

Towards a synthesis: bringing together Medicine and Public Health in Pakistan

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“Some say knowledge is superior to action; others say action is superior to knowledge. Both are wrong. Unless knowledge is tied to action it is not deserving the recompense.”



al-Hujwari, 11th century Sufi saint

Overview of this presentation

- Introduce Department of Community Health Science
- Population health challenges in Pakistan
- Current status of Medicine and Public Health
- Steps towards strengthening Public Health and Medicine

Ah Salam-ah-lekum from Pakistan



- Over 160 million
- Founded in 1947 as first Islamic Republic
- Double burden of disease
- Poorly developed health system



Department of Community Health Sciences

University founded by His Highness Prince Karim, The Aga Khan, 1983 in Karachi Pakistan.

Department of Community Health Sciences the premier public health education agency in the country.

Medical School and University Hospital, one of the best tertiary in Asia JICA accreditation 2006,

25 subspecialty training programs



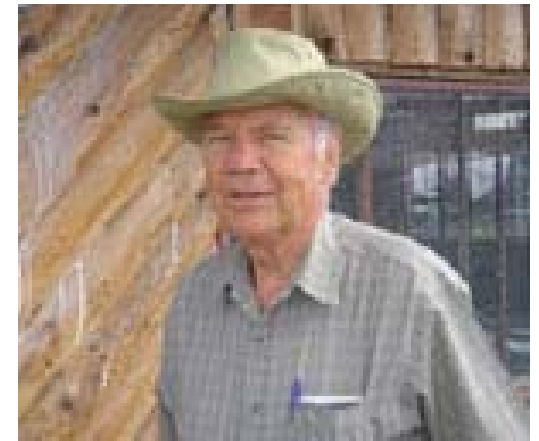
Ibn Ridwan building, CHS home
(Ibn Ridwan 998–1061 AD),

CHS is critical to the AKU vision

- *The vision of the Chancellor -community development and an innovative curriculum*
- *Founded to address population health*
- *Balancing tertiary care with population health leadership*



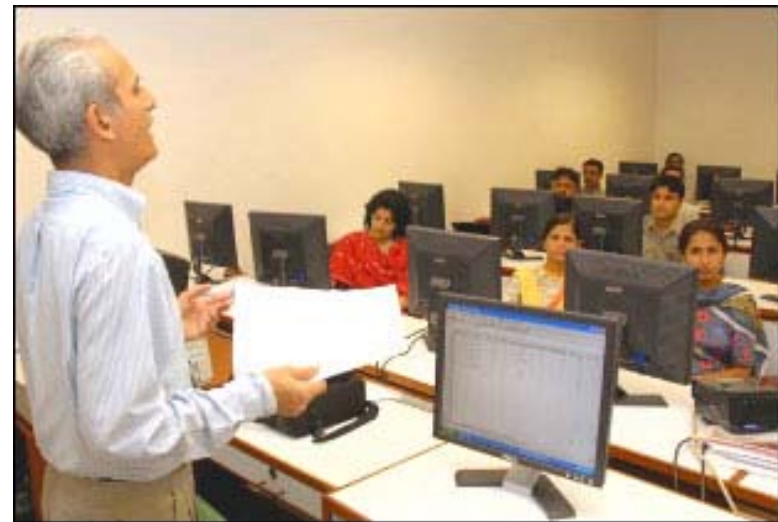
The Aga Khan, Chancellor AKU



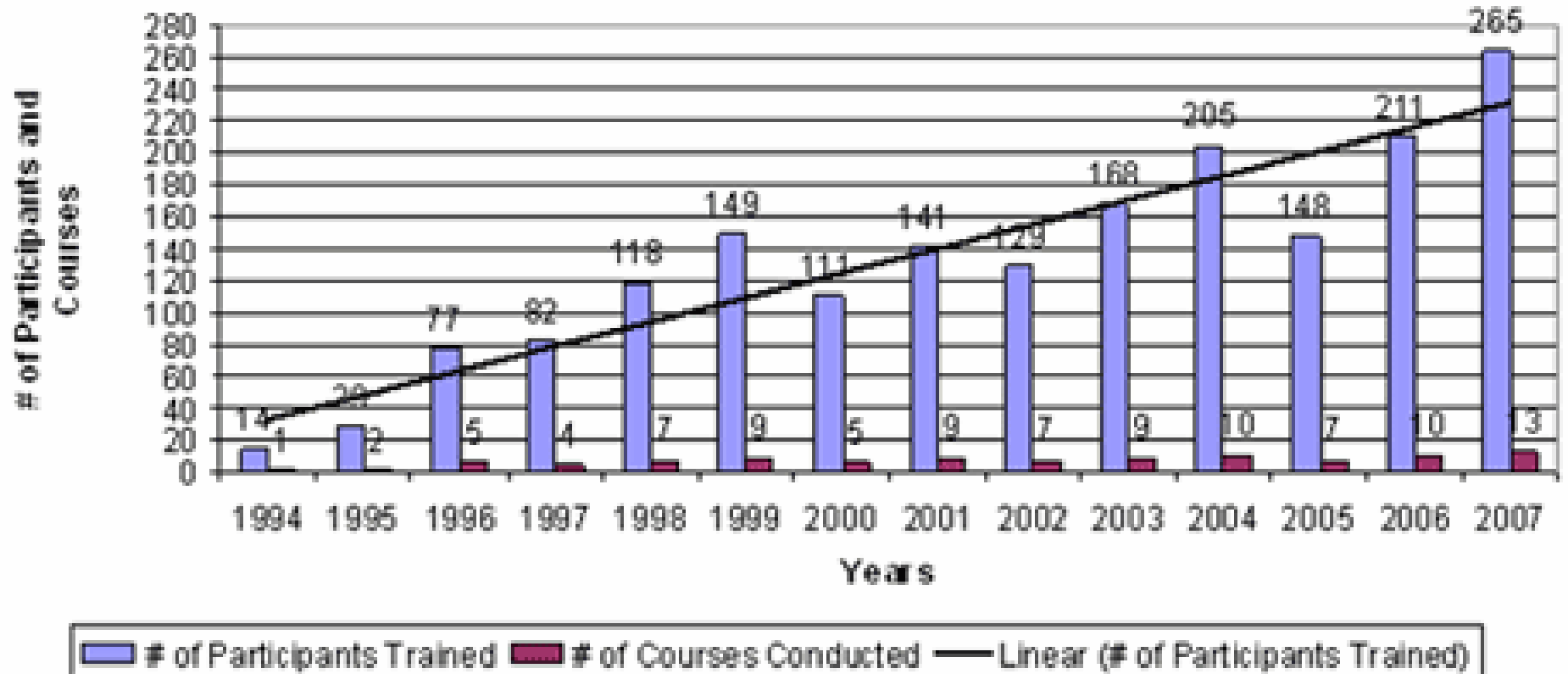
Founding Chairman, Jack Bryant "Heal the Schism"

Education

- *Supplies 20% of undergrad medical school*
- *Present in all 5 years of MBBS program*
- *Postgraduate degree program*
 - *MSc (epi & bio)*
 - *MSc (health policy & management)*
 - *Clinical research MSc*
 - *Clinical scholars program*
- *Residency program:*
 - *Community Medicine*



ACHIEVEMENTS OF THE PROGRAMME AT A GLANCE (1994 to 2007)



Research

- *Reproductive health*
- *Hypertension*
- *Hepatitis*
- *Nutrition*
- *Mental health*
- *International collaborators*
- *Multiple funders*



Our service record

- *Urban health program*
 - *Three model programs in Karachi slums*
- *Statistical and research support to the entire University*
- *Policy consultation to the nation*



Development and empowerment:

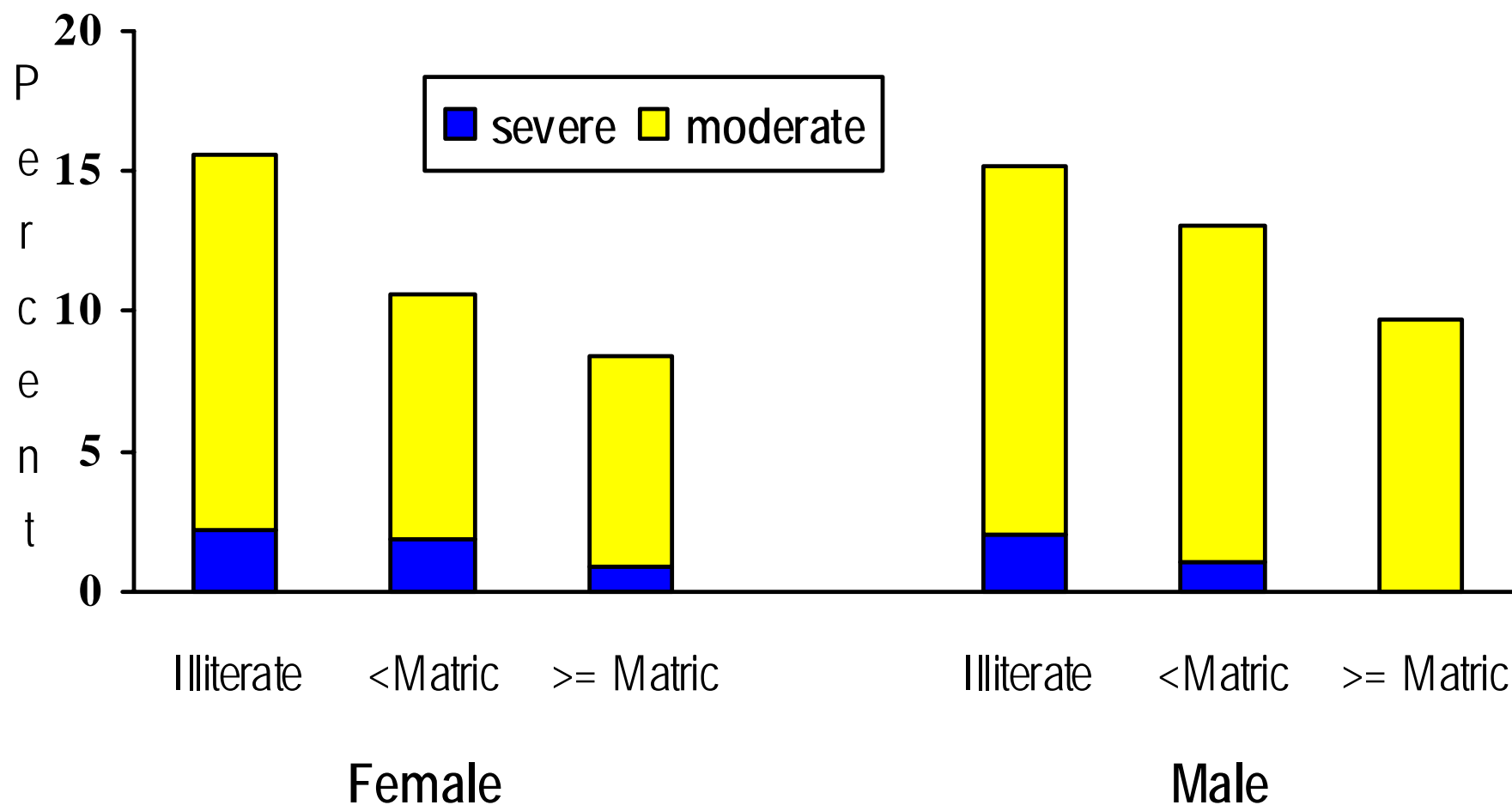
- *CHS has pioneered community based learning in Pakistan.*
- *Community based learning*
- *Gender issues*
- *Equity*



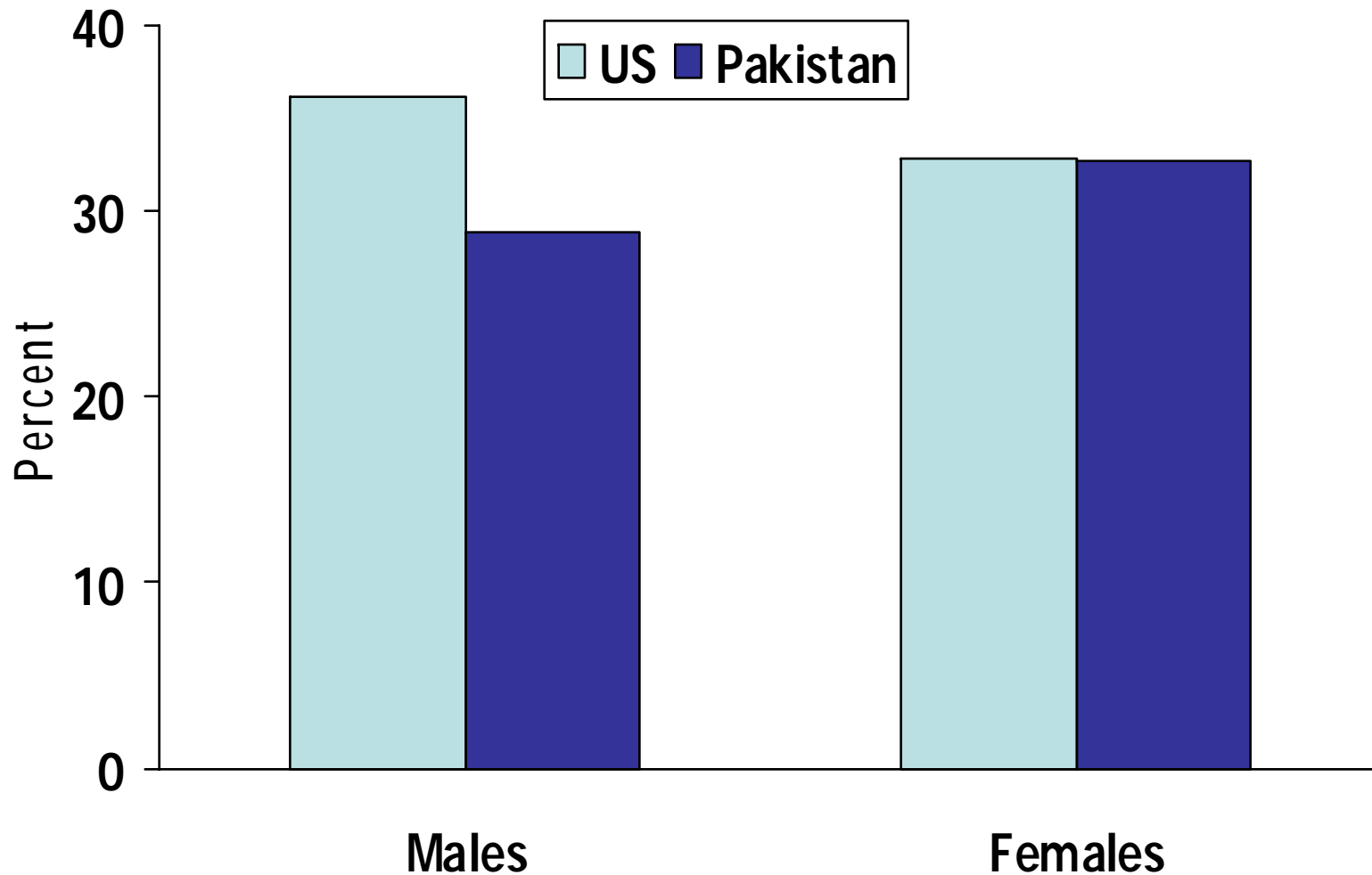
Public Health Challenge in Pakistan: the double burden of disease



Wasting in female/male children under 5 by highest female education



Hypertension in American/ Pakistani males/females 15-44



Current status of Medicine and Public Health in Pakistan

- *Curative medicine dominates*
- *Public health weaknesses*
- *Synergies between medicine and public health more critically needed in resource poor settings*



Need for a new, strengthened public health in Pakistan

- *The prevention and health promotion are **very weak** in the country.*
- *US CDC creating a Field Epidemiology and Laboratory Training program in Pakistan (launched Sept. 2006)*



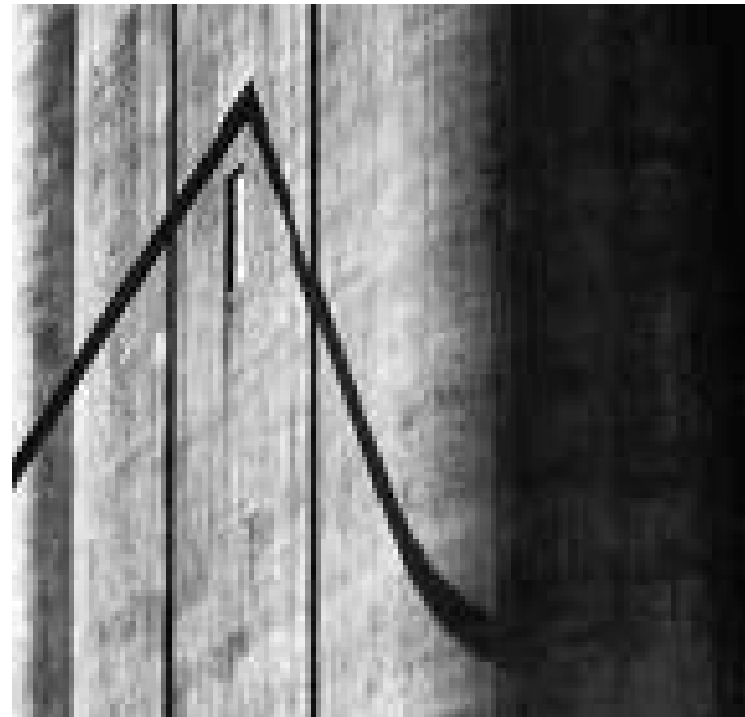
21st Century challenge: strengthening population health agencies while increasing collaboration.

- *New approach to healing the schism*
- *What appear as divergent streams must be understood as two necessary ways to address population health; both are essential and re-enforce one another.*



Schism more fully analyzed

- *Complex and fragmented health systems make alignment difficult*
- *Advances in scientific knowledge/technology creating increasing specialization. (Lasker et. al NYAM 1997).*
- *New challenges bring schism in focus*
 - *Women's Movement, Patient's Rights Movement, HIV/AIDS crisis demanded realignment of old structures and paradigms (treatment and prevention)*



Review of recent trends: renewed interest in public health education and the need to strengthen while collaborating

- *New schools of public health*
 - *South Africa MEDUNSA, Bangladesh BRAC, Armenia National School of Public Health*
- *Canadian experience: slow to develop specialized public health institutions*
 - *SARS lead to general reappraisal*
 - *and creation of two new Schools of Public Health in Canada*
 - *creation of a BC CDC*
 - *Canadian report explicitly said that strong and financially autonomous schools of public health are part of the solution.*

New models to strengthen population health

- *Medicine and Public Health Institute (APHA and AMA)*
- *TUFH (Towards Unity For Health)*
 - *Working against the fragmented systems*
 - *WHO*



Operational strategies to heal the schism and strengthen public health

- *Promote strategic planning of entities to find common elements of vision, missions, and goals and synergies toward improving population health*
- *Plan joint projects: seek joint funding where capacities are complementary*
- *Establish protocols for regular interaction about strategic goals for improving population health; calendar of meeting of key person with agenda of review and next steps*
- *Ensure representation of various disciplines on critical initiatives*
- *Joint appointments*
- *Create more multi-disciplinary programs (in such a way as to avoid new silos)*
- *Institutionalized joint lecture series in collaborative areas*
- *Encourage a culture of collaboration around population health issues to overcome inherent competitive nature (prizes and honors for collaborative work)*

Davis, RM Am J Prev Med 2005

Implications for AKU

- *Need to recognize the nature of silos*
 - *We should not condemn the specialization at AKU*
 - *Accept our “double success”*
- *Need to create new structures to address collaboration in systematic ways; institutionalize them.*
- *Need to strengthen, build on our population health components at the University and simultaneously increase collaboration.*
 - *AKU needs this sort of strengthening and the nations in the region need this leadership.*



Collaboration can come through strength of each unit, mutual respect, and leadership.

Vision for the Future

- *Major internal study, “Vision for the Future.”*
- *Called for a review of population health*
 - *“AKU must meaningfully address population health.”*



Steps towards strengthening Public Health and collaborating with Medicine

- *AKU strategic planning exercise to bring together population and health partners*
- *Platform for new school of public health*
- *CHS working towards accreditation of current MSc programs*



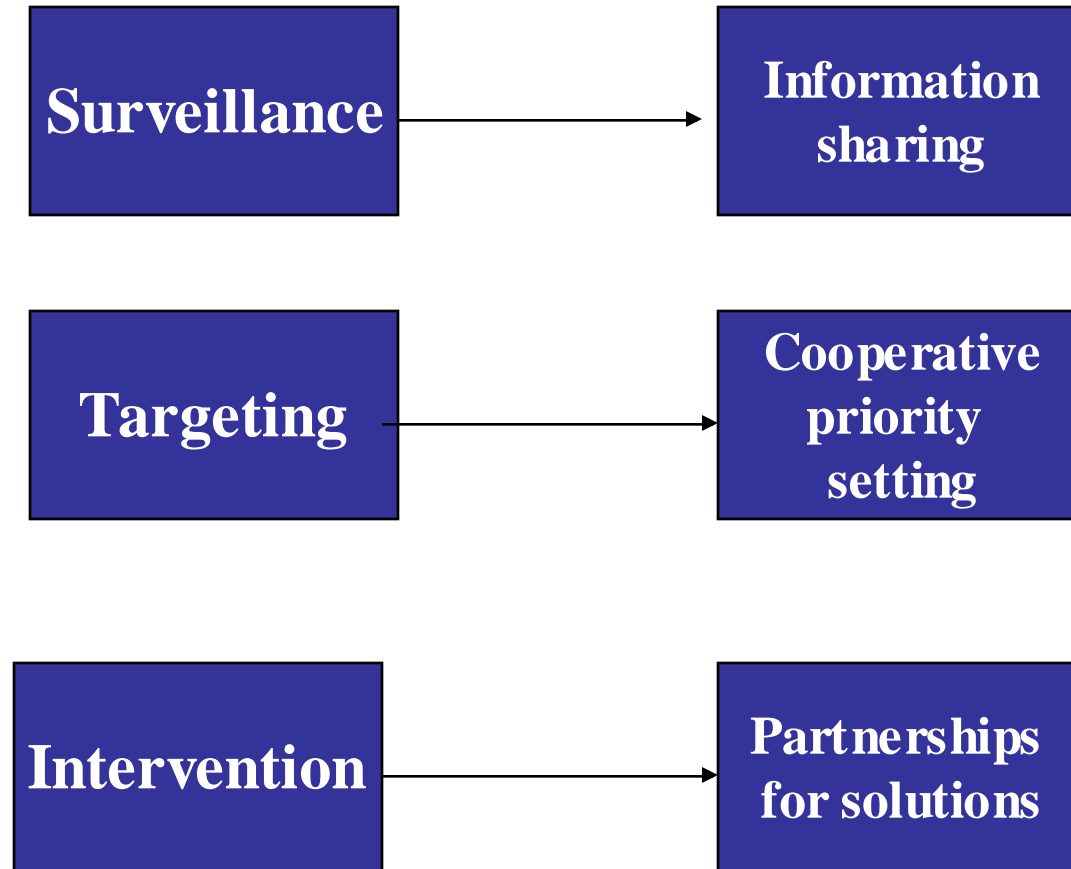
In conclusion

- *AKU building on a strong population health platform*
- *Public health issues still inadequately addressed in Pakistan*
- *Public health leadership, by focusing on partnerships can overcome past divisions and schism that will address population health needs*

Thank you.



New Models for Public Health Practice



Pappas and Akhter 2000

Philosophical Principles

The Aga Khan University Order 1983

(Vision)

- His Highness Prince Aga Khan established in Pakistan a Health Science Complex whose programs...
- Will promote human welfare in general and the welfare of the people of Pakistan in particular...
- Will provide instruction, training, research, demonstration & service in the health sciences...

Vision & Mission of CHS

Vision:

CHS to be a *leadership model* in community oriented public health and social development.

Mission:

CHS shall strive for excellence in public health research, education and services for developing national and international leadership to address community's health needs and sufferings, and strengthen health systems.

Strategy & Values

Strategy:

- CHS shall develop sensitive, effective and efficient human resources. It shall foster a culture of research and practice relevant to public health, public policy and quality services for better health especially for vulnerable groups, in partnership with government, non-government organizations, and communities.

Values:

CHS shall be guided by the values of:

- Intellectual integrity and ethics
- Equality, equity, and social justice
- Participatory approaches
- Quality of care and concern
- Congeniality

Undergraduate Medical Education

18% of classroom teaching and coordinates

90% of off-campus education, involving students in urban Primary Health Care sites.



Postgraduate Education

- AKU's first postgraduate degree in 1996, a two-year MSc Epidemiology, the first of its type in Pakistan.
- Enhanced to include formal recognition of biostatistics in with the class of 2001.
- In 2000, CHS launched a second two-year MSc programme, in health policy and management.
- CHS also supplies substantial course content to the PhD in Health Sciences, launched in 1999.
- Diploma in Clinical Epidemiology: For board certified physicians seeking additional research skills

Continuing Education Programme (CEP)

- Short training courses under CEP are conducted regularly since 1994
- To strengthen the professional expertise and problem-solving skills of the people belonging to different sectors of health and development.
- For initial four years (1994 to 1998), was funded by AKF, now self-sustainable
- Increased number of regular, and tailor-made courses

Continuing Education Programme (CEP) (cont)

- Within and outside Pakistan particularly for mid-level health and development managers, researchers, planners and workers, working with government, NGOs, and international development agencies.
- Trained (1371) participants in (75) training courses spanning from 6 days to 3 months duration.
- Participants from AKDN (Pakistan, India, Bangladesh, Kenya, Tanzania, and Tajikistan), government agencies, and other NGOs in Pakistan and in Afghanistan, Iraq, Cambodia, and Nepal.

Specialty Education

- CHS developed Pakistan's first specialty programmes in Family Medicine and Community Medicine
- Both programmes are recognized by the College of Physicians & Surgeons of Pakistan and make extensive use of PHC, as well as relevant external attachments under supervision.
- Family Medicine became an independent Department in 2004.

Other Education and & Training Initiatives

- In order to support the development of research officers attached to projects, CHS for many years has run a Research Officers Programme.
- This has recently been upgraded (1999) into a Research Officers Training Programme to incorporate formal structured training in research methods.
- In support of the School of Nursing, CHS has also contributed substantially to the development of Community Health Nursing & BScN programme.