

INTERNATIONAL ENVIRONMENTAL HEALTH FACULTY FORUM

DRAFT Meeting Notes

9:30 a.m. – 5:00 p.m. • 2 May 2016
Bingu International Conference Centre
Lilongwe, Malawi

A. Biennial Business Meeting:

1. Welcome / Introductions

Chair: Charles D. (Chuck) Treser, University of Washington, Seattle, USA

2. Attendance: The roster of members attending the 2016 Faculty Forum is attached as Appendix A

3. Agenda:

- a. **Logistics** – The Chair reviewed the schedule and location of facilities.
- b. **The Agenda** was approved as drafted.
- c. **Chair's Report** – The chair reported on the following items.
 - **2014 IEHFF Faculty Forum**, was held in conjunction with the IFEH and NEHA meetings in Las Vegas, Nevada, USA, the day before the official start of the World Congress. The agenda and notes are available on the IEHFF website.
 - **A Global EH Faculty Forum** sponsored by IFEH and planned and organized last year (September 2015) by the Coimbra Health School in Coimbra, Portugal. A number of members of the IEHFF attended the Forum. The proceedings of the Faculty GEHFF were published as a special issue of the IFEH Journal
 - **IFEH Council Meetings.** The Chair has been able to participate in portions of the IFEH Council meetings as a result of our being recognized as a Special Interest Group within the IFEH. This is an important forum for keeping faculty abreast of happenings and plans within the IFEH as well as providing the Council with a faculty perspective on issues within the IFEH that may impact faculty or EH education.
 - **2016 IEHFF Meeting.** The agenda for the meeting was distributed.
 - **2017 Academic Conference.** The Chair announced that the IFEH would be co-sponsoring a second EH Faculty Forum in Jamaica in 2017. However the details have yet to be announced.
 - **2018 IEHFF.** The Chair plans on beginning work on the next IEHFF meeting scheduled for March 2018 in Auckland, New Zealand. Details and a call for papers and meeting agenda items will follow as soon as practical.

d. **Membership.** The Chair briefly reviewed the history of the IEHFF. The Faculty Forum was formed during the First World Congress on Environmental Health when a group of faculty from several universities got together and decided that academic issues were sufficiently different from those of the EH practitioners that there needed to be some dedicated time for faculty to get together and discuss these matters among themselves. It was organized, if it can be called that, as a loose association of faculty from any institution of higher education in the world that provided education and training to EH practitioners. The IEHFF held its first formal meeting at the second World Congress and since then has met every two years the day before the World Congress begins. Membership is open to all faculty, and simply involves being listed on the –mail listing of IEHFF members. The IEHFF also maintains a LinkedIn website. All members of the IEHFF are encouraged to become Academic Associate members of the IFEH, but it is not a requirement

e. **Old Business.** There was no old business

f. **New Business.**

- Election of officer(s): When asked, Chair Treser indicated that he was willing to serve for another two years. There was a second to the nomination and there being no other nominations, all those voting supported motion.

8. Adjournment: There being no further new business, the Forum was recessed for a tea break at this point.

B. Presentation of Papers:

Two papers had been accepted for presentation at the IEHFF. The chair expressed his thanks to Barbara Delaney (Dublin Institute of Technology, Retired), Susana Paixao (Coimbra Health School) and JC Koos Engelbrecht (Tshwane University of Technology) for their help in reviewing the abstract submissions.

a. Undergraduate field research in Environmental Health by Renay Van Wyk

This research offers new knowledge about perceptions students have about household level field research. The Department of Environmental Health in collaboration with the Medical Research Council (MRC) conducts the Health Environmental and Development (HEAD) Study through annual training and fieldwork for the past ten years. The HEAD study is an initiative of the partners of the World Health Organization Collaborating Centre for Urban Health (WHOCCUH).

b. The role of students' body in promoting Environmental Health in Uganda by Dr. David Musoke

Makerere University Environmental Health Students' Association (MUEHSA) is an association that was formed in 2003 to support the interests of students and practitioners of environmental health in Uganda. Membership to the association is strictly to students of environmental health. MUEHSA has carried out several activities to promote environmental health in the country. These activities include supporting continuing professional development through seminars, workshops and other educational fora; holding environmental health public exhibitions; and involvement in community development programmes including sanitation and hygiene promotion among local communities.

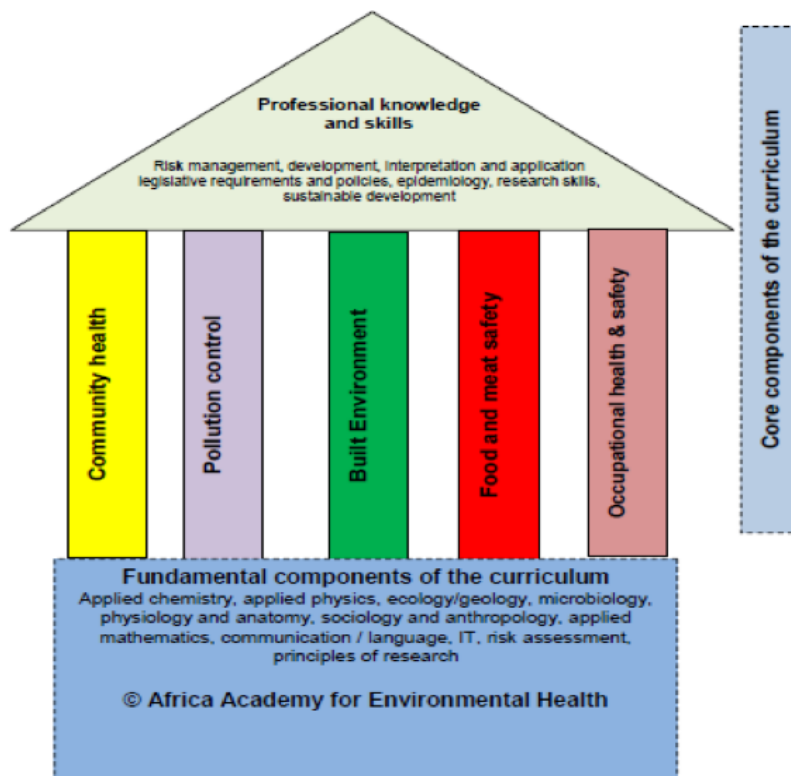
The author of the first paper was unable to attend the Forum, however, Dr. Musoke's paper generated considerable interest and discussion about how the association was formed, how it operates and the types of supports provided to it by the faculty.

C. Plenary Session

a. **EH Curriculum and Teaching.** Professor Kingsley Lungu presented an overview of the Africa Academy for Environmental Health Environmental Health Curriculum. The vision of the curriculum is to ensure a harmonized and portable EH curriculum throughout Africa, in order to ensure development of environmental health professionals who have relevant knowledge, skills and competencies through training and research required for the improvement of health in communities. The objectives of the curriculum are:

- To create a curriculum which can be adapted to individual institutional frameworks in order to offer a degree course in Environmental Health; and
- To create a curriculum for Africa which fits within the international framework for environmental health practitioners to increase global articulation and portability

This is a competency curriculum based on a cluster of related knowledge, skills and competence that were compiled by the AAEH and IFF (IFEH) respectively relates/affect a major part of the environmental health practitioners' scope of practice. He then reviewed the development process and presented the following model on which it rests.



b. This was followed by The Malawi Experience – AAEH Generic Curricula by ?? of Department of Environmental Health – University of Malawi. The major points made were:

- The current curricula was approved by the Senate of the University of Malawi on 14th January, 2011
- The preceding curricula was in operation for almost 13 years and that necessitated the review process.
- In addition, the programme was often been criticized by external examiners, college assessment meetings and senate for overloading the students with too many courses (partly it lacked focus).

As a result the curriculum went through a review process which has resulted in a revised curriculum as follows:

- The syllabi in the curriculum have been structured into modules and not courses as was the case.
- The review took into account the five main pillars of environmental health (per AAHE generic curricula):
- community health, food hygiene and safety, built environment, pollution control and occupational health and safety.
- This ensured that modules were structured based on pillars not haphazard as was previously

The aim of the revised curriculum is to produce EH graduates with the enthusiasm, confidence, flexibility and independence required by a modern profession and which allows them to assume positions of responsibility within environmental health and other disciplines. It is built on a sound foundation of sciences that have to include the natural, social, mathematical, IT, language and social sciences. Students are equipped with the necessary professional skills that would enable them to render an effective service.

This was followed by a series of questions seeking a better understanding of the standard curriculum and the flexibility that permits it to be tailored to the needs of a particular country without defeating the underlying desire for a standard curriculum for all of Africa.

D. Wrap Up

- a. Announcements:
 - All members were invited to an informal reception at the hotel at 7:00 p.m. - 2nd floor patio bar.
- b. It was agreed to adjourn the formal meeting early and retire to the more comfortable chairs in the open area of the BICC.

Respectfully submitted,



Charles D. (Chuck) Treser, MPH, DAAS
IEHFF Chair

15:35 - Open Discussion: Discussion on the way forward with the IEHFF in general and with EH Curriculum and Teaching. Among the salient points raised were the following:

1. IEHFF needs to be more active than just meeting once every two years for a day. It should serve as a resource and a sounding board for faculty engaged in EH education. It also needs to provide more opportunities for faculty to be involved, especially given the time and expense of getting to the international meeting
2. There needs to be a plan for ensuring continuity.

There seemed to be general agreement and enthusiasm for trying to identify regional chairs or vice-chairs that would take on the responsibility for promoting the Faculty Forum and coordinating activities within their regions. There was also identified a need for the designation of a Secretary to could help with the facilitation of communicating among the members and taking notes during the meetings.

An anticipated additional benefit of this process would be the identification of members who would be willing and able to step into the role of the Forum Chair.

Attachments:

2016 IEHFF Attendance Roster
2016 Agenda and Programme

draft