Introduction

• Global Health emerged as a discipline in the early 2000s, and is now well established within hegemonic academia
• Understanding the current landscape of this field can help gain insights into the trajectory of global health in its quest to provide better health outcomes

Objective of the Study

Assess and begin to characterize the current state of the global health field. Specifically, we would like to explore the language used to describe global health priorities, pertinent strategies and subjects under discourse by global health researchers, and changes in global health training in response to the development of the field beyond academia.

Methods

• Conduct background research on global health field/training in early 2000s
• Chart and analyze recent articles (2014-2023) on PubMed related to “teaching global health equity”
• Identify key concepts/ideas portrayed, use findings to isolate most significant priorities of current researchers

Results: Key Terms/Concepts Related to Global Health Equity

Cultural sensitivity/intercultural communication
• Implementing cultural sensitivity into global health training and medical practitioner programs
• Emphasis on intercultural communication necessary to foster healthy, sustainable relationships

Power dynamics
• Power imbalance in influence of Global North vs. South, HIC (high income countries) vs. LMIC (low/middle income countries), etc.
• Redirection of funds, authorship, power to LMIC institutions, establish effective equity and autonomy in GHP partnerships

Systemic change
• Establishment of leadership programs and empowerment initiatives for students in underprivileged areas/institutions

Decolonization
• Eliminating colonial influence from “savior model” to transform research ventures, language glamorizing missionary work, etc.

Biosocial/interdisciplinary approach
• Incorporating diverse range of biological and social disciplines into training curricula

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Discussion

• Health equity remains the most critical point of discussion/contention among LMIC/HIC institutions and researchers
• Active efforts exist to foster cultural sensitivity both within and outside of global health training

Questions

• What are the persisting challenges encountered by students pursuing post-graduate pathways?
• How have collaborations between HIC and LMIC institutions evolved in addressing global health disparities over time?

Conclusion

• As institutions continue to make strides towards fostering equitable partnerships and decolonizing global health practices, it is important to monitor the evolving language used in academic discussions on global health, ensuring that each step taken leads us closer to achieving equitable healthcare outcomes.
• Future research: analyzing LMIC authorship/presence in global health, determining sustainability of equitable institutional partnerships, evaluating widespread adaptation of global health curricula, assessing the impact of incorporating local knowledge/priorities into global health priorities

References

https://tinyurl.com/SARefferences

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