Mapping of academic and training programmes in the Caribbean

FOR HRH STRENGTHENING AND THE RESPONSE TO COVID-19 AND FUTURE PANDEMICS
Mapping of academic and training programmes in the Caribbean

FOR HRH STRENGTHENING AND THE RESPONSE TO COVID-19 AND FUTURE PANDEMICS

Washington, D.C., 2023
Mapping of academic and training programs in the Caribbean for HRH strengthening, and the response to COVID-19 and future pandemics
PAHO/CRB/COVID-19-19-0002
© Pan American Health Organization, 2023
Some rights reserved. This work is available under the Creative Commons Attribution-NonCommercial-ShareAlike 3.0 IGO license (CC BY-NC-SA 3.0 IGO).
Under the terms of this license, this work may be copied, redistributed, and adapted for non-commercial purposes, provided the new work is issued using the same or equivalent Creative Commons license and it is appropriately cited. In any use of this work, there should be no suggestion that the Pan American Health Organization (PAHO) endorses any specific organization, product, or service. Use of the PAHO logo is not permitted.
All reasonable precautions have been taken by PAHO to verify the information contained in this publication. However, the published material is being distributed without warranty of any kind, either expressed or implied. The responsibility for the interpretation and use of the material lies with the reader. In no event shall PAHO be liable for damages arising from its use.
CONTENTS

FOREWORD ................................................................................................................................. IV

ACKNOWLEDGEMENTS ................................................................................................................ V

1. INTRODUCTION .......................................................................................................................... 1

2. OBJECTIVE .................................................................................................................................. 2

3. METHODS ..................................................................................................................................... 2

4. RESULTS ....................................................................................................................................... 3

4.1 FOR-CREDIT ACADEMIC PROGRAMMES AND COURSES .................................................. 3

4.1.1 NURSING AND MIDWIFERY .............................................................................................. 3

4.1.2 MEDICINE ............................................................................................................................ 5

4.1.3 PUBLIC HEALTH ................................................................................................................... 6

4.1.4 HEALTH SYSTEMS AND SERVICES .................................................................................... 7

4.1.5 OTHER SUPPORTIVE PROGRAMMES ................................................................................... 8

4.2 NON-CREDITED COURSES – VIRTUAL CAMPUS FOR PUBLIC HEALTH ............................ 9

5. DISCUSSION .................................................................................................................................. 10

6. LIMITATIONS ................................................................................................................................ 10

7. RECOMMENDATIONS .................................................................................................................. 11

8. CONCLUSION ............................................................................................................................... 11

9. REFERENCES ............................................................................................................................... 11

APPENDIX ....................................................................................................................................... 12
Foreword

Lessons from the COVID-19 pandemic have emphasised the importance of investment in an efficient and effective health workforce, particularly at the first level of care. Human resources for health (HRH) challenges gained global attention, bringing increased awareness to having not only the right number of staff but also the right mix of skills to enable adaptation for addressing various public health challenges. The Pan American Health Organization’s commitment to HRH development is evidenced in its investment in research, training, and policy development in the Region of the Americas.

The Caribbean has had important gains in HRH over the past two years. The launch of the HRH Action Task Force in early 2021 was the start of a new chapter for the region and, recently, the Caribbean established a permanent HRH commission, the HRH Caribbean Commission, tasked with moving forward the HRH agenda in the subregion. The implementation of two evidence-based policy briefs and seven policy actions has guided actions that have strengthened HRH in the Caribbean.

Nevertheless, the Caribbean continues to face serious HRH challenges. The long-standing issues of migration of health workers, financial and human resource limitations, and ineffective distribution of staff within health systems need targeted and evidence-based interventions that are supported at the highest level by policy action. This begins with documentation of the present status of HRH and identification of the specific areas for focused attention and capacity-building.

This publication highlights the academic and training options available within the Caribbean region to address HRH challenges and contribute to the identification of measures to increase access to training for HRH in the Caribbean.

Dean Chambliss
Subregional Programme Director for the Caribbean
Pan American Health Organization
Acknowledgements

This publication was developed under the leadership of Dr. E. Benjamin Puertas, Unit Chief, Human Resources for Health, Department of Health Systems and Services, Pan American Health Organization (PAHO), and Ms. Fiona Harris-Glenville, International PAHO Consultant (IPC). Ms. Curvelle David, Deputy Programme Manager, Health Sector Development, CARICOM Secretariat, provided support with review of the document. Ms. Anella Auer (IPC) also collaborated with review and editing of the final document.

The publication was developed using a list of academic programmes for addressing HRH challenges which were identified at the third meeting of the HRH Action Taskforce. We acknowledge and appreciate the input of the participating members.
1. Introduction

Globally, the COVID-19 pandemic has exposed many challenges with human resources for health (HRH) and prompted action toward the implementation of measures for the sustainability of an adequate, well-trained health workforce. The pandemic has also highlighted the need for a strategic focus on HRH and the need for health workers to be prepared to respond to the challenges of the twenty-first century and prevent public health crises.

The Pan American Health Organization (PAHO) had an integral role in the management of the COVID-19 pandemic within the Caribbean region, providing comprehensive support to Member States. This support has included tangible resources with the provision of equipment and essential supplies, technical support through capacity-building and training, health systems strengthening and monitoring, as well as through research and policy implementation. Studies undertaken by PAHO and WHO identified challenges with the response of different Caribbean countries to the COVID-19 pandemic and provided evidence to support advocacy among key stakeholders, and the development of two policy briefs, one to strengthen HRH to respond to COVID-19 and other emerging pandemics, and another to address vaccine hesitancy among healthcare workers. PAHO identified the critical role of a resilient health workforce for local, national, and regional response to the COVID-19 pandemic and the global challenges related to the health workforce labour market. PAHO has cemented alliances with the Caribbean Community (CARICOM) and other agencies and institutions in the Caribbean to address these challenges. In partnership with CARICOM, the implementation of the two policy briefs with seven policy actions will address HRH challenges within CARICOM countries.

The HRH Action Taskforce (HRH-ATF) resulted from collaboration between PAHO and CARICOM with the mandate from ministers of health to advise and monitor the development of public policy in the countries and territories of the Caribbean (39th Council for Human and Social Development – COHSOD, November 2020). In September 2022, given the HRH-ATF’s response to HRH challenges in the region and the level of implementation of the policy actions, by mandate of the CARICOM ministers of health during the 43rd COHSOD meeting, it was transformed into a permanent commission, the HRH Caribbean Commission. Representatives (focal points) are designated by CARICOM Member States to serve on the Commission. Other members of the Commission include The University of the West Indies, the University of Guyana, the Caribbean Public Health Agency (CARPHA) and the Regional Nursing Body (RNB). PAHO and CARICOM act as Secretariat. Support to the Commission is also provided by Dalhousie University in its role as a PAHO/WHO Collaborating Centre on Health Workforce Planning and Research.

The policy brief, Strengthening Human Resources for Health (HRH) to respond to COVID-19 and other emerging pandemics in the Caribbean (1), includes four policy actions:

1. Planning and forecasting HRH staffing needs.
2. Training and communication to strengthen HRH.
3. Protecting and supporting HRH.
4. Developing and consolidating mechanisms to enable rapid HRH response.

This report relates to policy action 2 - Training and communication.

To support the implementation of this policy action, the HRH-ATF decided to map training and academic programmes in the Caribbean that directly or indirectly support the response to COVID-19 and future pandemics.
2. Objective

To map training and academic programmes in the Caribbean that address HRH challenges in the region and that support, directly or indirectly, the response to COVID-19 and future pandemics.

3. Methods

During the third meeting of the HRH-ATF on 19 January 2022, members discussed priority HRH training needs from the different CARICOM countries. These were used to develop a preliminary list of existing academic and training programmes in the Caribbean that address these needs, particularly in terms of strengthening the HRH response to COVID-19. Between 1 and 15 July 2022, PAHO conducted a further search on the Internet and on the PAHO Virtual Campus for Public Health (VCPH) to identify additional courses and programmes, taking into consideration the following criteria:

- Address HRH priority training needs within the Caribbean region as identified by CARICOM Member States through their representatives on the HRH-ATF;
- Align with the priorities included in the Caribbean Roadmap on Human Resources for Universal Health 2018-2022 (2) and the strategic lines of action in PAHO’s Strategy on Human Resources for Universal Access to Health and Universal Health Coverage (3);
- Include a component (unit or section) related to HRH;
- Be currently offered.

The programme/course descriptions were reviewed to determine their eligibility and those that met one or more of the above criteria were shortlisted. A more in-depth analysis of the content was subsequently done based on the eligibility criteria and the findings were divided into for-credit academic programmes at the tertiary level leading to conferral of a certificate or degree, and non-academic training programmes or courses. The findings presented in this document are valid as of the date of the study and do not represent an exhaustive list of all programmes or courses being offered in the Caribbean.
4. Results

4.1 For-credit academic programmes and courses

Several countries within the Caribbean region offer tertiary-level education, ranging from community colleges to four-year universities. Priority training areas for HRH in the Caribbean include the following:

- Nursing and midwifery
- Medicine
- Public health
- Health systems and services

4.1.1 Nursing and midwifery

Most countries in CARICOM have at least a general nursing programme at the associate or bachelor’s degree level (see Table 1). General nursing programmes are guided by the Curriculum for Registered Nursing Education Programme for B.Sc. Nursing in CARICOM Countries (4). The most recent version of this curriculum was approved in April 2011 and was developed for the direction of the Bachelor of Science in Nursing, undergraduate programme. The curriculum includes eight domains with recommended units of competence that are important to the achievement of policy actions as outlined in the policy brief Strengthening Human Resources for Health (HRH) to respond to COVID-19 and other emerging pandemics in the Caribbean (see Appendix A).

Accreditation of nursing programmes in the Caribbean currently follows an internal review process that is coordinated by the nursing council in the individual country. At entry level, nurses must pass the regional exam for nurse registration (RENR) to be eligible and this exam is coordinated at a regional level by the Caribbean Examinations Council.

Midwifery education is usually provided within schools of nursing. A recent study of midwifery education and practice in 12 Caribbean countries noted that most of the programmes offered are post-RN diploma or certificate programmes with a few countries offering direct entry midwifery training (5). The programmes range from 1 to 4 years, depending on the type of programme. The schools in the 12 countries participating in the study are accredited by different entities within the region.

The following specialties are available in the Caribbean:

- General Nursing (Associate degree, Bachelor’s of Science in Nursing)
- Midwifery
  - Direct-entry degree
  - Post-graduate diploma or certificate
- Post-graduate nursing degrees
  - Nursing
  - Advanced Nursing
  - Public Health Nursing
  - Family Nurse Practitioner
  - Nursing Administration
  - Nursing Education
  - Clinical Specialist
  - Clinical Nurse Specialist (Gerontology)
  - Pediatric Nursing
  - Community health/mental health nursing
<table>
<thead>
<tr>
<th>Country</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antigua and Barbuda</td>
<td>University of Health Sciences Antigua</td>
</tr>
<tr>
<td></td>
<td>The University of the West Indies, Five Islands Campus</td>
</tr>
<tr>
<td></td>
<td>Antigua State College</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>The University of The Bahamas</td>
</tr>
<tr>
<td>Barbados</td>
<td>Barbados Community College</td>
</tr>
<tr>
<td>Belize</td>
<td>University of Belize</td>
</tr>
<tr>
<td>Bermuda</td>
<td>Bermuda College</td>
</tr>
<tr>
<td>British Virgin Islands</td>
<td>H. Lavity Stoutt Community College</td>
</tr>
<tr>
<td>Cayman Islands</td>
<td>University College of the Cayman Islands</td>
</tr>
<tr>
<td>Curaçao</td>
<td>University of Curaçao</td>
</tr>
<tr>
<td></td>
<td>Caribbean University of Nursing</td>
</tr>
<tr>
<td>Dominica</td>
<td>Dominica State College</td>
</tr>
<tr>
<td></td>
<td>All Saints University School of Nursing</td>
</tr>
<tr>
<td></td>
<td>St. Joseph University</td>
</tr>
<tr>
<td>Grenada</td>
<td>St. George’s University</td>
</tr>
<tr>
<td>Guyana</td>
<td>University of Guyana</td>
</tr>
<tr>
<td></td>
<td>St. Joseph Mercy Hospital</td>
</tr>
<tr>
<td>Haiti</td>
<td>Université Lumière MEBSH</td>
</tr>
<tr>
<td>Jamaica</td>
<td>Brown’s Town Community College</td>
</tr>
<tr>
<td></td>
<td>Excelsior Community College</td>
</tr>
<tr>
<td></td>
<td>Knox Community College</td>
</tr>
<tr>
<td></td>
<td>Northern Caribbean University</td>
</tr>
<tr>
<td></td>
<td>Sigma College of Nursing and Applied Sciences</td>
</tr>
<tr>
<td></td>
<td>University of Technology, Jamaica Caribbean School of Nursing (Kingston and Montego Bay campuses)</td>
</tr>
<tr>
<td></td>
<td>The University of the West Indies at Mona</td>
</tr>
<tr>
<td>Saint Kitts and Nevis</td>
<td>International University of Nursing</td>
</tr>
<tr>
<td></td>
<td>University of Medicine and Health Sciences</td>
</tr>
<tr>
<td>Saint Lucia</td>
<td>Sir Arthur Lewis Community College</td>
</tr>
<tr>
<td>Saint Vincent and the Grenadines</td>
<td>St. Vincent and the Grenadines Community College</td>
</tr>
<tr>
<td>Suriname</td>
<td>EFS College COVAB</td>
</tr>
<tr>
<td>Trinidad and Tobago</td>
<td>The University of the West Indies at St. Augustine</td>
</tr>
<tr>
<td></td>
<td>College of Science, Technology and Applied Arts of Trinidad and Tobago (COSTAATT)</td>
</tr>
<tr>
<td></td>
<td>University of the Southern Caribbean</td>
</tr>
<tr>
<td></td>
<td>Ministry of Education, Nursing Unit</td>
</tr>
</tbody>
</table>

*Source: PAHO.*
4.1.2 Medicine

Medical education in the Caribbean is regulated by the Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP), a body established in 2003 with the support of CARICOM to provide accreditation for medical schools. The process involves a thorough evaluation to ensure that a school meets the required standards. Initially, the school is given provisional accreditation until the evaluation is complete. Schools that satisfy the requirements are given full accreditation status. If programmes are identified as insufficiently compliant with the required standards, probationary accreditation will be given with deadlines for meeting the requirements. Schools that are not accredited did not satisfactorily comply with the recommended standards even after a review following the probationary period.

CAAM-HP provides a list of assessed programmes in the Caribbean on its website, including medical, dental and veterinary schools. There are 28 medical schools listed on the site, some of which have multiple campuses for a total of 33 campuses. The list does not include all medical schools in the Caribbean.

Table 2 shows the list of medical schools assessed by CAAM-HP by country. Those universities that have multiple campuses appear under each country where they have a campus.

More information on the schools, including their current accreditation status, can be found at https://caam-hp.org/programs/

<table>
<thead>
<tr>
<th>Country</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anguilla</td>
<td>Saint James School of Medicine</td>
</tr>
<tr>
<td>Antigua and Barbuda</td>
<td>American University of Antigua College of Medicine</td>
</tr>
<tr>
<td>Aruba</td>
<td>Xavier University School of Medicine</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>The University of the West Indies School of Medicine</td>
</tr>
<tr>
<td></td>
<td>Western Atlantic University School of Medicine</td>
</tr>
<tr>
<td>Barbados</td>
<td>Queen’s University College of Medicine</td>
</tr>
<tr>
<td></td>
<td>Ross University School of Medicine</td>
</tr>
<tr>
<td></td>
<td>The University of the West Indies School of Medicine, Cave Hill</td>
</tr>
<tr>
<td></td>
<td>American University of Barbados</td>
</tr>
<tr>
<td>Curaçao</td>
<td>Avalon University School of Medicine</td>
</tr>
<tr>
<td></td>
<td>Caribbean Medical University</td>
</tr>
<tr>
<td>Dominica</td>
<td>All Saints University</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>Instituto Tecnológico de Santo Domingo</td>
</tr>
<tr>
<td></td>
<td>Universidad Iberoamericana</td>
</tr>
<tr>
<td>Grenada</td>
<td>St. George's University School of Medicine</td>
</tr>
<tr>
<td>Guyana</td>
<td>Texila American University</td>
</tr>
<tr>
<td></td>
<td>University of Guyana School of Medicine</td>
</tr>
<tr>
<td>Jamaica</td>
<td>All American Institute of Medical Sciences</td>
</tr>
<tr>
<td></td>
<td>Bioprist Institute of Medical Sciences</td>
</tr>
<tr>
<td></td>
<td>The University of the West Indies School of Medicine, Mona</td>
</tr>
<tr>
<td>Montserrat</td>
<td>University of Science, Arts and Technology (USAT)</td>
</tr>
<tr>
<td></td>
<td>Vanguard University School of Medicine</td>
</tr>
<tr>
<td></td>
<td>British International University (BIU)</td>
</tr>
<tr>
<td>Saint Kitts and Nevis</td>
<td>Windsor University School of Medicine</td>
</tr>
</tbody>
</table>
### Table 2. List of medical schools that have been assessed by CAAM-HP (continued)

<table>
<thead>
<tr>
<th>Country</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saint Lucia</td>
<td>International American University College of Medicine</td>
</tr>
<tr>
<td></td>
<td>Spartan Health Sciences University School of Medicine</td>
</tr>
<tr>
<td></td>
<td>American International Medical University</td>
</tr>
<tr>
<td></td>
<td>Commonwealth University College of Medicine</td>
</tr>
<tr>
<td>Saint Vincent and the Grenadines</td>
<td>Saint James School of Medicine</td>
</tr>
<tr>
<td></td>
<td>All Saints University</td>
</tr>
<tr>
<td></td>
<td>Trinity Medical Sciences University School of Medicine</td>
</tr>
<tr>
<td>Trinidad and Tobago</td>
<td>The University of the West Indies School of Medicine, St. Augustine</td>
</tr>
<tr>
<td>Turks and Caicos Islands</td>
<td>Global University Schools of Medicine and Public Health (GU-MED)</td>
</tr>
</tbody>
</table>


### 4.1.3 Public health

Public health is “the science and art of preventing disease, prolonging life and promoting health through the organised efforts and informed choices of society, organisations, public and private, communities and individuals” ([6](#)). Public health training equips future workers with the tools and knowledge necessary to assess and manage healthcare services at the community and at the health systems level. Ideally, all staff involved in the management of public health or community services should be trained in public health. This should include staff involved in the execution of essential public health functions. The following programmes are available for training in public health in the Caribbean:

**Master of Public Health (MPH)**

The MPH degree is designed to provide the intellectual tools, knowledge, and skills to enable graduates to contribute to the development and management of health programmes, and to plan and implement health interventions to improve the health of different populations. Depending on the university, students have the option of pursuing different tracks of the MPH programme, including:

- General track
- Health management
- Global health
- Preventive medicine
- Gerontology
- Epidemiology
- Environmental and occupational health
- Health policy and administration.

These tracks all expose students to the essential public health functions and their impact on the health of populations. The programmes do not have a course related to HRH but some programmes may introduce students to the concept and management of HRH. In addition, St. George’s University offers two dual degree programmes: MD/MPH and DVM/MPH.

**Availability:** St. George’s University, Grenada [Master of Public Health (MPH) Degree | St. George’s University (sgu.edu)]

Monroe College, Saint Lucia [https://www.monroecollege.edu/st-lucia-degree-programs](https://www.monroecollege.edu/st-lucia-degree-programs)

Master of science in Public Health Nutrition


Doctor of Public Health

The Doctor of Public Health programme (DrPH) is a professional degree targeted toward public health professionals employed at the management level in the health system. It aims to provide specialised training in public health and to facilitate the development of advanced competencies of current and future health leaders in the Caribbean. The programme is delivered in five block sessions, spanning two years, and guided field placements for a period of up to two years. Experienced public health practitioners may be exempt for up to one year of field placement. Students are introduced to various aspects of public health practice, and the programme includes a doctoral seminar on HRH. Students are also expected to conduct a research study leading to a thesis presentation.

Availability: The University of the West Indies at Mona, Jamaica – Department of Community Health and Psychiatry [https://www.mona.uwi.edu/fms/doctor-public-health](https://www.mona.uwi.edu/fms/doctor-public-health)

MPhil/PhD in Public Health

The Doctor of Philosophy (PhD) programme is a research-focused degree designed to develop the research skills of graduate students with particular application to solving public health problems in low- and middle-income countries. It equips students to contribute to the maintenance and improvement of public health primarily through public health research and teaching. Students in this programme are expected to develop a thesis that makes a distinct contribution to the content and advancement of public health in the Caribbean. Students must complete at least one year of the MPhil programme before matriculating into the PhD programme.

Although the programme does not have a component dedicated to HRH, it contributes to the development of public health leadership within the Caribbean region and also to the development of skills in research and strategic management important for addressing public health problems such as COVID-19 and other emerging pandemics.

Availability: The University of the West Indies at Mona, Jamaica – Department of Community Health and Psychiatry [https://www.mona.uwi.edu/fms/mphilphd-public-health](https://www.mona.uwi.edu/fms/mphilphd-public-health)

### 4.1.4 Health systems and services

Health Policy and Health Systems (Diploma/Certificate)

This programme was created through a formal agreement between PAHO and The University of the West Indies, Cave Hill campus in Barbados. It aims to develop the skills and competencies for health policy creation and health systems leadership within the context of health emergencies and post-pandemic planning. Students have the option of pursuing the 12-credit certificate programme or the 21-credit diploma programme, both of which offer courses in leadership and a 3-credit course on HRH. The first cohort of students started on 6 September 2022.

Health services administration/Healthcare management

Health services administration and healthcare management involve the managing of human and fiscal resources to deliver effective health services at varying levels of the health system. Programmes vary at the different universities.

Availability: The University of the West Indies, Global Campus [https://www.open.uwi.edu/programmes/introduction-health-care-management](https://www.open.uwi.edu/programmes/introduction-health-care-management). This continuing education programme consists of 120 contact hours geared toward equipping individuals to function effectively in healthcare management.

The University of the West Indies at St. Augustine, Trinidad and Tobago [https://sta.uwi.edu/uwitoday/archive/may_2009/article16.asp](https://sta.uwi.edu/uwitoday/archive/may_2009/article16.asp). This programme is part of the International Master of Business Administration Programme (IMBA) at the Arthur Lok Jack Graduate School of Business.

St. George’s University, Grenada [https://www.sgu.edu/academic-programs/graduate-studies/mba-health/](https://www.sgu.edu/academic-programs/graduate-studies/mba-health/). Offers an MBA in Multi-Sector Health Management.

Monroe College, Saint Lucia [https://www.monroecollege.edu/st-lucia-degree-programs](https://www.monroecollege.edu/st-lucia-degree-programs). Monroe College offers an Associate degree in Medical Administration and a Bachelor’s degree in Health Services Administration.

4.1.5 Other supportive programmes

It is necessary to ensure protection and support for HRH within health institutions, including consideration for their mental health, psychosocial, and personal and family needs and ensuring monitoring of health workers for illness, stress and burnout. The following training programmes may help provide this support.

Occupational Health and Safety

Occupational health and safety are a broad area of public health that focuses on the prevention of illness and injuries within the worker population, although it does not specifically mention healthcare workers. It involves the study of different trends in illness and injuries and recommendations for strategies and regulations to prevent them. Both certificate and bachelor’s degree programmes are available in the Caribbean.


Mental Health

There are no training programmes available that specifically target the provision of mental health services for health workers. Mental health training programmes available in the Caribbean are targeted at the provision of mental health services for members of the public. However, these programmes provide basic skills that can be extended toward health workers. Training programmes in mental health may include the following:

- Psychology (BSc, MSc)
- Psychiatry (MSc)
- Mental health nursing/psychiatric nursing
- Introduction to counselling
- Advanced counselling

Availability: The various campuses of The University of the West Indies
**Project Management (Certificate, BSN, MSc)**

Health interventions are generally delivered through different projects or programmes. Project management training gives individuals the required skills to manage resources to meet project objectives. It involves the application of different processes, methods, skills, and knowledge to achieve specific project objectives according to a defined criterion and involves the ability to lead the team in achieving the project objectives within different constraints. Thus, this skill is useful to staff engaged in management functions within health systems.

**Availability:** The various campuses of The University of the West Indies

**Human Resources Management (Certificate, BSc, MSc)**

Human resources management refers to the strategic management of people in an organisation. This skill is pertinent to the effective and efficient management of HRH. Students have the option of completing short-term courses or pursuing a full degree.

**Availability:** The various campuses of The University of the West Indies

### 4.2 Non-credited courses – Virtual Campus for Public Health

Non-credited courses are available through PAHO’s Virtual Campus for Public Health (VCPH). The goal of the VCPH is to contribute to the development of skills and competencies of health workers while supporting the transformation of public health services and practices in the Region of the Americas. It offers a virtual space for interaction, learning, and networking.

The VCPH is a decentralised network of people, institutions, and organisations that share courses and open educational resources about topics related to public health which are relevant to the countries of the region, using information and communication technologies.

The Caribbean Node of the VCPH was launched in 2017 to facilitate the development of new courses and the adaptation of existing courses tailored to the Caribbean learner. Self-learning courses as well as tutor-led courses are available in English on a variety of topics through the main VCPH website or through the Caribbean node. The educational materials for most tutor-led courses are made available as open educational resources on the VCPH after course completion, enabling users to access the materials for self-learning. More information on VCPH course offerings can be obtained through the PAHO/WHO country office.

There are several courses related to COVID-19 management which address topics such as infection control, operational planning guidelines, PPE use, and facility management of respiratory illnesses. Pending necessary updates, these courses will remain relevant in the post-COVID-19 era. Courses on leadership, HRH, mental health management and those that teach vital skills for communication and management during crises and other significant health events are relevant to strengthen HRH to respond to current and future pandemics.

New courses are continually being developed and/or adapted. Caribbean health leaders may request inclusion of new topic areas or partner in the development of new courses.

The VCPH can be accessed at [https://www.campusvirtualsp.org/en](https://www.campusvirtualsp.org/en) and the Caribbean Node at: [https://caribbean.campusvirtualsp.org/](https://caribbean.campusvirtualsp.org/)
5. Discussion

This mapping of academic and training programmes assists with the identification of programmes that address HRH challenges in the Caribbean region and that support, directly or indirectly, the response to COVID-19 and future pandemics. While not an exhaustive list, it can be seen as a baseline of training and health professional education in the Caribbean. It can also serve as a starting point for HRH capacity-building planning as the current provision of training and health professional education does not sufficiently address the HRH training needs in the Caribbean.

The mapping showed that there is an important offer of academic and training programmes in the Caribbean. However, there are areas of education and capacity-building that can be reinforced by the development of new programmes or the adaptation of existing ones.

Most countries in CARICOM have at least a general nursing programme at the associate or bachelor’s degree level; however, there is a need to increase the training of personnel beyond the initial degree. While midwifery training is available, the offer of midwifery education is inconsistent in many countries based on a number of factors.

The offer of medical education in the Caribbean could be perceived as adequate. However, a high proportion of medical schools in the Caribbean are offshore institutions, which could mean that Caribbean students must compete for entry with students from other parts of the world and, therefore, such institutions may not necessarily meet the human resource needs of the Caribbean. In addition, approximately 32% of the medical schools assessed by CAAM-HP are either not accredited, had their accreditation denied, or had their accreditation withdrawn voluntarily or by CAAM-HP according to the CAAM-HP website. This could indicate limitations in training.

Various universities offer academic programmes in public health, primarily at the master’s level. However, education at the doctorate level is limited within the region.

Academic and training programmes to address HRH are sparse in the Caribbean region, and few programmes have an HRH component. Some of the programmes in health services administration and healthcare management may help bridge that gap. There is also a need for an increase in postgraduate programmes to build leadership and management competency within the countries of the Caribbean. The UWI-PAHO Postgraduate Certificate and Postgraduate Diploma in Health Policy and Health Systems attempt to address this need.

Generally, training in mental health programmes is not specific to the needs of HRH in the Caribbean. Training programmes focus on mental health services for the general population but not services specifically for health workers. This area can be addressed through the non-credit courses on the Caribbean Node of the VCPH or included as part of other programmes.

The VCPH offers various courses on leadership, HRH, mental health, epidemiology and surveillance, crisis communication and management, among other topics, that are useful for health professionals in addressing HRH challenges and the response to COVID-19 and future pandemics. Health professionals in the Caribbean are encouraged to explore these training opportunities through the Caribbean node or main website of the VCPH.

6. Limitations

The following limitations in this study should be considered:

- There could be a bias toward academic and training programmes from countries with representation on the HRH-ATF, and for academic institutions that have information on their programmes available online.
- The list is by no means exhaustive, and it is likely that some programmes for addressing HRH challenges have been excluded.
7. Recommendations

It is expected that the capacity-building needs of countries within the region will differ and, therefore, countries may wish to undertake qualitative and quantitative studies in order to better understand and address their needs. The following recommendations might be considered by Caribbean countries:

1. Update the list of academic programmes based on the country’s priority needs and identify areas for training of health professionals.

2. Conduct a review of skills and competencies necessary for meeting the HRH needs of the country using qualitative inquiry and current quantitative data to develop a preliminary understanding of the country’s needs.

3. Prioritise training for health workers based on the needs of the country and consider placement of human resources for health based on their training and competencies.

4. Support the development of the Caribbean Node of the VCPH as a learning platform for HRH within the Caribbean region, through the development of courses, dissemination of courses, and active participation in the courses being offered on the Caribbean Node.

5. Review accreditation status and processes for nursing and medical schools with a view to ensuring standardisation of knowledge and skills for health workers in the Caribbean.

8. Conclusion

The Mapping of academic and training programmes in the Caribbean for HRH strengthening and the response to COVID-19 and future pandemics is an important resource to support decisionmaking on capacity-building in the Caribbean.

The mapping of academic and training programmes is not exhaustive and does not necessarily include all courses available to support HRH in the Caribbean region. However, it is evident that there is need for further development of academic and training programmes that address HRH challenges in the Caribbean.

9. References


### Appendix A

#### Appendix A. Alignment of curriculum for registered nursing education programme for B.Sc. Nursing in CARICOM countries with HRH policy actions*

<table>
<thead>
<tr>
<th>Domains</th>
<th>Policy action 1</th>
<th>Policy action 2</th>
<th>Policy action 3</th>
<th>Policy action 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Planning and forecasting HRH staffing needs</td>
<td>Training and communication to strengthen HRH</td>
<td>Protecting and supporting HRH</td>
<td>Developing and consolidating mechanisms to enable rapid HRH response</td>
</tr>
<tr>
<td>Nursing practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. Recognises and responds appropriately to unsafe or unprofessional practice</td>
<td></td>
</tr>
<tr>
<td>Professional conduct</td>
<td></td>
<td>15. Utilises established protocols in communication directed to the provision of healthcare</td>
<td>8. Practises safe, competent and ethical care in a manner that is consistent with the ICN Code of Ethics and Conduct</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13. Recognises and respects the roles and responsibilities of the other members of the healthcare team</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>16. Accepts responsibility for own actions and decisions with respect to patient and personal safety of self and others</td>
<td></td>
</tr>
</tbody>
</table>

*Mapping of academic and training programmes in the Caribbean*
## Appendix A. Alignment of curriculum for registered nursing education programme for B.Sc. Nursing in CARICOM countries with HRH policy actions

**Domains** | **Policy action 1** | **Policy action 2** | **Policy action 3** | **Policy action 4**
--- | --- | --- | --- | ---
Health promotion and maintenance of wellness | 18. Utilises established protocols in communications directed to the provision and management of health care 19. Assists the client/patient to understand the link between health promotion strategies and health outcomes 20. Plans and implements health education and health promotion activities, focusing particularly on healthy lifestyles, wellness and the environment | 22. Collaborates with the interdisciplinary healthcare team in research, policy setting, and other functions supportive of the delivery of comprehensive nursing care |
Caring interventions | 23. Uses appropriate assessment tools and techniques as the basis for delivering nursing care 24. Interprets data obtained to inform the selection of interventions in the delivery of patient care | 25. Explores alternatives, approaches and priorities of care with clients and families 28. Collaborates with other health team members to manage actual and potential needs of clients and patients |
Nursing leadership and management | 33. Provides appropriate modeling and guidance to colleagues and clients to assist in realizing planned individual, organizational and professional outcomes | 31. Provides comprehensive, safe, efficient, and effective evidence-based nursing care to achieve identified individual/group health outcomes | 35. Participates in the analysis, development, implementation, and evaluation of clinical practices and policies that guide the delivery of patient care |

(continued)
### Appendix A. Alignment of curriculum for registered nursing education programme for B.Sc. Nursing in CARICOM countries with HRH policy actions*

<table>
<thead>
<tr>
<th>Domains</th>
<th>Policy action 1</th>
<th>Policy action 2</th>
<th>Policy action 3</th>
<th>Policy action 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>40. Utilises information systems to manage nursing and health care data during the delivery of patient/client care</td>
<td>37. Fosters therapeutic relationships and ongoing communication strategies to promote efficient and effective nursing care</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>38. Engages in ongoing teaching programmes and activities involving mass media and public speaking to advance the agenda of nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical decisionmaking</td>
<td></td>
<td>43. Assists and supports clients to make informed choices and to practice self-care skills</td>
<td>42. Incorporates evidence from research, clinical practice, client preference and other available sources to inform decision-making</td>
<td></td>
</tr>
<tr>
<td>Professional reflection and visioning</td>
<td></td>
<td>49. Contributes to ongoing professional development of self and others</td>
<td>50. Demonstrates critical inquiry skills in relation to new knowledge and technologies that benefit nursing care</td>
<td></td>
</tr>
</tbody>
</table>


*Numbers in the table correspond to the sub-domains in the curriculum for registered nursing education programme for B.Sc. Nursing in CARICOM*
This document provides a mapping of academic and training programmes available in the Caribbean that address human resources for health (HRH) challenges in the region and that support, directly or indirectly, the response to COVID-19 and future pandemics.

The document responds to policy action 2, training and communication to strengthen HRH, of the policy brief *Strengthening Human Resources for Health (HRH) to respond to COVID-19 and other emerging pandemics in the Caribbean*. The document includes information on relevant academic and training programmes in priority areas and where these programmes can be accessed. A description of the training offer from the Pan American Health Organization’s Virtual Campus for Public Health is also included. Finally, the document includes a discussion of the findings and recommendations for further action.