

**“Enhancing Interprofessional
Collaboration and Learning for
Strengthening Primary Health Care”**

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Title	INCORPORATING ONE HEALTH IN THE MBARARA UNIVERSITY OF SCIENCE AND TECHNOLOGY (MUST) COMMUNITY-BASED EDUCATION PROGRAMMING: ISSUES AND EXPERIENCES
Type	Oral Presentation Community-Based Education for Health and Social Care Students
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Abstract N ^o	TUFH805
Content	<p>Background The One-Health approach emphasises the need to work together across interdisciplinary and trans-disciplinary teams in addressing emerging, re-emerging and prevailing health problems and diseases. Mbarara University of Science and Technology (MUST) was founded during 1989 on a Community Based Education (CBE) curriculum with the explicit aim of developing curricula that would facilitate the interaction between the local communities, University lecturers and students, to make them more directed towards the prevailing and emerging needs within Uganda and beyond. The curriculum has expanded in scope to cover all faculties and continued to aspire for inclusion and relevance. Methods Curriculum review sessions, collaboration meetings and expert interviews were conducted across faculties in order to expand the scope of the Community-Based Education curriculum by including One-Health principles. Results The CBE model has seen expansion to involve more than 450 students annually across more than 50 sites involving interdisciplinary and multidisciplinary teams of diverse students. More recently, facilitated collaboratively by the African One-Health University Network (AFROHUN), Makerere University and MUST, One-Health has been incorporated in curricula across the University. Conclusion One-health features as an approach of working across professional silos to improve human health outcomes by tackling issues such as zoonotic diseases, antimicrobial resistance, food safety and security, vector-borne diseases, environmental health, chronic diseases, mental health and occupational health.</p>