

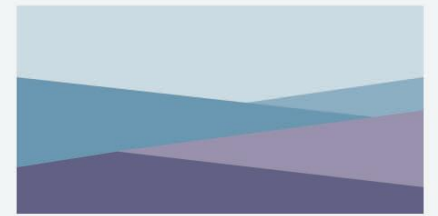


Challenges of Addressing Issues in Global Health in Academia

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NEW HORIZONS
IN INTERNATIONAL
EDUCATION



NAFSA
2015

Annual
Conference
& Expo

MAY 24-29, 2015
BOSTON, MA USA

NAFSA
Association of
International Educators

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Goals

- Review the educational benefits of exposing students to global health education.
- Discuss the challenges and ethical considerations inherent in engaging students in immersive learning.
- Share lessons learned and offer possible solutions to address challenges in global health education.

Tufts Around The Globe



Global Health Initiatives in the Field



INDIA

Vellore, Summer 2010: 13 Tufts students, including eight TUSM students, three MD/MPH students and four MPH students, spent two months at Christian Medical College shadowing and observing physicians and learning how they treat patients, manage the hospital, and provide care for the neglected and impoverished.

Panama



Nicaragua

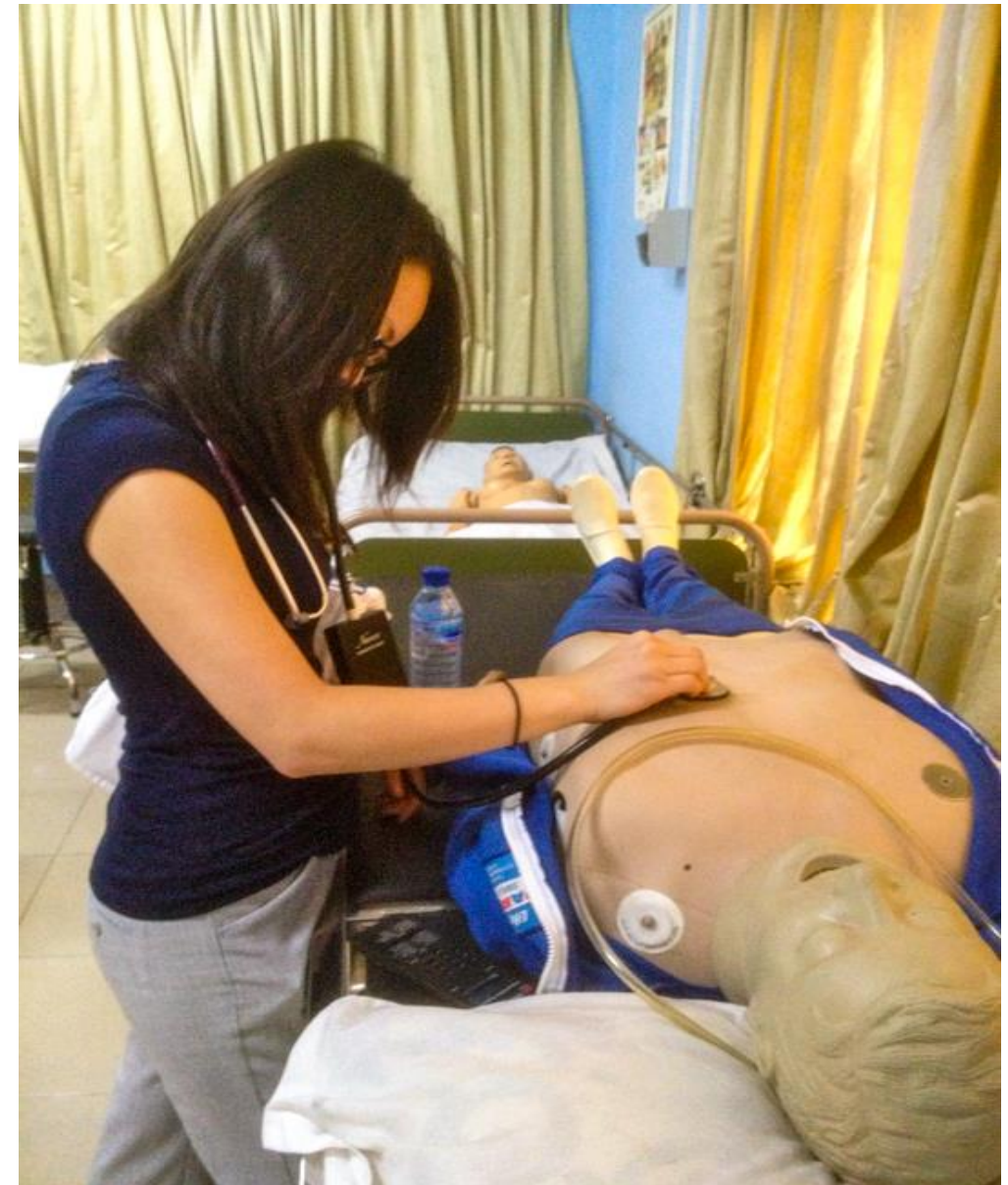


Without the benefit of electricity and running water during their month-long stay, the 10 TUSM students made house calls, worked in local clinics and in the hospital, and provided direct medical care in Siuna.

Ghana



- TUSM Students at University of Ghana Medical School- Korle Bu Teaching Hospital



Tufts in Haiti Program



In Her Own Words



- <http://tuftsjournal.tufts.edu/archives/941/a-season-of-hope>

Educational Benefits of Participating in Global Health Experience

- Service opportunity
 - Become part of the solution to inequities in global health
 - Personal growth
- Learning opportunity
 - Health systems other than US
 - Cultural competency through immersion
 - Spectrum of diseases otherwise not encountered during medical school

Core Guiding Principles

- Primum non nocere-
 - First, do no harm

Historical Perspective

- The Physician Oath
 - From Hippocrates to Dean Lasagna
- The Universal Declaration of Human Rights
 - Geneva, December 1948
- The European Convention on Human Rights
 - Rome, November 1950
- The Declaration of Alma-Ata. Report of the International Conference on Primary Health Care
 - Alma-Ata, September 1978

Alma-Ata Declaration

- “Strongly reaffirms that health, which is a state of complete physical, mental, and social wellbeing, and not merely the absence of disease and infirmity; is a fundamental human right and that the attainment of the highest possible level of health is a most important world-wide social goal whose realization requires the action of many other social and economic sectors in addition to the health sector.”
 - http://www.who.int/publications/almaata_declaration_en.pdf.
 - Accessed January 2013.

What Types of Ethical Issues Arise When Students and Trainees Engage in Global Health?

Special Focus:
Resource-limited Settings

Ethical Considerations



- Host community
- Sending institution
- Patients
- Personal safety

Host Community

- Community-centric
 - Consider local needs and priorities
- Cultural humility
 - Be open to listen and learn from all sources
- Be mindful of burden on host
 - Unintended consequences
- Solidarity
 - Importance of establishing relationships
- Social justice and advocacy
 - Being a witness comes with a responsibility

Sending Institution

- Primary purpose of experience is global health learning
- Tufts ambassador
- Tufts professionalism standards
- Communication with Tufts mentor and other administrators

Patients

- Right to appropriate care
- Privacy
- Informed consent
- Confidentiality
- Cultural sensitivity
- Communication skills



Special Ethical Considerations: Global Health Research

- Value/necessity
- Validity
- Favorable risk-to-benefit ratio
- Independent review- IRB
- Fair subject selection
- Respect for enrolled participants
- “Responsive research”
 - Is your work serving the health, social, political and economic goals of the community?

Personal Safety

- Staying informed on security of region is key
 - Pre- departure and while in country
- Evacuation and medical emergency insurance
 - Tufts International SOS
- Pre-travel care
 - Update vaccinations, Chemoprophylaxis (such as anti-malarial)
- Post-travel debriefing
 - Importance of processing the experience

Global Engagement: TUSM's Approach

■ Hallmarks-

- A passion for excellence, active citizenship, and a deep commitment to addressing global health disparities.
- Time-tested, community-centered approach to problem solving and finding locally- driven solutions
- Empowering global partners to work directly with their communities to find innovative, transformative and sustainable solutions

Lessons Learned

- Selection process-
 - Look for qualities that characterizes a good ambassador.
- Preparation-
 - Coursework, discussions/planning sessions.
- Pre-departure orientation-
 - Setting expectations
 - Providing students with essential information
 - Cultural sensitivity and ethical case discussions

Lessons Learned (2)

- The critical role of faculty mentorship-
 - During the planning phase, in the field, and post-field experience (debriefing, processing, analysis of data, preparation of oral presentation and manuscript for publication).
- Importance of a strong collaboration-
 - Aligning with institutions with shared values (commitment to education, scholarship, etc.)

Summary

- Primum non nocere- First, do no harm
- Balance learning and service needs.
- Teach students to adopt an attitude of cultural humility and sensitivity.
- Promote a community-centric approach

Summary (2)

- Essential components of a learning infrastructure that maximizes learning-
 - Build and nurture strong collaborations between institutions.
 - Faculty involvement as mentors is critical.
- Administrative support
- Financial resources-
 - Ensuring that all students have access to educational opportunities in global health.



Final Thought:

Our ultimate ethical responsibility is to educate students equipped with the knowledge, attitude and skills necessary to tackle our biggest global health challenges.