

# UNMDG and the School of Pharmacy, University of Auckland

Associate Professor Janie Sheridan  
School of Pharmacy

## What I will cover

- ▶ Brief intro to School of Pharmacy and Faculty of Medical and Health Sciences (FMHS)
- ▶ Global Health – teaching at FMHS
- ▶ SWOT analysis
- ▶ Final thoughts

# New Zealand



Three main buildings nearing completion



View of near completed campus from Auckland City Hospital



Queen Elizabeth at the official opening of the Auckland School of Medicine, 1970



Aerial photo showing the Grafton Campus c. 2007

## New Building??!!



## School of Pharmacy (SoP) and Faculty of Medical and Health Sciences (FMHS)

- ▶ SoP – started in 2000
- ▶ Around 100 students per year for 4 years
- ▶ Medical and Nursing Schools, Bachelor of Health Sciences
- ▶ Overlapping first year
- ▶ Commitment to Interprofessional Learning
- ▶ Global Health Group

# Global Health Group (School of Population Health)

## Goal:

- ▶ Provide training in global health by developing a teaching portfolio that equips students and health professionals to actively contribute to improving the health of disadvantaged populations.

## Specific areas of focus

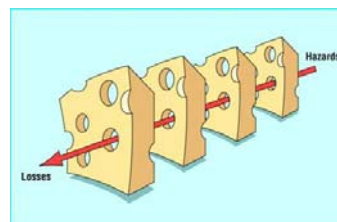
- ▶ Asian and Migrant health
- ▶ Climate change and environmental health
- ▶ Indigenous health
- ▶ Non-communicable disease prevention
  - Health technologies, Tobacco control, Alcohol, Nutrition and physical activity, Gambling, Mental health, Injury prevention
- ▶ Pacific health
- ▶ Primary health care / health system strengthening
- ▶ Social determinants of health

# Interprofessional learning

- ▶ Maori Health Week



- ▶ Quality and Safety Project



[http://4.bp.blogspot.com/\\_5LpJrzTai98/Sw5QBqU1RI/AAAAAAAATs/ijFq2y8u7CA/s1600/clip\\_image002\\_0000.jpg](http://4.bp.blogspot.com/_5LpJrzTai98/Sw5QBqU1RI/AAAAAAAATs/ijFq2y8u7CA/s1600/clip_image002_0000.jpg)

## Undergraduate – global health

- ▶ Overlapping year 1 – Population 111
- ▶ 900+ students in the Overlapping Year 1
  - GBD profile
  - WHO Social Determinants of Health
  - MDGs
- ▶ Nothing else specifically covered at Pharmacy School
- ▶ Info from Nursing and Medicine not available
- ▶ Clear focus on indigenous population health (Māori) under Treaty of Waitangi
- ▶ VIP project

## Examples of MDGs and current teaching and research

- ▶ **ERADICATE EXTREME POVERTY & HUNGER**
  - Issues in relation to socio-economic determinants of health covered in year 1
  - Public health issues revisited at year 4
  - Issues of socially disadvantaged groups in NZ (e.g. Māori and Pacific Islanders) covered as a theme within all clinical and practice courses
- ▶ **IMPROVE MATERNAL HEALTH**
  - Issues relating to maternal and child health in the context of health disparities, burden of disease etc covered at 1<sup>st</sup> year. Maternal and child health issues are covered by our students in years 3 and 4.
- ▶ **COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES**
  - HIV/AIDS and the concept of global communicable diseases are covered as a specific topic for our 1<sup>st</sup> year students. Students compare epidemiological trends of HIV infection in NZ in comparison with Pacific nations. Students explore opportunities and barriers for intervention (screening, prevention and treatment).
- ▶ **ENSURE ENVIRONMENTAL SUSTAINABILITY**
  - Climate change and Environmental health are covered within postgraduate programmes and research
- ▶ **DEVELOP A GLOBAL PARTNERSHIP FOR DEVELOPMENT**
  - The University Global health group is engaged in international partnerships mainly with Pacific Island nations and south east Asian countries.
  - Medicines prices and affordability research at School of Pharmacy

# Setting up of Southern Med Review

**Context:**

- In developing countries health systems and health policy are constantly evolving
- There is a great need to publish informative research
- However, few avenues to do so

**Aims and Objectives:**

- Southern Med Review provides a platform for researchers to disseminate commentary and empirical research findings
- Aims to improve rational use of, and access to, essential medicines.



## SWOT analysis

<p style="text-align: center;"><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>• Already covered in year 1.</li> <li>• Faculty commitment to IPL</li> <li>• Global health group</li> <li>• Covered in many postgrad papers</li> <li>• Current educational research (VIP)</li> </ul>	<p style="text-align: center;"><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>• Skills required</li> <li>• Focus on postgrad</li> <li>• Time</li> <li>• Relevance</li> </ul>
<p style="text-align: center;"><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• Universitas 21 support</li> <li>• Universitas 21 collaborations</li> <li>• Educational Research</li> <li>• Local health disparities mirror global disparities</li> </ul>	<p style="text-align: center;"><b>THREATS</b></p> <ul style="list-style-type: none"> <li>• Overfull curricula</li> <li>• Proscribed curricula for health professional competencies – global health not included)</li> </ul>

## Strengthening the opportunities

- Universitas 21 support – closer working
- Universitas 21 collaborations – explore opportunities to develop curricula
- Educational Research – explore opportunities to research the educational outcomes in collaboration with others
- Local health disparities mirror global disparities – take local examples and explore relevance to MDGs?

## Thank you

- ▶ For more information contact Janie Sheridan on [j.sheridan@auckland.ac.nz](mailto:j.sheridan@auckland.ac.nz)
- ▶ You are very welcome to visit our beautiful country!

