
Center for Pandemic
Preparedness and Response



University of California
San Francisco

RFA: To develop and pilot a cross-border public health surveillance academic course to enhance public health workforce development in MENA

20 March 2024



Agenda

Introduction of Team

Overview of UCSF Center for Pandemic Preparedness & Response: Wanjiru Waruiru

Project opportunity: Farah Massoud

How to apply

Welcome!

- UCSF

- Wanjiru Waruiru, Global Portfolio Director
- Farah Massoud, MENA Program Manager
- Andrew Maher, Learning Design Management Lead

- U.S. CDC

- Zayid Al Mayahi, Senior Technical Advisor



University of California, San Francisco

One of 10 campuses of the University of California

Exclusively dedicated to health sciences:
Schools of **Medicine, Dentistry, Pharmacy, and Nursing**, and a **Graduate Division** with 19 PhD and 11 Master's programs

22,800 Staff

3,400 Faculty

3,200 Students

1,700 Clinical residents

1,180 Postdoc scholars

100+ Community programs **UCSF**

UC is devoted to **teaching, research & public service**

UCSF is the home of the Institute for Global Health Sciences (IGHS)-Currently working in 50 countries worldwide

Overview of CPPR

CPPR Mission

Center for Pandemic Preparedness and Response (CPPR) seeks to transform health by supporting partners to advance evidence-based public health policies and practices that prioritize the needs of historically marginalized communities. CPPR is committed to transformative public health solutions that are community-driven, advance equity, and save lives.

CPPR Vision

- Public health is high-quality, community-centered, and equitably accessible for all.
- Countries respond to pandemics with high-quality, community-centered and equitable health services.

Approach of the Global CPPR Portfolio

Context: In application of work, understand and incorporate context.

- Cultural and economical settings, resources, infrastructure and local priorities.
- Community level involvement (or led), empowerment, impact and benefit.

Advance Equity: Address and advance global health equity in LMIC.

- Global level (colonial and imperialistic structures, culture and collaboration approaches)
- Local level (economic, social, tribal, geographical, marginalized and vulnerable populations)

Collaborations: Establish collaborations with LMIC governments and research institutes to advance data science, health system strengthening, local sustainability and bi-directional capacity building.

Technical Priorities

- Data Science & Epidemiology
- Laboratory Surveillance Systems
- Climate and Health
- Border and Refugee Health
- Capacity building and Training

Current Academic Institute Partnerships

- University of Nairobi & National Public Health Laboratories
- Infectious Disease Institute (IDI)—*MOU in place* & Makerere University School of Public Health
- Mzumbe University, Tanzania
- Malawi University of Science and Technology
- Mexico – Instituto Nacional de Salud Publica & UNAM

Past academic public health courses worldwide

- Based on a needs assessment conducted at the Hanoi School of Public Health, we conducted 10 short courses using a train-the-trainer model, which has been incorporated into the school curriculum in **Vietnam**.
- We are working with Vanderbilt University in Tennessee and the **Guyana** Ministry of Health to develop a new Master of Public Health (MPH) degree program at the University of Guyana.
- Our partnership with Muhimbili University of Health and Allied Sciences (MUHAS) in **Tanzania** began in 2005 with the primary goal is to support MUHAS in expanding its capacity to supply the health professionals the country so urgently requires.

Current Opportunity to Collaborate

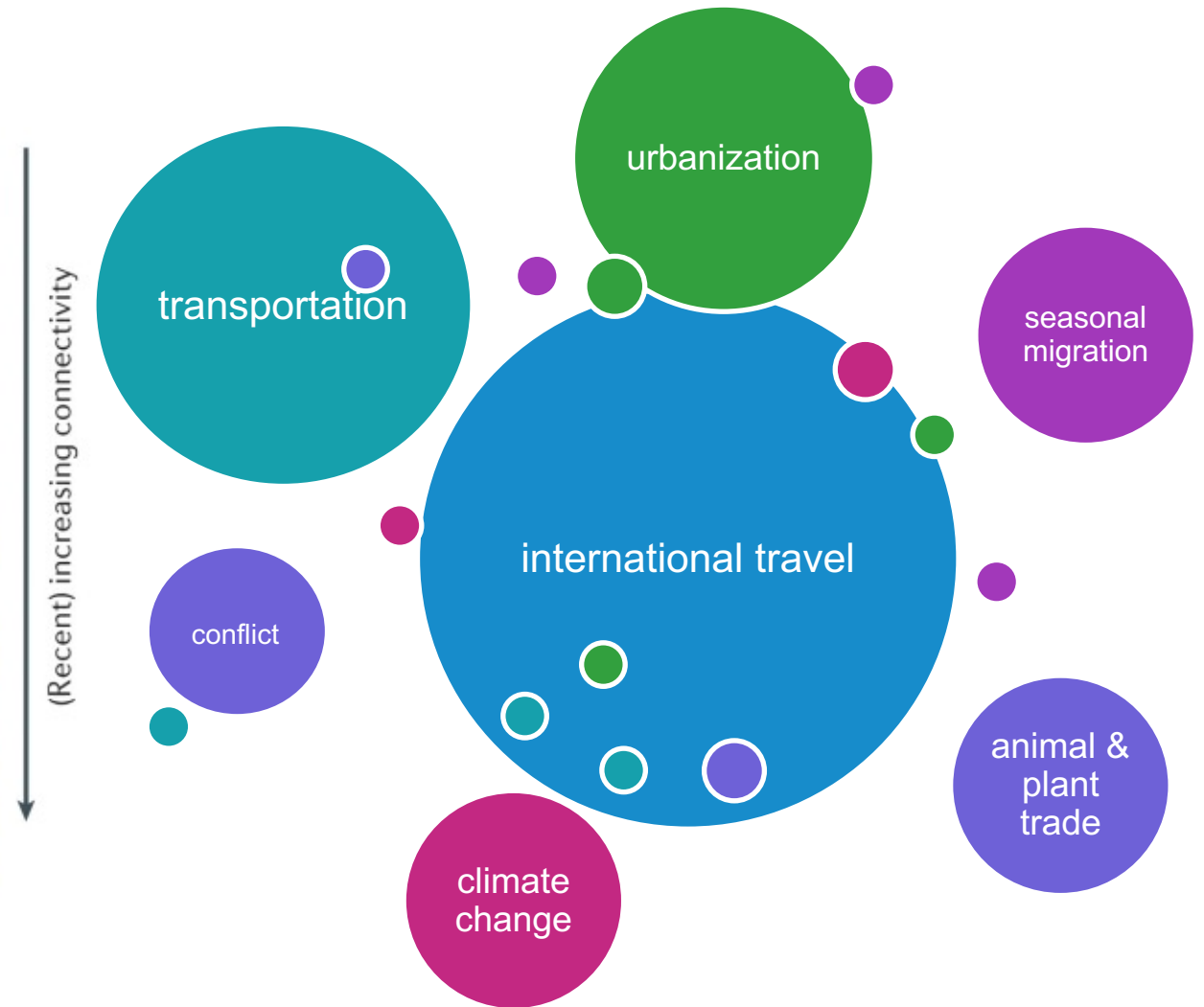
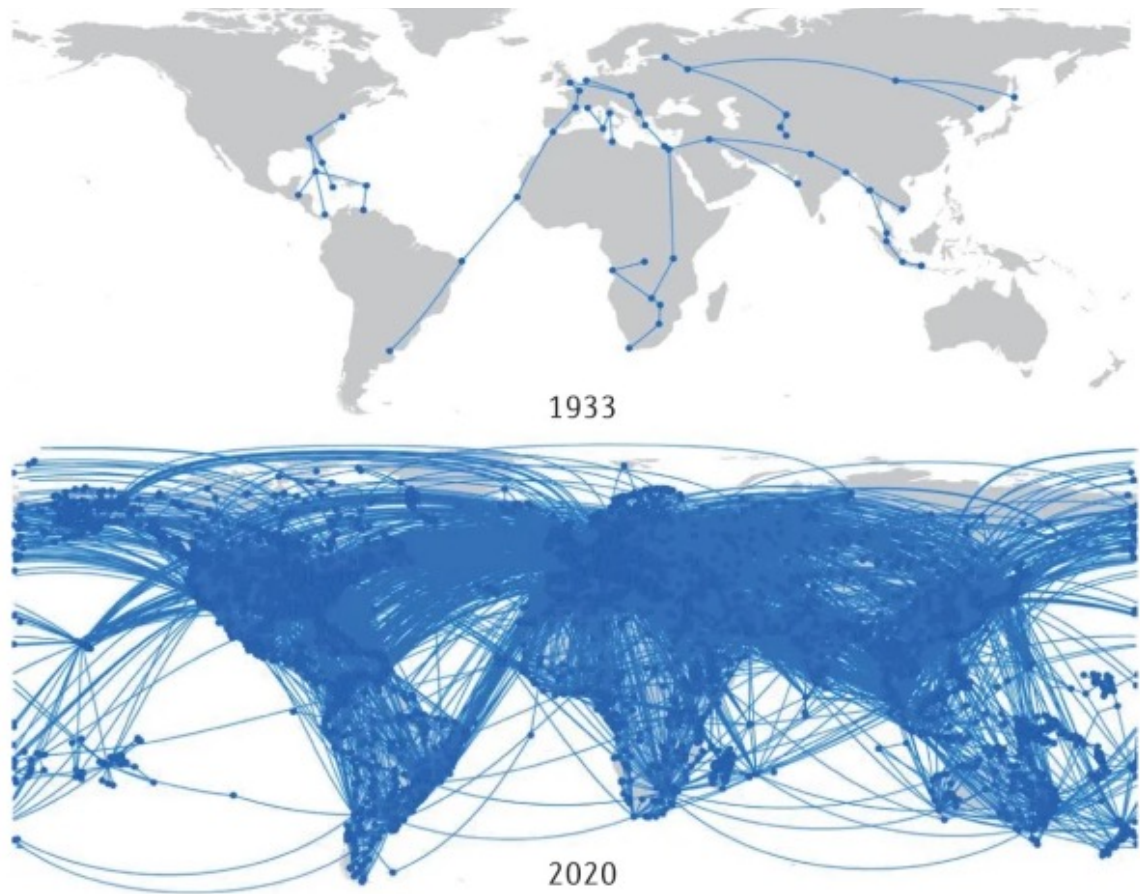
- Building on existing work, feedback and lessons learned in working in cross-border public health surveillance among mobile populations in MENA
- U.S. CDC MENA Regional Office, U.S. CDC Division of Global Migration Health and UCSF
- A collaborative effort
 - Academic course for graduate or undergraduate public health students
 - Border health and cross-border public health surveillance
 - Opportunity to pilot both theory and practice; in view of future scale up
 - Course evaluation and feedback
 - To be taught/implemented by MENA professors/teaching staff and/or CDC/UCSF collaboration

SHUKRAN



Cross-border surveillance collaboration

Why Cross-border public health surveillance?



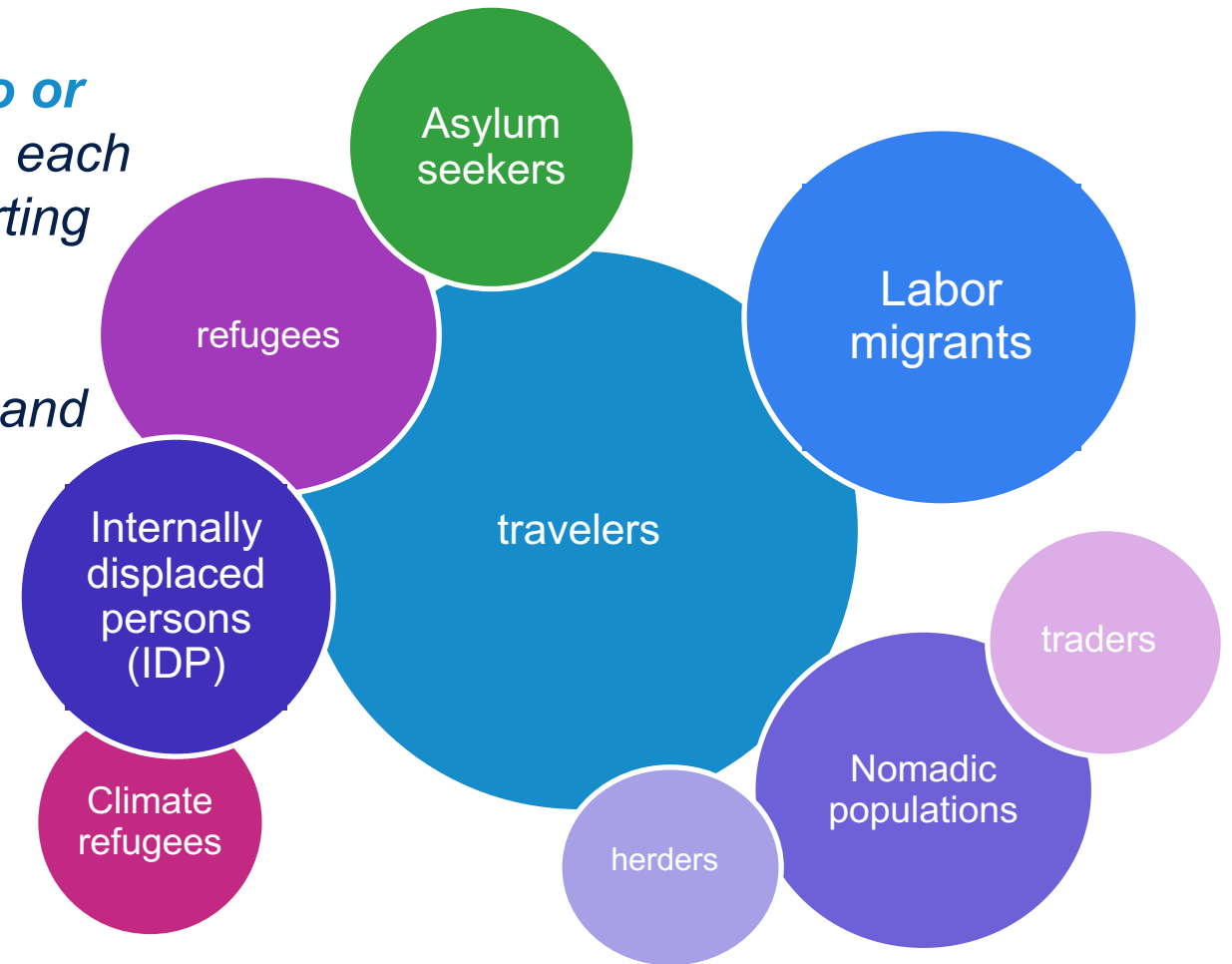
Cross-border public health surveillance

The **contribution of surveillance data by two or more neighboring or regional countries** into each other's or an intergovernmental agency's reporting system with the intention of maintaining simultaneous situational awareness of each country's public health epidemiologic situation and the overall intention to foster partnership, build collaboration, and **mitigate the international spread of public health threats** (U.S. CDC)

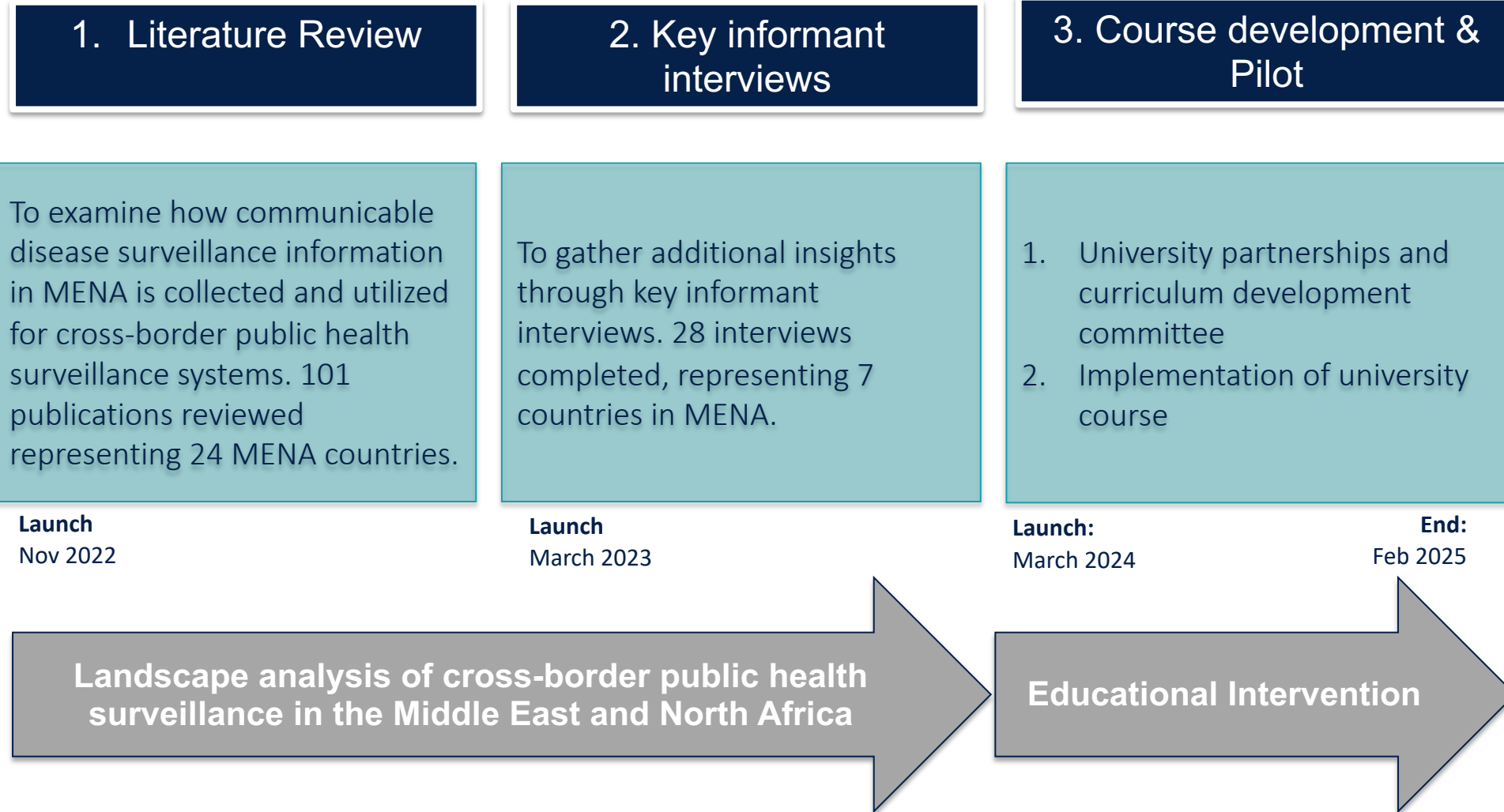
Mobile populations

All groups of **people who are on the move, whether for short or long distances or short or long durations.**

(U.S. CDC working definition)



The road to understanding and advancing cross-border public health surveillance among mobile populations in MENA



Recommendations

Directly relate to this partnership and course

- Recommendations span across health systems strengthening, data integration, innovations, and partnerships
- 2 relevant recommendations:
 - Enhance workforce development in cross-border surveillance, including data manipulation, geospatial technologies, lab, and border health
 - Expand partnerships to include academic institutions with Ministries of Health and International organizations and private sector

Course Development and Pilot

Objective: Develop a high quality, comprehensive training curriculum to build workforce capacity for public health surveillance that can be scaled across MENA, potentially globally

Approach:

- Competitive selection of MENA educational institution
- Collaborative development between the selected institution (s) , UCSF, U.S. CDC and SMEs in MENA (collaboration in English)
- Learner participation in pilot course results in academic credit/hours or certification or equivalent
- Sustainability:
 - Prominent role of academic institution
 - Institutionalization of course in selected institution (following adaption from lessons learned in pilot)
 - Replicable across MENA (materials fit for any public health instructor to deliver)

Expectations of Course

- Target learners: graduate or undergraduate students already enrolled in an academic program within a school/department of health related sciences
- Integrated into an existing degree or certificate program/major or short term course related to global public health/public health surveillance/border health
- Will be designed so that it could be taught by one single professor/trainer/staff/instructor but the university may also opt to have a team of teachers and also consider guest lecturers
- Will be designed in English
 - If proposing to implement in another language than English, include resources and plan for translation
- Will utilize an online learning management system to house the course materials
 - Course implementation can be in-person, virtual, or hybrid
 - UCSF has an LMS or institution can utilize its own

Eligibility requirements

- An educational institution with a program/department or degree focused in health sciences
 - Ensure recruitment strategies to maximize enrollment in course
 - Consultants not eligible to conduct this independently without an institution
- Within one of 22 countries listed in MENA
 - *Eligible countries: Algeria, Bahrain, Djibouti, Egypt, Iraq, Israel, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Pakistan, Palestine, Qatar, Saudi Arabia, Somalia, Sudan, Tunisia, Turkey, UAE, Yemen*
- Collaborating staff have ability to collaborate in English
- Institution is capable of working with course materials on an online learning management system (no experience required)

Post-award strategy / expectations:

1. Review potential coursework based on findings from landscape analysis
2. Develop academic course content for pilot course, such as:
 - 12-week course including 3 hours of learning per week and 5 hours on final project
 - > 40 hours of learning to culminate in credit or certificate
 - Evaluation method
 - Launch course ~September 2024
 - Evaluate course and consider next steps for target audience / repeat course in next year

Course Development and Pilot

Timeline: Design, develop and pilot an academic course in cross-border disease surveillance in partnership with an academic institution in MENA

	April 2024	May	June	July	Aug	Sept-Dec	2025
Solicit interest from universities and select a partner (April 1 application deadline)							
Establish subcontract with partner							
Develop course curriculum in collaboration with partner university and SMEs							
Ensure credit/administration with partner university in place							
Pilot course in university setting							
Evaluate course and determine next steps							

Potential topics

- Introduction to International Health Regulations and public health surveillance in MENA
- Mobile Populations in MENA: Definitions and Data Sources
- Point of Entry Surveillance
- Data Collection Methodologies for Hard-to-Reach Mobile Populations
- Policies, Stakeholders, and Partnerships in Cross-Border Information and Data Sharing
- Cross-Border Public Health Policy in the MENA Context: Navigating Political Conflict
- Multi-Sectoral Collaboration
- The One Health Approach for detecting Emerging Pathogens
- Innovations in Traveler Surveillance and Mass Gatherings
- Human Rights and Ethics in Cross-Border Disease Surveillance
- A health systems strengthening approach for cross-border surveillance
- Regional Case Studies from MENA Cross-Border Health Surveillance

Application

- Up to two awards of \$50,000 to \$100,000 USD are available to support the development of a cross-border public health surveillance academic course

Important Dates



Application

- **Application is completed in Qualtrics**
 - Short answer responses
 - Documents uploaded in PDF
- **Components**
 - Contact information
 - Summary Statement
 - 2-page Scope of Work (next slide)
 - Short answer questions related to course format, planned integration, expertise and key personnel, etc.
- Budget (1 page max)
- Budget justification (1 page max)
- CVs for 2-3 key personnel
- Letter of support from institution

Only PDF files accepted!

Scope of Work

The proposed scope of work must describe how these 5 activities will be implemented and evaluated:

- **Activity 1:** Participate in curriculum development committee to develop cross-border public health surveillance & border health curriculum and course materials
- **Activity 2:** Plan for delivery of a cross-border disease surveillance course within an existing public health program in 2024-2025 school year: ensure course is administratively integrated into institution and students are successfully recruited
- **Activity 3:** Deliver this course to a full cohort of students in the 2024-2025 academic year
- **Activity 4:** Collaborate with UCSF to evaluate the course and potential publication of course development process and outcomes
- **Activity 5:** Ensure the curriculum is available to share within MENA and globally as other institutions seek to implement such a course

Budget: Allowable Costs

- Staff effort, fringe benefits (faculty, lecturers, course assistants, admin/grant management staff)
- Supplies (computers, licenses, materials)
- Consultant cost
- Travel (if applicable)
- Other (facilities, itemized indirect costs)
 - No “indirect cost” line allowed

Qualtrics Form

Please enter your contact information:

Your Institution:	<input type="text"/>
Your name (name of person submitting this form):	<input type="text"/>
Your role in proposed project:	<input type="text"/>
Your email address:	<input type="text"/>
Principal Investigator (PI) name, if PI is not submitting:	<input type="text"/>
PI's email, if PI is not submitting:	<input type="text"/>

I. SUMMARY STATEMENT:

Provide a summary statement of your proposal (200 words). Please include: a) title of the course you propose, b) brief description of the course you propose, c) name of participating institution and d) who will be the target audiences/students.

II. SCOPE OF WORK:

Upload proposed Scope of Work that describes how these activities will be **implemented** and **evaluated** (2 pages max). Tables/schematics are encouraged. Ensure Scope of Work covers all activities, who will be responsible, and the approach that will be taken.

- Implementation Plan for Activities 1-5 listed above
- Roles and responsibilities of each team member for each activity
- Method of course delivery (in-person, hybrid, online, etc.)
- Outline of outreach/recruitment strategies to reach potential students, generate interest, and maximize enrollment
- Description of facilities and resources available for implementation of project
- Detailed timeline

Drop files or click here to upload

Only PDF files accepted!



Q&A: All questions & answers will
be recorded & posted online



UCSF

