What is The Bellagio Global Health Education Initiative (BGHEI)?

**FOUNDATION OF THE INITIATIVE:**
- In June 2015, a diverse group representing high-, middle-, and low-income countries met to address key limitations within academic global health, including lack of integration into core medical curricula, uncertainty regarding methods of teaching and assessment, lack of guidance for students seeking expertise in global health, and bias favoring students and institutions from high-income countries.
- The meeting established the Bellagio Global Health Education Initiative (BGHEI)

**CURRENT PARTICIPANTS:**
- 19 individuals from 16 institutions and 10 countries (including 6 low- and middle-income countries)
- Clinical faculty, educators, administrators, and trainees are represented

**VISION OF THE INITIATIVE:**
- To develop equitable and ethical opportunities for engaging all medical students around the world in global health education
- To support integration of key global health education principles into curricula at all medical schools around the world by 2025
- To educate a more experienced and prepared health care workforce that can succeed in better serving diverse individual patients and communities

**MISSION OF THE INITIATIVE:**
- To define, implement, and evaluate a standardized curriculum for global health that could be implemented at institutions around the world
- To develop a curriculum that promotes an educational process in which trainees achieve new ways of experiencing, perceiving, and thinking which facilitates personal and professional growth
- To focus the assessment of student global health experiences on the concept of critical self-reflection
- To promote and disseminate best practices in global health education, including the logistics of managing institutional partnerships

**Specific Objectives of the Bellagio Initiative for Global Health Education**
- Focus on what is unique and specific to global health, and, in particular, what should be taught to all medical students regardless of career goals
- Focus, additionally, on advanced/specialized knowledge for a subset of students with a special interest in careers in global health
- Capture universality, that is, propose themes that apply to any student regardless of his or her home site and regardless of his or her away site.
- Develop a basic, practical curriculum that would be possible to implement in medical schools around the world
- Foster bi-directionality by paying specific attention to students from low- and middle-income countries participating in global health experiences and not only those from high-income countries
- Emphasize the uniqueness of the experience at the away site
- Design experiences to promote transformative learning rather than to focus on the acquisition of discrete facts

**GOING FORWARD:**
- Working groups focus on the current state of global health education around the world, curriculum development, and guidelines related to assessment
- BGHEI is seeking to expand its membership, particularly among leaders in global health from low- and middle-income country stakeholder institutions
- A follow-up meeting will be held in November 2016

What is a Universal Core Curriculum for Global Health?

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<tr>
<th>Term</th>
<th>Definition</th>
<th>Example</th>
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<tr>
<td>Global Health</td>
<td>A field of healthcare rooted in the concepts of health equity, collaborative and multidisciplinary practice, patients and populations, and cross-cultural interactions</td>
<td>A Thai physician providing health care to Burmese refugees, a British physician working at a tuberculosis clinic in London, and a Mexican-American physician overseeing community health workers in Mexico City are all practitioners of global health</td>
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<td>Core</td>
<td>Fundamental to the education of all trainees, regardless of specific interest or ultimate career choice</td>
<td>Just as a medical student who intends to pursue a residency in psychiatry must demonstrate proficiency in basic suturing skills, she should also be proficient in identifying health disparities relevant to her patients</td>
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<td>Universal</td>
<td>Applicable to all trainees, regardless of their country or institution of origin and regardless of the country or institution in which their educational experience occurs</td>
<td>A Ugandan medical student rotating in San Francisco and an American medical student rotating in Uganda should both understand the social determinants of health for patients with HIV/AIDS in their respective settings</td>
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What is Unique about BGHEI’s Approach and Ideas?

**Concept 1:** A balanced focus on high-income and low- and middle-income country institutions and students. The voices of LMIC institutions are paramount in the development of global health education experiences, and LMIC partners should be actively involved in the development of a curriculum.

**Concept 2:** Harnessing the “away” site as a key location for global health education. The “away” site is in a different health system context from a medical student’s primary training site, and the unique challenges and opportunities specific to the site must be considered.

**Concept 3:** “Core” versus “specialist” themes in the development of global health curricula. A universal core curriculum focuses on core themes which are described above, but themes specifically focused toward students who are seeking a career in global health should also be articulated.

**Concept 4:** Striving for transformative learning. Objectives and competencies incompletely capture the spirit of global health. Instead, experiences should be designed to maximize the likelihood of transformative learning, or the potential of fundamentally altering a student’s worldview and future practice.

**Concept 5:** Reflection and debriefing in the assessment of global health education experiences. Assessment of global health experiences should rely heavily upon the principles of reflective learning and debriefing, both of which ideally occur throughout an experience, rather than on traditional methods of observation and evaluation.

Key Principles in Teaching and Assessment of Global Health Experiences

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<td>Formal Curriculum</td>
<td>The prescribed program of experiences organized in pursuit of competence in global health</td>
<td>A Canadian medical school designs a global health clinical rotation for all students</td>
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<td>Hidden Curriculum</td>
<td>The curriculum that the learner experiences, including unintended and informal portions of the curriculum</td>
<td>While on an elective in Mexico, a student meets a local medical student for lunch and learns about how the challenges she faces as a female provider and how this is shaping her career choices</td>
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<td>Student Agency and Self-Directed Learning</td>
<td>Students who wish to achieve proficiency in global health will likely have to take on an unusual amount of responsibility to optimize their own education</td>
<td>When the supervising clinician for an HIV clinic session does not arrive to the hospital in Rwanda because of a roadblock, a British medical student arranges the opportunity to shadow an HIV community health worker instead</td>
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<td>Reflective Learning</td>
<td>Learning that involves self-reflection by participants through critical examination of expectations and experiences</td>
<td>A Colombian medical student rotating in Atlanta writes in a blog about how she is surprised to witness inefficient care in the U.S.</td>
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<td>Transformative Learning</td>
<td>Learning that transforms the assumptions and expectations of the learner</td>
<td>An Israeli student rotating in India witnesses efficient, low-cost care delivered at a regional hospital, opening her eyes to the fact that high-quality care can be achieved in settings that are resource-poor and countering the hidden curriculum of her home institution, that rich resources are a sine qua non for high-quality care</td>
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More Information about BGHEI

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