

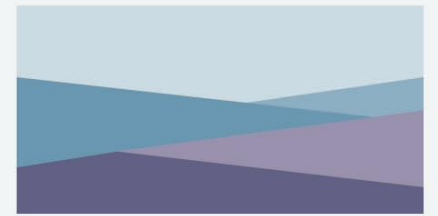


Interprofessional and Ethical Global Health Education Models

Shan Mohammed MD, MPH, FAAFP

Clinical Associate Professor
Director, MPH Program in Urban Health
Northeastern University

NEW HORIZONS
IN INTERNATIONAL
EDUCATION



NAFSA
2015

Annual
Conference
& Expo

MAY 24-29, 2015
BOSTON, MA USA

NAFSA
Association of
International Educators

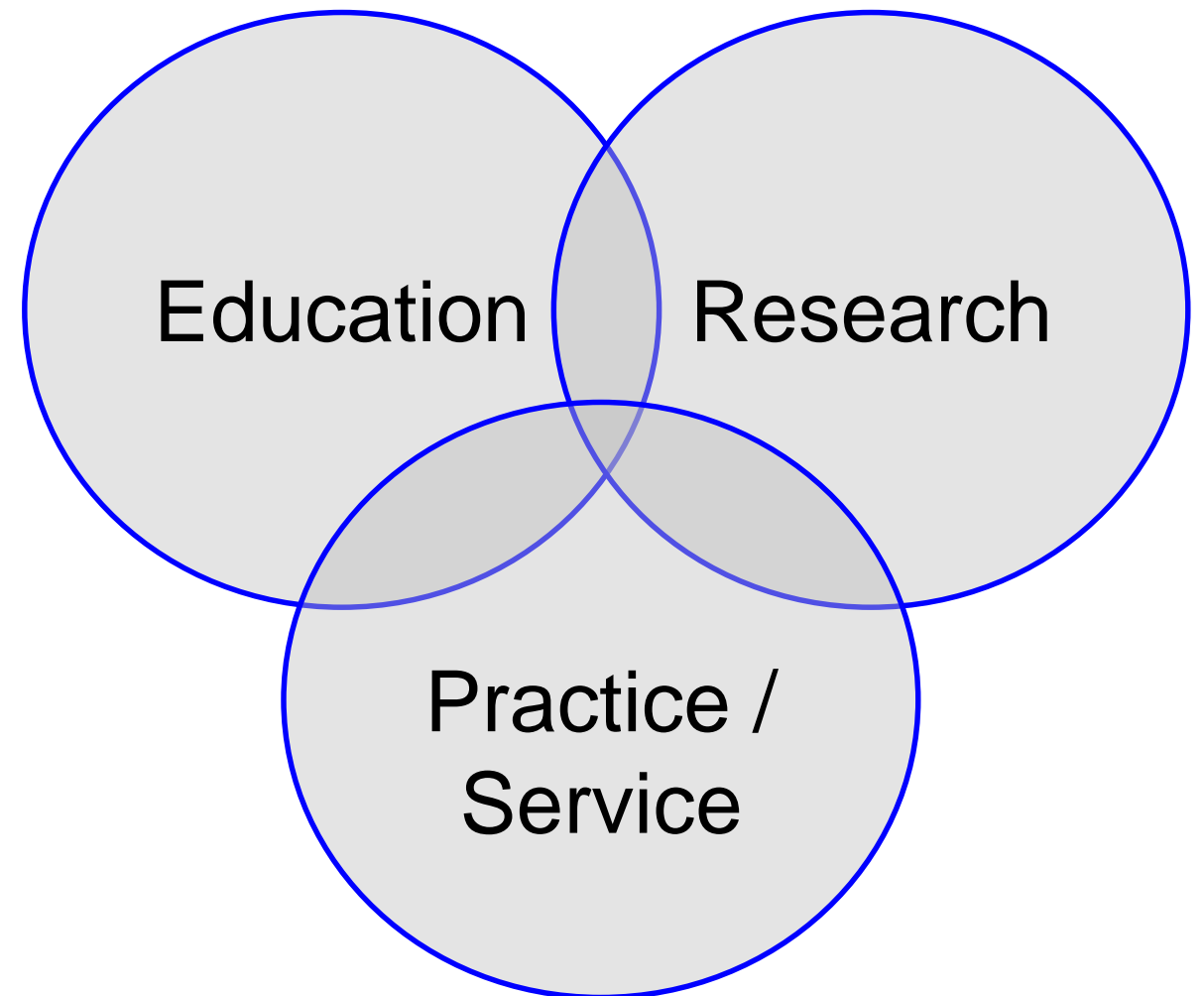
Overview

- Northeastern University
- Health Care and Public Health Education
- Tavistock Ethical Principles
- Interprofessional Collaborative Practice
- Models of Health Education Experiences



Bouvé College of Health Sciences Northeastern University

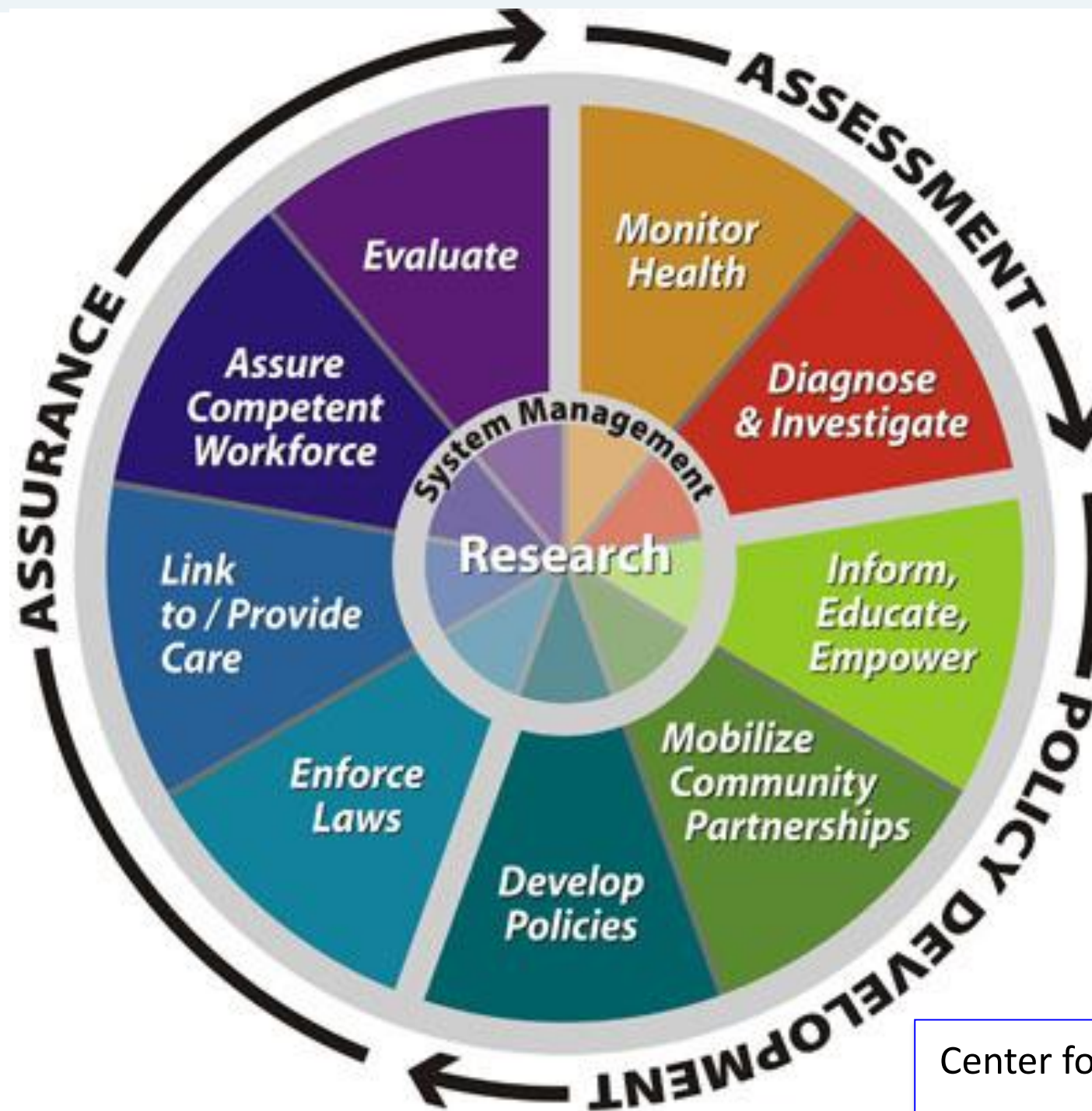
Pharmacy, Physician Assistant,
Nursing, Physical Therapy,
Public Health,
Speech Language Pathology &
Audiology,
Counseling and Applied
Psychology,
Exercise Science, Health Sciences



Urban Population Health
Self Care/Self Management

Healthy Aging (Lifespan)
Drug Discovery and Delivery

10 Essential Services of Public Health



Center for Disease Control and
Prevention

Global Health Ethics – Tavistock Principles

- **Rights** - People have a right to health and health care.
- **Balance** - Care of individual patients is central, but the health of populations is also our concern.
- **Comprehensiveness** - In addition to treating illness, we have an obligation to ease suffering, minimize disability, prevent disease, and promote health.
- **Cooperation** - Healthcare succeeds only if we cooperate with those we serve, each other, and those in other sectors.
- **Improvement** - Improving healthcare is a serious and continuing responsibility.
- **Safety** - Do no harm.
- **Openness** - Being open, honest, and trustworthy is vital in healthcare.

Education of Health Professionals for the 21st Century; A Global Independent Commission Commission

- Collective failure to share health advances equitably
- Systemic problems with health professional education
- Vision: *All health professionals should be educated to mobilize knowledge and engage in critical reasoning and ethical conduct so they are competent to participate in patient and population–centered health systems as members of locally responsive and globally connected teams.*

Education of Health Professionals for the 21st Century; A Global Independent Commission Commission

■ Shifts:

- *From fact memorization to searching, analysis, and synthesis of information for decision making*
- *From seeking professional credentials to achieving core competencies for effective teamwork in health systems*
- *From non-critical adoption of educational models to creative adaptation of global resources to address local priorities*

Interprofessional Collaborative Practice



- American Association of Colleges of Pharmacy
- American Association of Colleges of Nursing
- American Association of Colleges of Osteopathic Medicine
- American Dental Education Association
- Association of American Medical Colleges
- Association of Schools of Public Health

Interprofessional Competencies

- **VALUES/ETHICS FOR INTERPROFESSIONAL PRACTICE**
Work with individuals of other professions to maintain a climate of mutual respect and shared values.
- **ROLES/RESPONSIBILITIES**
Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served.
- **INTERPROFESSIONAL COMMUNICATION**
Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease.
- **TEAMS AND TEAMWORK**
Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective, and equitable.

Global Education Opportunities

Graduate Education

- HIV/AIDS, Health and Human Rights in Uganda
- 2 week full-time immersion
 - Medicine, Nursing, Public Health
- Partner institution: Makerere University, Kampala, Uganda
- Pedagogy
 - Team learning
 - US and Ugandan scholarship / literature
 - Site Visits (Clinical and Public Health)
 - Flipped Classroom
 - Collaborative Teaching
 - Train the Trainer Model
 - Social Activities
 - Balcony Viewpoints / Critical Analysis



Global Education Opportunities

Undergraduate Education

■ **International Co-op Experience**

- 6 month full-time individual experiences
- Semester long Co-op course
- Co-op Faculty Coordinator
- International Co-op Counselor

■ **Dialogues of Civilization**

- 4-7 weeks in length
- Credit for two academic courses
- Involves a series of meetings and discussions between students and local government leaders, community organizations, and their peers. +/- service learning experience
- Faculty led (lectures, site visits, cultural experiences)
- 15-30 students



How Learning Works: 7 Research-Based Principles for Smart Teaching. Ambrose, 2010.

1. Students' **prior knowledge** can help or hinder learning.
2. How students **organize knowledge** influences how they learn and apply what they know.
3. Students' **motivation** determines, directs, and sustains what they do to learn.
4. To develop **mastery**, students must acquire component skills, practice integrating them, and know when to apply them.
5. **Goal-directed practice coupled with targeted feedback** enhances the quality of students' learning.
6. Students' current **level of development** interacts with the social, emotional, and intellectual climate of the course to impact learning.
7. To become **self-directed learners**, students must learn to monitor and adjust their approaches to learning.

Fair – Trade Learning Principles*

- Dual Purposes
- Community Voice and Direction
- Commitment and Sustainability
- Transparency
- Environmental Sustainability and Footprint Reduction
- Economic Sustainability
- Deliberate Diversity, Intercultural Contact, and Reflection
- Global Community Building

*(Building a Better World Forum for Global Service-Learning, 2013)