

Decolonizing Global Health Research: Perspectives from US and International Global Health Trainees

Matthew DeCamp, MD, MPH, Limbanazo Matandika, Bsc, MPH, Lameck Chinula, MD, Jorge L. Cañari-Casaño, PhD, MS, C. Hunter Davis, MPH, Emily Anderson, BS, Marlena McClellan, BS, BA, Benjamin H. Chi, MD, MSc, Valerie A. Paz-Soldan, PhD, MPH

Background

- **Colonial Legacy in Global Health:** History shapes current practices
- **Decolonizing Global Health (DGH):** DGH aims to address and remediate colonial impacts, mitigate power imbalances, and promote equity
- **Research Gap:** Knowledge is limited on how global health trainees perceive DGH
- **Education:** Learning how global health trainees perceive DGH will aid in crafting effective educational interventions

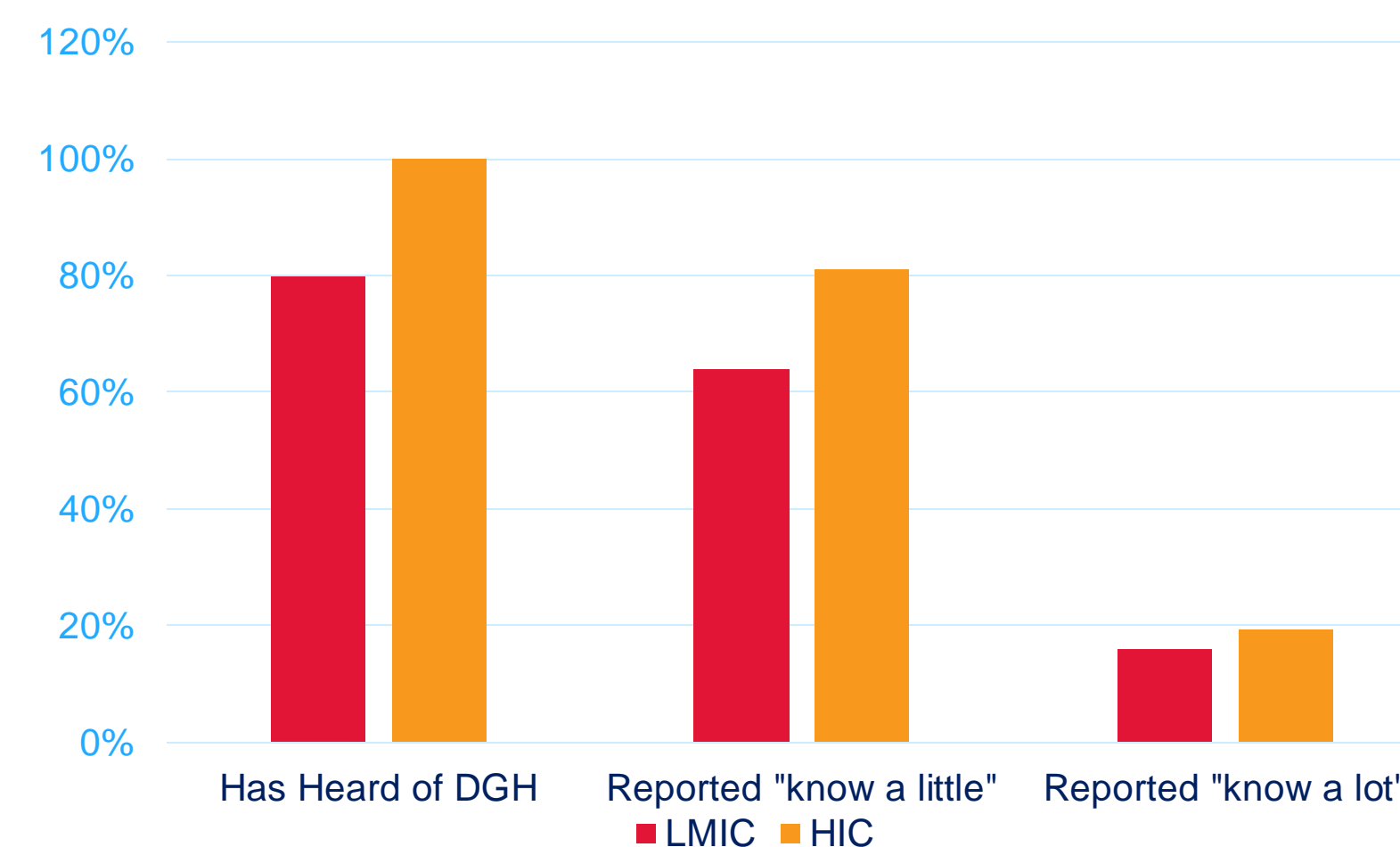
Methods

- A survey was conducted of all pre- and post- doctoral trainees and mentors from 2017-2022 of the UJMT Consortium
- **Participants:** pre- and post- doctoral trainees (n=111) and mentors (n=91) from high- (HICs) and low- and middle-income countries (LMICs).
- **Survey Instrument:** 36 core items assessed DGH knowledge and attitudes, including colonialism's impact on funding, research priorities, collaborations, data analysis, authorship, career advancement, and research. Trainees provided their own definitions of DGH.
- **Administration:** An online survey conducted from 2-4/2022 via Qualtrics
- **Analysis:** Quantitative was analyzed in Stata 17.0, Pearson Chi-square and Fisher's Exact Test for bivariate comparisons. Qualitative data via basic content analysis, with coders blinded to trainees' country income (HIC vs LMIC)

Findings

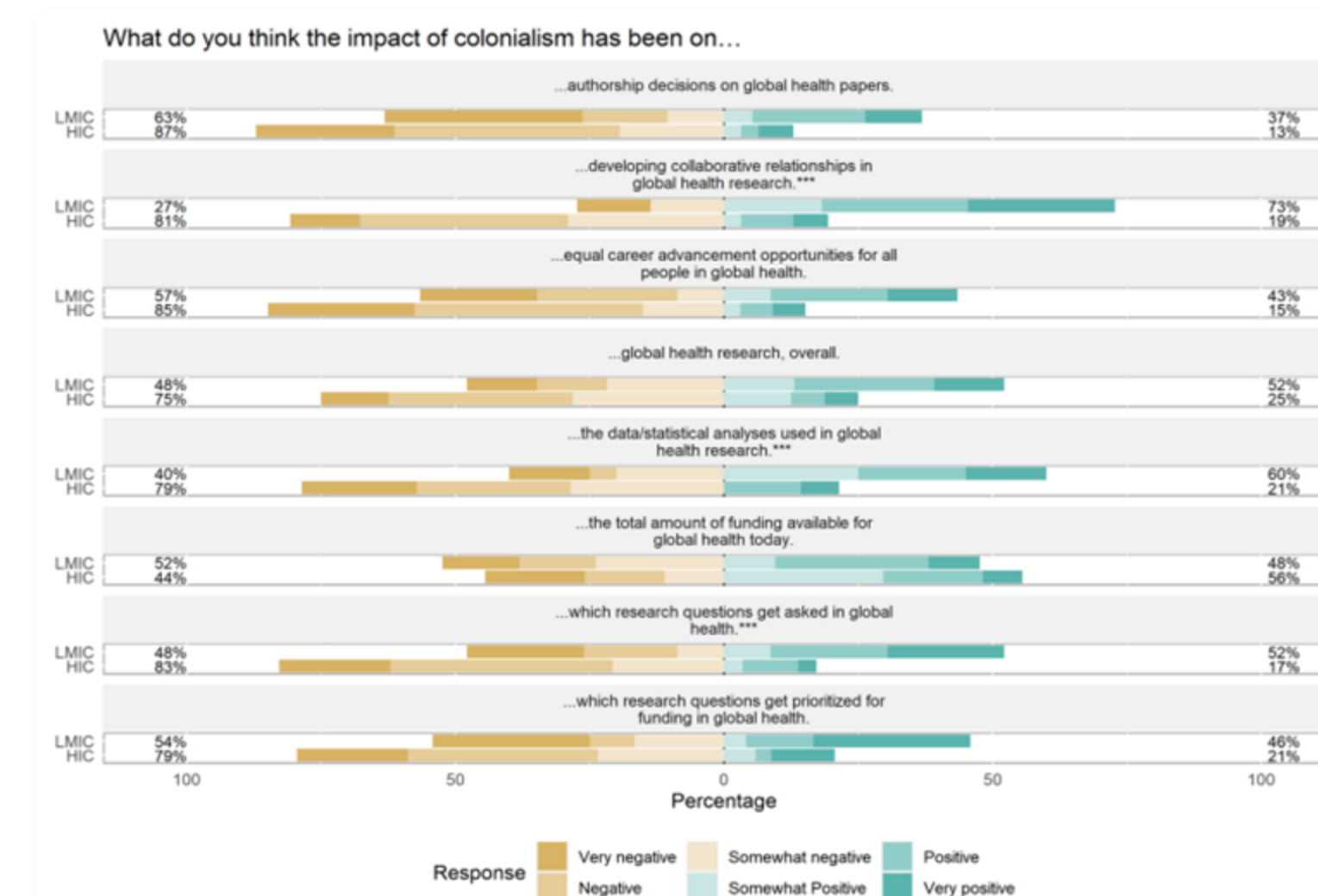
Are Trainees Familiar with Decolonizing Global Health?

Familiarity with DGH by Country Income of Trainees



There was a difference in awareness of DGH between trainees from HICs and LMICs; 100% of trainees from HICs had heard of DGH, while only 80% of trainees from LMICs were familiar (p=0.019)

How do Trainees from LMICs and HICs View Colonialism?



Trainees from HICs were more likely than trainees from LMICs to have a negative perception of the impact of colonialism; there was a statistically significant difference in 3 categories, as denoted by the triple asterisk.

How did Trainees Define Decolonizing Global Health?

Trainees were asked to define DGH in their own words; each response was coded with a core theme. No significant differences in theme existed when comparing definitions written by trainees from HICs to those from LMICs. Themes identified are listed from most to least common:

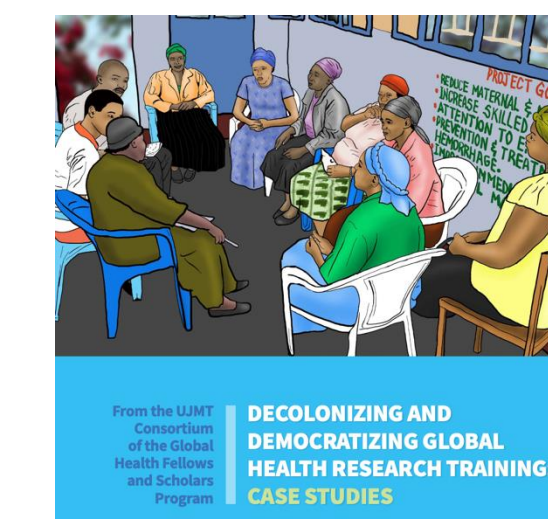
- **Actively eliminating power imbalances**
- **Prioritizing local needs**
- **Promoting local leadership**
- **Providing equitable opportunities for all**
- **Ensuring programs are culturally appropriate**

Conclusions

- Trainees' awareness and perception of DGH differed based on whether they were from HICs or LMICs
- Trainees from HICs were more likely to view the impacts of colonialism negatively
- There is a need for more discussion, education, and clarification around DGH within the global health community

Looking Forward

This project illuminated the need for improved education around decolonizing global health research. As a follow-up to this survey, UJMT trainees were interviewed to gather case studies of real ethical dilemmas concerning global health research and bioethics. These cases were then de-identified and compiled into a free educational resource.



Disclosures and Acknowledgements

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