



**NOSM**  
UNIVERSITY

# **Global Health Strategy and International Partnership Priorities**

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# EXECUTIVE SUMMARY

## Scope of Document

This document provides a brief overview of Global Health activities at NOSM University (NOSM U). Its main intent is to summarize feedback from the NOSM University Advisory Group on Global Health and International Relations (NAGGHIR) for a Global Health Strategy and International Partnerships at the University. A first draft was circulated to NOSM University's Executive Group, Undergraduate Medical Education portfolio, and Postgraduate Medical Education portfolio and their feedback was included as well.

## NOSM University's Advisory Group on Global Health and International Relations (NAGGHIR)

The NAGGHIR was convened three times over 2021-2023, co-chaired by the Vice Dean of Research, Innovation and International Relations and the Global Health Coordinator, to advise on the development of NOSM University's Global Health Strategy and International Partnerships. Membership of the NAGGHIR includes the Associate Dean of Undergraduate Medical Education (UME); Post-Graduate Medical Education (PGME) and Health Sciences learners; faculty from the Clinical, Human Sciences and Medical Sciences divisions; and UME, PGME and faculty Affairs staff. Members of the NAGGHIR provided input through meetings, correspondence, and a questionnaire (7/14 members responded, see Appendix A).

### The summary of findings from the NAGGHIR will help to clarify:

1. The context: Why Global Health?
2. A working definition for Global Health
3. The vision, mission, and values for Global Health at NOSM University
4. Goals and priorities
5. Guidance for international partnerships

## Importance

Developing a Global Health Strategy and International Partnerships has several benefits for NOSM University as it evolves into an independent University. Experiences in Global Health are beneficial to learners and faculty. It emphasizes primary care and preventive medicine, interdisciplinary care, increases the likelihood of caring for disadvantaged populations and ethnic minorities, improves diagnostic skills and increases interest in humanitarianism and public health.<sup>1-3</sup> It opens opportunities for transnational collaborations in research, education, and service delivery. There are also corresponding accreditation requirements.<sup>4</sup> Beyond the intrinsic value to NOSM University, there is an ethical and moral imperative to help, where and when NOSM University can, address health equity on a global scale. This resonates particularly well with the principles of social accountability on which the school is founded. As an important step to transitioning towards an independent University, NOSM University must develop its 'Global Health Identity.'

## What is Global Health?

Although frequently referenced, a concise definition of Global Health has been elusive and has inherent challenges in defining its meaning, scope, and goals. It has been defined as “an area for study, research, and practice that places a priority on improving health and achieving health equity for all people worldwide.”<sup>5</sup> It has been articulated as “health issues that transcend national boundaries and governments and call for actions on the global forces that determine the health of people.”<sup>6</sup> It often references public health and is accused of being nothing more than a politically correct updating of international health.<sup>7</sup> Nonetheless, and perhaps the most concise definition, is that proposed by Beaglehole & Bonita who define Global Health as a “collaborative trans-national research and action for promoting health for all.”<sup>8(p1)</sup> The development of its Global Health identity and focus, NOSM University has to consider and define the meaning, scope and goals of Global Health at the University.

## Global Health at NOSM University

### Institutional Focus for Global Health

*“Collaborative partnerships and advocacy towards social accountability and global health equity through health professional education, research and service delivery that links expertise with overcoming local, Northern Ontario health inequity to other, similar global contexts.”*

### Vision Statement

*“Advancing global health equity through social accountability, advocacy and innovative health professional education and research from Northern Ontario.”*

### Mission Statement

*“To improve global health equity through collaborative partnerships and by sharing expertise in social accountability, innovative health professional education and research for Northern, rural and remote communities and Indigenous and Francophone populations.”*

### Global Health Values

- Social Accountability & Guiding Values of *Relevance, Quality, Cost-Effectiveness, Equity*
- Community Engagement
- Meaningful Partnerships
- Reciprocity
- Respect and Inclusiveness
- Innovation



# CONTEXT AND OPPORTUNITY: GLOBAL HEALTH AT NOSM UNIVERSITY

## Past and Present Global Health Activities

Currently, NOSM University’s identity in global health has been a work-in-progress through the Global Health Coordinator’s role and focused on UME. The current working vision for Global Health at NOSM University has been that **“Global Health at NOSM University exists at the intersection of social accountability, NOSM University’s social accountability mandate and Global Health domains that reflect these ideas.”** Under this vision, NOSM University has managed to develop and provide oversight for Pre-Departure Training, and International Elective Approval and established a Global Health Consultation Group. Other projects currently under development include a Global Health Certificate Program, Global Health Elective, Global Health Fund and ongoing cataloguing of the external Global Health organizations learners and faculty participate in. Learners have also been active and have long established a NOSM University Student Global Health Group with connections to the Ontario Medical Students Association (OMSA), Canadian Federation of Medical Students (CFMS) and the International Federation of Medical Schools Association (IFMSA) and have hosted various learner driven events.

NOSM University has a history of formal and proxy involvement in Global Health activities and International Partnerships. Formal Global Health activities have focused on encouraging social accountability and distributed community-engaged medical education globally. A few examples would include assisting the Arctic University of Norway establish a medical education program and the University’s presence within The Network: Towards Unity for Health. Proxy involvement includes Global Health activities that NOSM University learners and faculty participate in on their own. learners have long accessed the International Federation of Medical Students Association (IFMSA) International Electives database. There are also examples of faculty-driven initiatives, such as the Sudbury-based Anesthesia residency program, which has participated in exchanges in Guyana through McMaster University.

## Current International Partnerships

Currently, NOSM University does have partnerships in place, which have seldom been used and/or renewed. There are also several independent relationships NOSM University is ‘involved with’ through its faculty and learners. These partnerships involve medical schools and organizations aligned with NOSM University’s vision, mission, and values.

Table 1 – Active / Inactive NOSM University Historical Partnerships

Medical Schools				
Ben-Gurion University of the Negev (Israel)	James Cook University School of Medicine (Australia)	University of Queensland (Australia)	Elon University (North Carolina)	Flinders School of Medicine and Dentistry (Australia)
Maastrich University, faculty of Health, Medicine and Life Sciences (Netherlands)	Monash University, faculty of Medicine, Nursing and Health Sciences (Australia)	UiT The Arctic University	Umeå University, faculty of Medicine (Sweden)	University of Limerick (Ireland)
Walter Sisulu University, faculty of Health Sciences (South Africa)	Ateneo Zamboanga University School of Medicine (Philippines)	Youjiang Medical University for Nationalities (China)	University of Western Australia, faculty of Medicine, Dentistry and Health Sciences)	

Institutional Memberships				
The Training for Health Equity Network	The Network: TUFH	Consortium for Longitudinal Integrated Clerkships	AFMC: Global Health Network	CFPC: Besrour Centre
Consortium of Universities for Global Health	Canadian Coalition for Global Health Research	Beyond Flexner Alliance	Foundation for Advancement of International Medical Education and Research	

## Social Accountability and Global Health

Social accountability in medical education, by definition, creates some tension with Global Health. As defined by the WHO<sup>9</sup> and raised in several other social accountability tools<sup>10-13</sup> there is the need to focus on and understand the needs of people, diverse populations and communities within the defined region that a medical school serves. Looking outward and trying to address the needs of other international jurisdictions may deter NOSM University’s social accountability mandate. Nonetheless, social accountability is a global movement<sup>13</sup> and there are multiple health professional education programs and schools that adopted this framework<sup>14</sup> presenting an opportunity to solidify social accountability as the framework for health professional education around the world, with NOSM University as a global leader and participant.

## Exchanging Knowledge with Similar Sociodemographic and Geographic Global Contexts

Assuming an international leadership role for social accountability in health professional education, NOSM University has the direction to promote and improve healthcare in other Northern Canadian regions and global contexts. When NOSM University was first conceived letters patent directed the University to address the needs of Northern Ontarians, rural and remote communities, and Indigenous and Francophone populations, but also to further the understanding of health and healthcare in other Northern Canadian regions and other global contexts. NOSM University could be a global leader, assisting other medical schools that aspire towards social accountability, in areas where it has gained and could share expertise that intersects with global health domains.

## Accreditation Standards

Multiple accreditation standards relate to Global Health. Notably and *11.3 - Oversight of Extramural Electives*. Global Health activities also address standards *1.1.1 – Social Accountability*, *7.6 - Cultural Competence and Health Care Disparities*, *7.7 - Medical Ethics*, *7.8 Communication Skills*, *7.9 - Interprofessional Collaborative Skills* and *7.10 - Professional and Leadership Development* amongst others. These are opportunities for the school to take education activities that it already does, such as those in CBM 106, and ‘make-the-link’ to the Global context.





## Evolution into an Independent University

There are endless opportunities to build on what has already been accomplished by NOSM University under Global Health. As NOSM evolves into NOSM University there are intrinsic motivations to continue with oversight of International electives for NOSM University learners, expanding beyond the UME program into PGME and other programs NOSM University will offer as a full fledged University. There are also a few notable projects that should be realized to completion including a Global Health elective, the Global Health Certificate Program and Global Health Fund. NOSM University must continue to address the accreditation standards but also has an opportunity to augment its accreditation status by looking beyond standard 11.3 (oversight of extramural electives). There are possibilities for partnerships that provide opportunities to both learners and faculty in the areas of healthcare service delivery, medical education and research. Beyond these intrinsic motivations, there is also a strong moral and ethical imperative to address health inequity on a global scale that should be embraced by the University, particularly in low-resourced settings and to share what the University has learned in its evolution with others, who face similar contextual challenges. Either way, there are opportunities for reciprocal benefits between NOSM University and other institutions it partners with.

As NOSM University evolves, important questions to answer will be: What is Global Health at NOSM University? With whom and how will the University establish international partnerships? How will educational curriculum, residency, fellowship programs and faculty development adapt?

A redeveloped approach to Global Health will benefit NOSM University as it evolves into a University. A NOSM University Global Health identity, with a clearly outlined institutional focus for Global Health, as well as vision, mission, values, and goals will help set this path forward. These would be critical elements that can guide International Partnerships. The possibilities are endless for relationship building, exchange programs, faculty leadership, conjoint funding for education and research and meaningful international partnerships that emphasize NOSM University's ongoing commitment to social accountability.

# NOSM UNIVERSITY'S GLOBAL HEALTH STRATEGY

## (SUMMARY RECOMMENDATIONS OF NAGGHIR)

### Global Health Definition(s)

A concise definition of Global Health is elusive and has inherent challenges in defining its meaning, scope, and goals. It has been defined as “an area for study, research, and practice that places a priority on improving health and achieving health equity for all people worldwide.”<sup>5</sup> It has been articulated as “health issues that transcend national boundaries and governments and call for actions on the global forces that determine the health of people.”<sup>6</sup> It often references public health and is accused of being nothing more than a politically correct updating of international health.<sup>7</sup>

Nonetheless, and perhaps the most concise definition, is that proposed by Beaglehole & Bonita who define Global Health as a “collaborative trans-national research and action for promoting health for all.”<sup>8(p1)</sup> It would also be reasonable to conceptualize global health through the World Health Organization’s constitutional principles.<sup>15</sup>

### NOSM University’s Global Health Identity

#### Institutional Focus for Global Health

*“Collaborative partnerships and advocacy towards social accountability and global health equity through health professional education, research and service delivery that links expertise with overcoming local, Northern Ontario health inequity to other, similar global contexts.”*

Table 2. NAGGHIR identified themes for NOSM University’s institutional Global Health Definition

Social Accountability	Global Health Domains	Health Equity	International, Worldwide, Global Contexts
Linked to Northern Ontario and Canadian low-resourced Settings (rural, remote, isolated, underserved communities)	Collaboration / Empowerment: Trans-national; cross-border; low or mid resourced settings; developing countries	Priority Populations (Indigenous, Francophone, Rural)	Equitable Health for all (health inequity, barriers to access care, social determinants of health)
Cross-community	State of health from Global perspective	Research	Transcend international contexts
Low-resourced settings	Global Health Governance	Drive change	
Medical Education	Cross-cultural	Public Health	Planetary Health
Foster desirable attitudes and values (social accountability, serve disadvantaged populations, advocacy, primary care/ generalist, interdisciplinary)	Focused on areas of expertise (education, research, Northern, rural and remote; Effects of colonialism on Indigenous health; UNDRIP; Francophones)	Health impacts of all people across the world	Leaders with our expertise in Northern Ontario low-resourced settings, Indigenous, Francophone populations

#### Vision Statement

*“Advancing global health equity through social accountability, advocacy and innovative health professional education and research from Northern Ontario.”*



**Table 3. NAGGHIR proposed visions statements for NOSM University's Global Health Identity**

Intersecting Global Health domains with social accountability across education, healthcare service delivery and research.
International Relationships to Advocate for and Recognize Global Health Care Needs.
Incorporating global strategies to improve health outcomes for at-risk populations.
To lead innovation in education and research and partnerships for a healthier world.
Collective action for minimizing health inequities across the globe.
Global collaboration and knowledge exchange for healthier northern, rural, and remote communities around the world.

**Mission Statement**

*"To improve global health equity through collaborative partnerships and by sharing expertise in social accountability, innovative health professional education and research for Northern, rural and remote communities and Indigenous and Francophone populations."*

**Table 4. NAGGHIR proposed mission statements for NOSM University's Global Health Identity**

To pursue social accountability in global health through reciprocal partnerships in education, research and healthcare service delivery.
To recognize global health care needs through research, relationships, and electives and to provide attainable solutions, education, and advocacy surrounding these identified needs
"To improve the health of at-risk populations by being socially accountable in our education and research programs while advocating for health equity."
To work innovatively and collaboratively with underserved populations and low-middle income countries (LMIC) to focus our education, research and clinical aid on addressing challenges to health inequities that exist across the globe.
"To improve the health of northern, rural, and remote communities globally, through socially accountable and equity-focused education and research"

**Global Health Guiding Values****Table 5. NAGGHIR proposed Global Health values**

Social Accountability	Reciprocity	Innovation in Northern, rural and remote Global Health	Cultural Continuity; Cultural Respect
Commitment	Awareness	Collaboration; Empowerment	Connectedness
Education	Stewardship	Consequential Compassion	Inclusiveness
Respect	Innovation	Knowledge Sharing	Fairness
Collective Approach/Action	Continuity	Social Justice	North-South Collaboration
Reduce disease	Improve Health	Educate	Environmental Factors
Cost-effectiveness	Equity	Partnerships	Community Engagement

## Social Accountability

Central to NOSM University's Global Health Identity is the commitment to the WHO's<sup>9</sup> definition and framework for social accountability. This core principle encourages the University's Global Health activities to be guided by the values of relevance, quality, cost-effectiveness, and equity and to determine its best course of action through community engagement and partnerships with key stakeholders. Social accountability encourages the University to strike a balance between its obligation to be accountable to Northern Ontario's communities, whilst considering how it can contribute to improving global health equity.

### Guiding Social Accountability Values

**Relevance:** directing efforts towards addressing important, locally relevant problems of those who are the most marginalized, underserved and who experience the greatest inequity with local resources.

**Quality:** optimizing any health-related services (education, research, healthcare) to be comprehensive, evidence-based, to expected professional and accreditation standards and that account for social and cultural contexts.

**Cost-Effectiveness:** having the greatest impact while using the least number of available resources.

**Equity:** helping to create fair and just opportunities for all, where the degree of available opportunity relates directly to specific needs or abilities and where services are delivered free from discrimination of any kind.

**Community Engagement:** prioritizing and establishing proactive, continual partnerships with the community, in all Global Health activities, to gather information that will be used in the decision-making processes and moving beyond 'informing, consulting and involving' towards collaboration and empowerment.

**Meaningful Partnerships:** NOSM University will develop, create, and sustain cooperative links with other organizations or institutions through mutually defining agreements

that are collaborative and empowering. Comprehensive partnerships should identify, and if possible, include, the relevant six key stakeholder groups in the WHO's Partnership Pentagon<sup>16</sup> and the Partnership Pentagon Plus.<sup>17</sup> These include policymakers, health administrators, academic institutions, health professionals, community, and linked sectors (i.e., agencies that governed the resources that impact the social determinants of health).

**Reciprocity:** NOSM University should keep the condition of reciprocity central to its Global Health activities and extend reciprocal benefits to any partner institution or organization in good faith and on an equitable basis.

**Respect and Inclusiveness:** respect for diversity on social, demographic, economic, regional, religious, sexual or gender orientations, political, physical abilities, gender, ethnic or cultural backgrounds that are seen or unseen must be accounted for. All partner organizations, their learners, faculty, or delegates should feel a sense of inclusiveness with NOSM University.

**Innovation:** NOSM University should continue to realize its vision of 'Innovative Education and Research for a Healthier North' through its Global Health activities, but also help innovate in other Global contexts and contribute to Global Health equity through this innovation.

## Goals

### 1. Identify and establish committed transnational partnerships.

- Develop a transnational partnership framework or tool that addresses reciprocal opportunities for learners, faculty, and research and that promotes social accountability in health professional education.
- Develop a core NOSM University Global Health Network for comprehensive partnerships

Identify a prospective list of partner institutions (one per continent) that embrace social accountability and that exist in similar socio-geographic contexts (i.e., Northern, rural, and remote; focus on Indigenous populations, etc.)



Identify a prospective list of transnational organizations to promote social accountability in healthcare.

- Develop a secondary list of prospective institutions for limited, targeted partnerships (i.e. only PGME Fellowship exchanges).
- Engage identified NOSM University Global Health Network partners and institutions identified for limited, targeted partnership in establishing committed agreements.

## **2. Create Global Health opportunities and exchanges for learners, faculty and research.**

- Global Health / International Experiences

Seek and support Global Health Educational opportunities for learners and faculty.

Formalize and automate the UME and PGME Global Health / International Elective Approval Process.

Develop a similar Global Health / International Health Preparation Process for faculty.

Promote the benefits of Global Health / International Electives

Promote Global Health / International opportunities through NOSM University Global Health Network

Mandatory Pre-departure training for learners.

Embed reciprocity.

- Complete the development of a Global Health Certificate Program for UME and PGME learners (*proposal available*).
- Undertake a comprehensive review of the curriculum for relevant Global Health context.

- Formalize a NOSM University Hosted Global Health Elective (*proposal available*) offering high-quality educational opportunities in Northern Ontario remote and rural contexts to learners and faculty from NOSM University's Global Health Network.
- Develop a Global Health Fund (*proposal available*) that reciprocally supports learners and faculty from NOSM University and visiting institutions.
- Formalize the NAGGHIR into a permanent committee to advise and allow networking.

## **3. Trans-National, bi-directional research collaborations.**

- Engage in transnational research and action to promote global health equity.
- Develop collaborative programs of research that address health challenges shared across northern, rural, and remote regions of the world

## **4. Advance to Global Health Equity.**

- Create a roadmap for how NOSM University's bi-directional Global Health strategy will contribute sustainable solutions to global health equity.
- Support Global Health Equity with a well-formulated bi-directional business plan that sources funding from a variety of sources (WHO, World Bank, Government of Canada).
- Decolonization approach that values diversity and creates inclusive environments.
- Suggestions for targeted Global Health domains: impact on social determinants of health (i.e., food security); Francophone populations; Colonialism and shared rights of Indigenous people; Rural and Remote or low-resourced settings; Public health; Planetary health; Healthcare systems.

# GUIDANCE FOR INTERNATIONAL PARTNERSHIPS

While calls to action for collaboration globally on health promotion exist, such as the Okanagan Charter,<sup>18</sup> these guidelines are intended for formal, institution-to-institution partnerships. They are intended to act as a guidance foundation for the development of detailed partnership frameworks. The details of each partnership will be further defined through bilateral negotiations and discussions with prospective partners.

learners and faculty are encouraged and may still seek individual Global Health opportunities available to them outside of NOSM University's formal institutional partnerships but are still required to inform and be endorsed by NOSM University for their activities. These less formal, more discrete learner or faculty-driven opportunities fall outside of this guidance and will be assessed on a case-by-case basis.

NOSM University should develop transnational partnerships into a Global Health Network. A two-tiered partnership model should be considered, with tier-one partnerships reflecting a comprehensive strategy and tier-two partnerships reflecting a limited strategy. As these partnerships are evaluated and re-evaluated they may be restructured and may be adapted to tier one or tier two strategies. This is not intended to 'categorize importance,' but rather present a framework to initiate, explore, develop, and grow partnerships. There are many facets to consider in developing trans-national partnerships such as who to partner with, commitment or aspirations towards social accountability, shared academic values, ethical standards, need and alignment with the NOSM University's Global Health Strategy and focus.

## **Tier-One Partnership - Comprehensive Strategy**

These partnerships should be conceptualized to be agreements that are broad in depth and breadth. They should touch on the three core activities of the medical school health professional education, research, and healthcare service delivery. They should include both UME, PGME and Health Sciences learners, faculty across all divisions, and research and have the potential to include partner organizations such as hospitals and non-governmental organizations. They should also be forward-thinking and account for NOSM University's evolution into a stand-alone, independent University that offers programs and services beyond training physicians.

Tier-one partnerships should be more stringent in their conditions to partner with NOSM University. NOSM University policies across the institution would apply to visiting learners and faculty. Tier-one partnerships would be solidified through various means that bind the institutions such as memorandums of understanding, contracts, and companion documents that detail work plans.

## **Tier-Two Partnership - Limited Strategy**

These partnerships should be conceptualized as very specific and limited in scope. They would touch on a limited number of specific activities, for example, such as hosting PGME Fellows in Urology from another institution or establishing a research project agreement. Tier-two partnerships would be less stringent in their conditions to partner with NOSM University and remain tier-two until more stringent tier-one conditions are met.

Tier-two limited partnerships would be more flexible in their conditions to partner with NOSM University, yet still require visiting learners and faculty to adhere to the institution's policies. Their limited scope and exploratory nature should be reflected in the partnership agreement, which may take the form of memorandums of understanding, contracts and companion documents that detail work plans.



Who Should NOSM University Partner With?

NOSM University should consider partnerships with health institutions and other organizations that can help support its Global Health Strategy (as outlined above). Health institutions could include medical schools, other health professional schools and other health institutions (such as hospitals). Other organizations that could be considered as potential partners would include Non-Governmental Organizations, Governments or Countries, and not-for-profit and global health-oriented organizations (i.e., THEnet, TUFH, etc.). Reliable partners will provide new perspectives and valuable experiences in global health care. Please see Appendix B for a list of potential partner global health-oriented organizations.

Pathway towards Partnerships

NOSM University should evaluate prospective partnerships over three steps that include identification, ethical considerations, and a feasibility assessment.

Figure 1. Pathway toward international partnerships

Step 1: Identifying Partners ➡	Step 2: Ethical Considerations ➡	Step 3: Feasibility, Risk & Sustainability
<ul style="list-style-type: none"><li>Who is this partnership with and how was it identified? (i.e. NOSM University or faculty, staff and learners or solicited partnership with NOSM University).</li><li>Is there shared aspirations towards social accountability, values, academic principles and context?</li><li>What do partner organizations and NOSM University have in common? What are the major differences?</li></ul>	<ul style="list-style-type: none"><li>Consider how introspection, social justice, humility solidarity, autonomy, beneficence and non-maleficence guide the partnership.</li><li>What are the objectives, why is the partnership being pursued and how will it contribute to global health equity?</li><li>Evaluate through a social accountability Lens.</li><li>What are the cross cultural considerations and impacts?</li><li>How will this partnership be equitable?</li><li>How will this partnership protect against harm?</li></ul>	<ul style="list-style-type: none"><li>Scope of partnership activities (Tier 1 vs. 2).</li><li>Resource and financial requirements.</li><li>Risk and benefit assessment.</li><li>Institutional capacity to fulfill and sustain partnership obligations.</li></ul>

Step 1 – Identify Prospective Partners

Step 1 will likely be the easiest and most exciting step in the pathway toward partnerships. This should include a worldwide search for institutions that are already committed to or are aspiring towards social accountability. Once these institutions have been identified, they can be further narrowed down based on stated shared values (i.e. recognition of Indigenous sovereignty and rights), academic principles and contextual relevance. Contextual relevance was identified as an important consideration where NOSM University could focus its Global Health strategy and develop its Global Health identity as an institution that can share its expertise in Northern, rural, and remote health professional education, research, and service delivery, as well as its experience with Indigenous and Francophone populations. This contextual relevance can further be extended to include distributed medical education model, community-engaged education, the social determinants of health and other socio-geographic and political considerations. NOSM University should preferentially seek out institutions with a shared contextual relevance.

## Step 2 – Ethical Considerations

An ethical framework that applies a series of 'lenses' can help enlighten the benefits and potential harms of any partnership. Applying a social accountability lens and other lenses such as beneficence, non-maleficence, justice, equity, solidarity and respect can help with an institutional, introspective self-reflection. NOSM University will have to reflect on many questions to justify why or why not to pursue partnerships, beginning with: Why is this partnership being pursued? What are the motivations? What are the objectives? Is there an adequate opportunity for reciprocity? How can equity be built into the partnership (i.e., as a relatively resource-rich institution, what are we asking of potentially resource-poor institutions)? What are the potential cross-cultural impacts? How does ethnocentrism present a risk and shape partnerships? How can we safeguard against medical tourism, 'brain drain' and the 'saviour complex'? Does this partnership reflect collaboration and empowerment? How are we contributing to Global Health equity?

## Step 3 – Capacity and Sustainability

If a prospective partnership passes Steps 1 and 2, then a feasibility assessment should be undertaken. Feasibility assessments should focus first and foremost on the capacity that NOSM University can sustain a reliable, longitudinal, committed partnership with another institution. Overpromising and under-delivering present both a reputational risk to the University and the potential for causing harm despite good intentions. A feasibility assessment may ultimately determine that a comprehensive Tier-One partnership is not feasible, and a more limited Tier-Two partnership may be more realistic. A feasibility assessment should also take into consideration risks, liabilities and if these risks can be adequately mitigated. It is important to evaluate both whether NOSM University will be able to honour its obligations and whether the partner institution will be able to as well.

Compartmentalizing health professional education, research and healthcare service delivery across learners, faculty and staff can help determine the sustainability of a partnership. For example, careful consideration for activities learners across UME, PGME and Health Sciences would participate in should include a review of processes currently in place or that would need to be developed, the required support staff and a cost or value analysis at the minimum. A similar process can be undertaken for research activities and healthcare service delivery activities. This should help direct NOSM University to pursue a comprehensive Tier-One or limited Tier-Two partnership strategy.

Similarly, there are several risks and liabilities to consider not only from an institutional perspective but also for the individuals likely to leverage these international partnerships. Institutionally, NOSM University will have to consider reputation risks that come with association with other institutions and their countries. This should bring into consideration human rights records, ethical and transparent financial processes, free from corruption, institutional accreditation, medical and educational licensing and malpractice, research ethics, cross-cultural considerations, environmental impact, communication, level and quality of supervision and accountability, challenges for the NOSM University code of ethics and conduct, liability insurances, pre-departure training requirements, personal health concerns and personal safety concerns. Health and safety risks should also be considered including access to emergency care, potential for natural disasters, political instability and disease exposures / available treatments. It will also be important to consider what risks for harm would NOSM University learners, faculty and staff pose to the partner institution.



Partnership Activities

Considerations for the ‘what’ and ‘who’ will help identify partnership activities. In terms of the ‘what,’ NOSM University can collaborate on activities across the domains of health professional education, research, and healthcare service delivery. Additionally, as the Centre for Social Accountability grows and evolves, it may be able to collaborate on health-care system transformation in a similar fashion as the Primary Healthcare Performance Initiative.<sup>19–21</sup> In terms of the ‘who,’ NOSM University would consider how these activities could involve learners, faculty and staff.

Activities are endless and examples provided by the NAGGHIR are listed in Table 6. Care will have to be taken to not allow the scope of partnerships to unnecessarily creep beyond what is sustainable and feasible. For example, just under the domain of health professional education, NOSM University could collaborate to develop distributed, community-engaged models of health professional education in other Global Health settings. It could collaborate on medical school governance structures that embed social accountability. It could collaborate on curriculum development that delivers beyond the basic sciences. In research, it could collaborate on the development of graduate tracking studies for other medical schools.

Table 6. Suggested partnership activities

International / Global Health Electives for learners	International / Global Health faculty Exchanges	Global Health Certificate
Research Projects vetted through host communities	Healthcare Service Delivery as identified by partners	Education Exchanges as identified by partners
Research Project Collaboration	Curriculum Development	Mentorship
PGME Fellowships	Financial / Funding Exchanges	

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## ■ APPENDIX A – NAGGHIR QUESTIONNAIRE

1. How should NOSM University define Global Health?
2. What unique aspects of NOSM University's context (institutional, geographic, priority populations, etc...) relate well to Global Health?
3. Can you provide a Global Health Vision and Mission statement that is in line with NOSM University's Vision and Mission statements? ⇒ **About NOSM University**
4. NOSM University's Values include Innovation, Social Accountability, Collaboration, Inclusiveness and Respect. Can you provide up to 5 key values for NOSM University's Global Health Strategy? ⇒ **About NOSM University**
5. Please provide your top 5 goals for NOSM University's Global Health Strategy.
6. How should NOSM University identify potential International Partnerships?
7. How would NOSM University evaluate and decide to pursue potential International Partnerships?
8. What 'ethical lenses' or considerations should guide partnership development?
9. What activities should NOSM University's International Partnership Agreements include (i.e., education, research, service delivery, exchange of faculty, etc...)?
10. Additional Comments?



## APPENDIX B – POTENTIAL GLOBAL HEALTH-ORIENTED PARTNER ORGANIZATIONS

- The Training For Health Equity Network (THEnet)
- The Network: Towards Unity for Health (TUFH)
- AMEE: Aspire Academy
- AFMC Global Health Working Group
- CFPC Besrour Centre
- CLIC – Consortium for Longitudinal Integrated Clerkships
- CUGH - Consortium of Universities for Global Health
- CSH - Canadian Society for International Health
- Beyond Flexner Alliance
- FAIMER - Foundation for Advancement of International Medical Education and ResearchIMVA – International Medical Volunteers Association
- CNIS – Canadian Network for International Surgery
- GSSA - Global Surgery Students Alliance
- InciSioN – International Student Surgical Network
- CGSTA - Canadian Global Surgical Trainees Association