Caesarean Section (UG)
  - Episiotomy and Repair (UG)
- Internal Medicine
  - Buruli Ulcer (KNUST)
  - Sexually-transmitted Diseases (UG)
  - Interpretation of Automated Blood Counts (KNUST)
  - Clinical Chemistry: Glucose Tolerance Test (KNUST)
- Microbiology
  - Clinical Cases in Microbiology (KNUST)
  - Laboratory Methods in Microbiology (KNUST)
  - Introduction to Virology (KNUST)
- Behavioral Science
  - The Mental State Examination (KNUST)
Engaged Global Health Partnerships: The Michigan Model

LESSEONS LEARNED –GHANA 2014

- Long term partnership
- Local decision making based on shared experience
- Bilateral exchange
- Transparency (financial, administration, etc)
- Capacity building
- Long term sustainability
- Personal relationships and commitment
- Ghana
- South Africa (Capetown, Durban)
- Sao Paulo, Brazil
- Equador (Quito)
- China (Beijing Univ, Peking Union, Shanghai)
- New Delhi – All India Institute
- Ethiopia

Engaged Global Academic Partnerships: The Michigan Model

Traditional “Three legged stool”:
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- ADD 4th LEG: LEADERSHIP AND ADVOCACY/ACTIVISM
TIM’S TAKE
HOME IDEAS & MESSAGES

• “BUT FOR…..”
• OPPORTUNITY FAVORS A PREPARED MIND - BE PREPARED TO ENGAGE
• GETTING TO “YES”/THINK POSITIVE

• PICK ONE COUNTRY

• THE OLDEST INSTITUTIONS IN WESTERN CIVILIZATION ARE:
• THE OLDEST INSTITUTIONS IN WESTERN CIVILIZATION ARE:
  • THE CHURCH
  • UNIVERSITIES

• THE UNIVERSITY AS A NEXUS FOR GLOBAL PARTNERSHIPS: ACADEMIC VALUES

• WHAT STUDENTS SHOULD EXPECT:
  • ESTABLISHED PROGRAMS
  • SAFETY
  • SUPERVISION
  • CURRICULUM
  • EVALUATION & FEEDBACK
  • ACADEMIC CREDIT

• WHAT STUDENTS SHOULD DEMAND:
  • ETHICAL (BILATERAL)
  • SUSTAINED
  • HONEST
  • CHARTER PRINCIPLES
**MAJOR LESSON**

ONE ALWAYS RECEIVES AND LEARNS MORE THAN ONE GIVES WHEN ENGAGED IN GLOBAL PARTNERSHIPS

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**WHAT UNIVERSITIES NEED TO DO IN THE NEW MILLENNIUM DEALING WITH GEN Xer’s AND MILLENIALS**

- Listen to/act on student feedback
- Be responsive to student suggestions
- CHANGE using lessons learned from partners and students.

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**THIS IS FUNDAMENTALLY A MODEL IN DISRUPTIVE, RADICAL, TRANSFORMATIVE, SUSTAINABLE PROGRESSIVE CHANGE USING ACADEMIC PARTNERSHIP AS A LABORATORY WITH LEADERSHIP AT ITS CORE**
• CHANGE using lessons learned from partners and students:
  • Curriculum
  • Programs
  • Institutional practices and structures
  • Students as engaged partners and leaders

THESE WHO STAY WILL BE CHAMPIONS

THE BEST WAY TO PREDICT THE FUTURE IS TO CREATE IT
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