

Title: Examining Global Health and Medical Education: Structures for a Sustainable Future

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## **Background**

As Global Health (GH) initiatives shift to health systems strengthening, clinical and educational partnerships continue to play an important role. With US medical schools continuing to integrate GH into their undergraduate and graduate medical curricula, close examination of the current landscape of GH programming is crucial.

## **Methods**

Our objective is to characterize administrative and logistical structures of school of medicine-based GH initiatives at US institutions. The analysis included top 30 NIH-funded universities with a focus on geographic and size diversity. Data collection was limited to publicly available information from institutional websites. Among the topic areas queried were organizational structure, staffing, funding, collaboration, medical education and training programs, and faculty development.

## **Results and Discussion**

Features of sustainable GH initiatives were administrative staff in areas including program and project management, research, and grant writing. A few institutions included an external leadership council, reflecting collaboration with philanthropy, government, and industry partners. Educational programming included unified, vertically-oriented GH curricula for undergraduate and graduate medical education, involving a range of clinical departments. Projects relied on established international partnerships, but few included bidirectional educational exchange. The majority of project support was through extramural funding; though, several institutions benefitted from sizable philanthropic contributions.

## **Conclusions**

Bidirectional institutional partnerships facilitate durable and sustainable clinical, educational and research endeavors. While extramural funding drove projects, large philanthropic or institutional funds supported education efforts. Centralizing GH

education efforts can bolster program efficiency, sustainability and international exchange to further the mission of educating the GH workforce of tomorrow. Future directions will involve characterizing the role of surgical departments within these initiatives.