Promising Best Practices: Intersections of Global Health and International Education

Jessica Evert MD
Executive Director, Child Family Health International
UCSF Department of Family and Community Medicine
Board of Directors, American Academy of Family Physicians (AAFP) Center for Global Health Initiatives
What is Global Health?

“a field of study, research, and practice that places a priority of achieving equity in health for all people. Global health involves multiple disciplines within and beyond the health sciences, is a synthesis of population-base prevention with individual level clinical care, promotes interdisciplinary collaboration, and emphasizes transnational health issues and determinants.”


OR….

“a concept fabricated by developed countries to explain what is regular practice in developing nations.”

Resource-Conscious, multi-cultural setting (LMIC or HIC)

International Education/Service-Learning Pedagogies & Best Practices

Global Health Competencies & Practice
CFHI.org

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11.3 Oversight of Extramural Electives

If a medical student at a medical school is permitted to take an elective under the auspices of another medical school, institution, or organization, a centralized system exists in the dean’s office at the home school to review the proposed extramural elective prior to approval and to ensure the return of a performance assessment of the student. Information about such issues as the following: student and the medical school in order to inform the student experience prior to its approval:

- Potential risks to the health and safety of patients, staff, and visitors.
- The availability of emergency care.
- The possibility of natural disasters, political instability.
- The need for additional preparation prior to, support elective.
- The level and quality of supervision.

Subject: ADA House Resolution 31H-2010

We are writing to share with you the American Dental Association (ADA) addressing students’ participation in dental outreach programs first proposed by the American Student Dental Association and the Pennsylvania Dental Association last fall. The 2010 House of Delegates supported the concept and adopted Resolution 31H-2010: Participation in Dental Outreach Programs:

Resolved, that it be policy of the American Dental Association (ADA) that students in U.S. dental schools and pre-dental programs who participate in a dental outreach program (e.g., international service trips, domestic service trips, volunteerism in underserved areas, etc.) be strongly encouraged:

- To adhere to the ASDA Student Code of Ethics and the ADA Principles of Ethics and Code of Professional Conduct;
- To be directly supervised by dentists licensed to practice or teach in the United States;
- To perform only procedures for which the volunteer has received proper education and training.

The dedication of the growing number of volunteers who work in some of the world’s most deprived communities is fully supported by the American Dental Association. However, we have experienced a sense of increasing importance that some volunteers, albeit well-intentioned,
Competencies

Level I: Global Citizen Level  Competency sets required of all post-secondary students pursuing any field with bearing on global health.

Level II: Exploratory Level  Competency sets required of students who are at an exploratory stage considering future professional pursuits in global health or preparing for a global health field experience working with individuals from diverse cultures and/or socioeconomic groups.

Level III: Basic Operational Level  Competency sets required of students aiming to spend a moderate amount of time, but not necessarily an entire career, working in the field of global health.

Two sub-categories exist in Level III:

Practitioner-Oriented Operational Level: Competency sets required of students practicing discipline-specific skills associated with the direct application of clinical, public health skills acquired in professional training and direct application of non-health fields’ (e.g., law, economics, environmental sciences, engineering, anthropology, and others) discipline-specific skills applied to relevant problems and tasks encountered in global health.

Program-Oriented Operational Level: Competency sets required of students within the Basic Operational Level in the realm of global health program development, planning, coordination, implementation, training, evaluation, or policy.

Level IV: Advanced Level  Competency sets required of students whose engagement with global health will be significant and sustained. These competencies can be framed to be more discipline-specific or tailored to the job or capacity in which one is working. This level encompasses a range of study programs, from a masters level degree program, up to a doctoral degree with a global health-relevant concentration. Students enrolling in these programs are usually committed to a career in global health-related activities.

Primary role of students is learners. Program structure is related to learning outcomes.
TWELVE TIPS

Twelve tips for teaching reflection at all levels of medical education

LOUISE ARONSON
University of California, USA

Abstract

Background: Review of studies published in medical education journals over the last decade reveals a diversity of pedagogical approaches and educational goals related to teaching reflection.

Aim: The following tips outline an approach to the design, implementation, and evaluation of reflection in medical education.

Method: The method is based on the available literature and the author’s experience. They are organized in the sequence that an educator might use in developing a reflective activity.

Results: The 12 tips provide guidance from conceptualization and structure of the reflective exercise to implementation and feedback and assessment. The final tip relates to the development of the faculty member’s own reflective ability.

Conclusion: With a better understanding of the conceptual frameworks underlying critical reflection and greater advance planning, medical educators will be able to create exercises and longitudinal curricula that not only enable greater learning from the experience being reflected upon but also develop reflective skills for life-long learning.
Assessment of trainee progression toward competencies (knowledge, attitude, skill)

Trainee evaluation of program

Assessment of external target impacts (ie. For targeted interventions, health measures, etc).

Assessment of impact of trainee and/or institution on host setting

Host/partners evaluation of partnership

Assessment of progress toward institutional/program goals
Considering Career Opportunities in Global Health

Disciplines sought by global health employers

Considering Career Opportunities in Global Health

Types of positions offered by global health employers

Perceived Weaknesses: Opportunities for International Education

Perceived Weaknesses of Domestic Health Professionals Moving to Global Health

- Understanding context and realities of global health: 43
- Flexibility, adaptability, creativity: 30
- Cultural sensitivity: 30
- Cross-cultural communication: 20
- Knowledge of key players, systems, processes: 13

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Jessica Evert MD
jevert@cfhi.org
www.cfhi.org

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