

THE NETWORK: TOWARDS UNITY
FOR HEALTH & FACULTAD DE MEDICINA,
UNAM, PRESENT



THE NETWORK
TOWARDS UNITY FOR HEALTH



Facultad de Medicina



TUFH2020 MEXICO

VIRTUAL CONFERENCE

"PRIMARY HEALTH CARE: A PATH
TOWARDS SOCIAL JUSTICE"

SYSTEMS AND COMMUNITY BASED
RESPONSES TO COVID-19

SEPTEMBER 23-25, 2020

#TUFH2020
TUFH2020.COM



TUFH 2020 Abstracts

Title	Evaluating an undergraduate community engagement-focused global health field school in rural Uganda: assessing student and community outcomes
Type	Oral Presentation <i>Building the Capacity of Future Leaders in a Socially Accountable World</i>
Presenting Author	Wilfred Arubaku
Co-Authors	Tyler Warnock , Barbra Naggayi , Jenn Brenner
Country	Uganda
Abstract N°	TUFH335
Content	<p>Background: The study was proposed to evaluate the process and outcomes of the inaugural community engagement program being piloted with students from the University of Calgary (UoC) and Mbarara University of Science and Technology (MUST). The students in the program participated in orientations and a course in both Calgary and Mbarara. Yet it was not clear what the impact of the program would be on students and the communities involved. The objectives were to: 1. Determine the outcome and impact of the Global Student Community Engagement Program (GSCEP) on students and community members involved. 2. Develop recommendations for quality improvement for the novel Global Student Community Engagement program. Methods: To establish the study outcomes we utilized qualitative approaches [In-depth interviews (IDI), focus group discussions (FGD) and digital survey] to determine the overall experiences of those involved in the GSCEP. Results: One of the findings show that Student placement in communities provides opportunities for skill building and impacts health facilities “they (the students) taught us that in day-to-day life we need to learn from each other” – Health facility staff, IDI, Rubaya. Conclusion: Therefore through GSCEP, students and community members were exposed to key learning opportunities for cross-cultural development. The curriculum still requires modifications to prevent Canadian and Ugandan teams from overlapping content and ensuring that students are adequately supported through timely feedback. Reference 1. Wotton, K. (2011). Community Development Manual. Mbarara, Uganda: Healthy Child Uganda. Key words: Global student community engagement, cross cultural development</p>