



IMPROVING ANATOMIC PATHOLOGY IN SUB- SAHARAN AFRICA TO SUPPORT CANCER CARE



BACKGROUND

- Accurate diagnosis is key to quality cancer care and to populating cancer registries.
- In most Sub-Saharan African countries, varying standards of pathology training and a scarcity of pathologists limits access to quality cancer diagnosis.
- This research project focused on determining the best approach to improve the ability of anatomic pathologists in East, Central, and Southern Africa (ECSA) to detect and diagnose cancer using standard approaches used in the United States and United Kingdom.

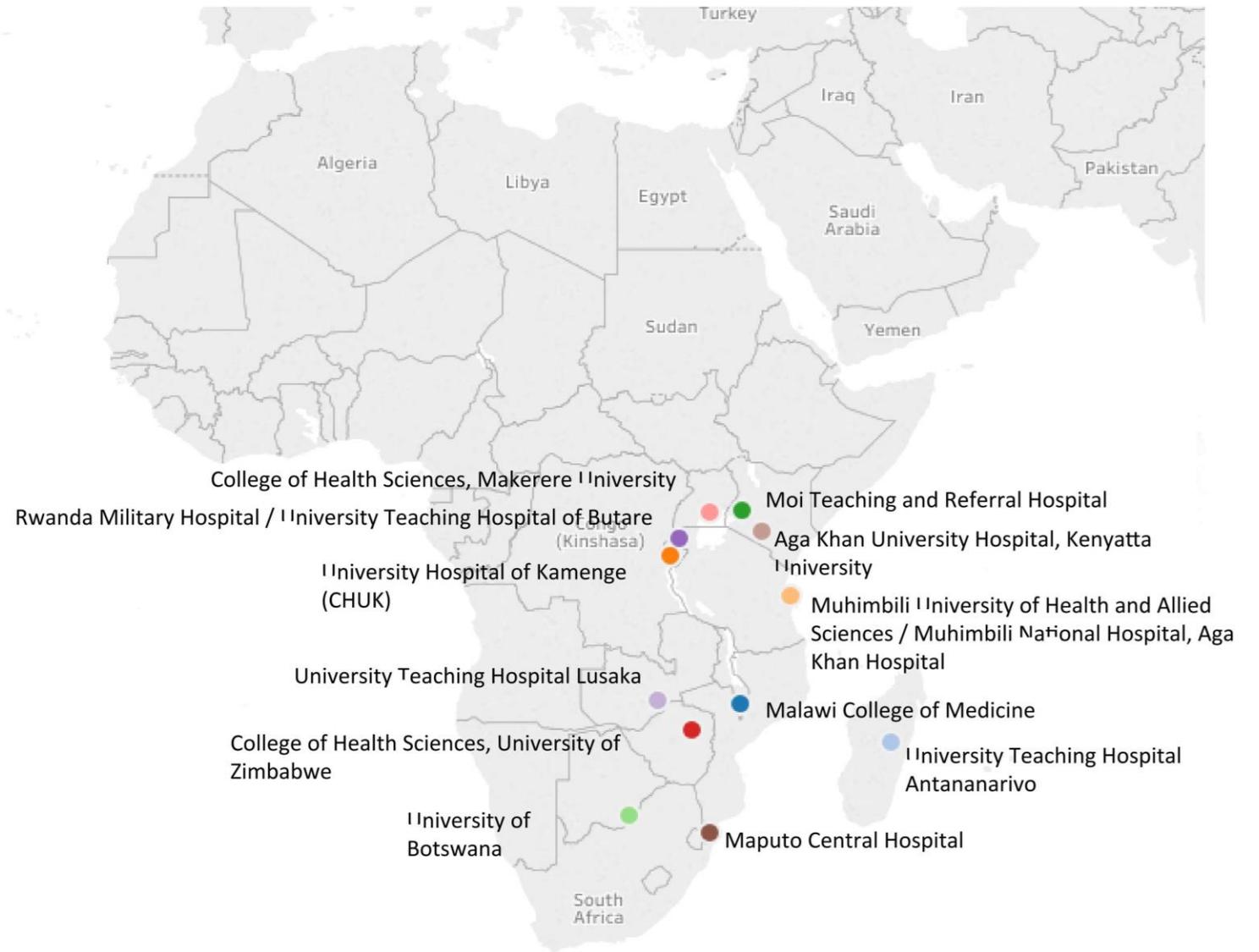
OUR STRATEGIC PARTNERS

- African Strategies for Advancing Pathology (ASAP): www.pathologyinafrica.org
- Aga Khan University Hospital Nairobi (AKUHN): www.aku.edu
- College of Pathologists of East Central and Southern Africa: www.copecsa.org

Funded by:

- National Institute of Health- PARI5-155

OUR REACH!

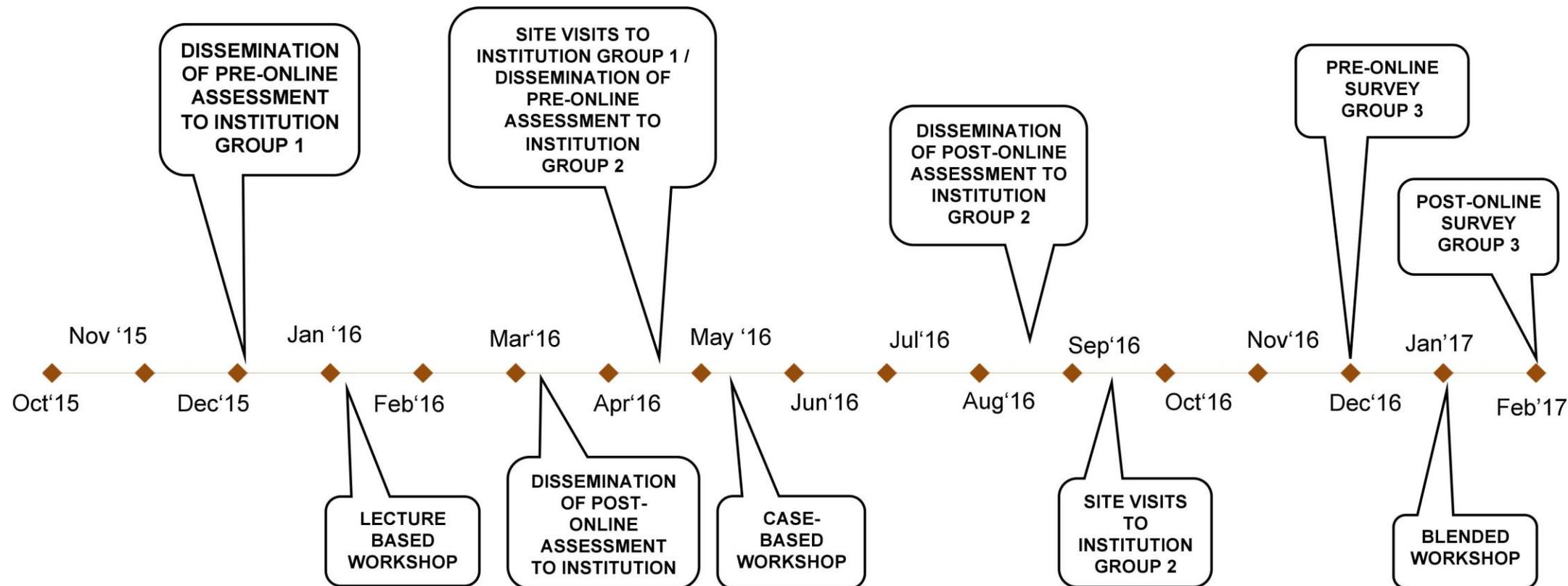


WHAT WE DID !

- This project involved **three 2.5-day** workshops that enhanced the skills of **52** anatomic pathologists and senior residents from **16** institutions across ECSCA to diagnose **4** common cancers, and featured **3** different approaches to training:
 - A didactic approach
 - A case-based approach
 - A blend of didactic and case-based training styles
- Educational assessments were developed to measure knowledge gained through each approach.

WHAT WE DID !

- In addition, the project assessed which approach is most effective in changing practice patterns at ECSA institutions by comparing pre- and post- training results of an online survey tool designed to assess diagnostic capacity at each institution.
- The accuracy and effectiveness of the online survey tool was validated by conducting site visits to **6** of the participating institutions.



WHAT WE ACHIEVED!

- Results of individual and departmental assessments were analyzed to determine which teaching approach is most effective to educate and train pathologists and senior residents in the ECSA region.
- While the case-based teaching style resulted in the highest overall average post-assessment scores, both the case-based teaching style and blended teaching style resulted in a **19%** increase in average scores from the pre to the post educational assessments.
- The consensus among the faculty was that the blended teaching style resulted in the highest level of engagement from the participants. The institutions that participated in the blended workshop also had increased reports of changes in practice patterns, as indicated by the online survey tools.

OUR CHALLENGES

- The workshops were logistically challenging, expensive, required significant resources for planning and organization, and necessitated the assistance of a local host.
- The challenges faced throughout this workshop indicate that expanding access to cancer care will require a higher level of planning and organization than is true for treating single diseases.

WHAT WE RECOMMEND!

- Explore expansion of the model using an approach designed to maximize program reach and minimize costs that incorporates a blended teaching approach.
- This approach could include local or regional workshops, involving local experts, having online and in-person components, and having an ongoing mentor for pathologists and senior residents from the LMICs.