
GLOBAL HEALTH EDUCATION FOR TOMORROW'S DOCTORS

A one-day conference organised by the Association for the Study of Medical Education (ASME)

Thursday 20 October 2011

The Austin Court, 80 Cambridge Street Birmingham, B1 2NP

<http://austincourt.theiet.org/>

BACKGROUND

The GMC has included a new learning outcome in Tomorrow's Doctors 2009: *Discuss from a global perspective the determinants of health and disease and variations in health care delivery and medical practice.* Most UK schools offer optional modules in this area but how it is addressed in the core curriculum is more variable. Medical student electives involve a high proportion of students leaving the UK to gain experience in other countries. There is longstanding concern about how well they are prepared for this and whether there is potential harm to both the students and their hosts. Doctors in training in the UK will encounter patients from many countries with varied cultures and disease patterns and work alongside colleagues whose basic professional education was completed in very different health care systems. This conference will give participants the opportunity to debate their understanding of global health education and how best to meet the key learning outcomes in their teaching.

The main purpose of the day is:

To exchange experiences of the participants in teaching and learning about global health

The learning objectives are:

- Be aware of teaching on global health within the core curriculum of UK medical schools
- Understand the principles of preparing students to undertake an elective in a country other than that of their own medical school
- Consider obstacles to teaching about the impact of climate change and sustainable health care and how these can be overcome
- Appreciate how to harness the interests of medical students in global health issues
- Know how to introduce teaching on global health issues into existing curriculum modules

CONFERENCE PROGRAMME

TWO KEY NOTE ADDRESSES IN PLENARY SESSION

OPENING ADDRESS: THE GLOBAL DOCTOR – A NEW PARADIGM FOR THE 21ST CENTURY.

Professor Eldryd Parry, founder of the Tropical Health and Education Trust will consider whether the construct of 'doctor' is universally understood and if medical schools can produce graduates able to work within any country. If a single set of learning outcomes cannot be derived, which are fundamental in all situations? How can a newly qualified doctor reconcile ethical obligations to treat individuals equitably in a world where state of health is most determined by inequalities, within and between nations?

CLOSING ADDRESS: GLOBAL HEALTH IN THE CORE CURRICULUM – CENTRAL OR PERIPHERAL?

Deborah Murdoch Eaton, Director of Learning and Teaching at Leeds School of Medicine will explain why global health is an important topic within undergraduate medical education and refer to available evidence as to whether it is taught currently in UK medical schools. The address will debate the advantages of the different methods of delivery, in particular core teaching, the elective experience and student selected components. She will be present for the whole of the meeting and will be incorporate her experiences of the day in the talk.

MAJOR THEMES

These have been identified as a guide to those who wish to offer a presentation in a parallel session or a poster. They are not exhaustive and we will accept other themes that fall within the learning objectives for the day.

TOPICS

- The nature of 'global health': bio-medical perspectives; 'neglected' and 'exotic' diseases; diversity of health care services between countries; sociological perspectives
- Sustainability: climate change, sustainable health care; fostering behaviour change for health and sustainability; alternative technologies; recovery from natural disasters
- Inequalities: within and between nations; impact on health care; response of students and health professionals
- Migration: health professional movement from regions with greatest need; refugees; volunteering; diversity of patients and health professional staff

METHODS

- Electives: preparation; assessment; support; student exchanges.
- Core curriculum: stand alone modules for a whole year cohort; introducing learning activities within existing modules; evaluation; assessment.
- Student selected options: scope; timing; reach; assessment
- Intercalated BSc programmes: aim, content, outcomes
- Student involvement: Role of Medsin and similar organisations; medical school links; Global Health Education Project
- Partnerships: With medical schools, Universities and NGOs working in developing countries

WORKSHOP AND PARALLEL PRESENTATIONS

MORNING

WORKSHOP 1: PREPARING STUDENTS FOR AN ELECTIVE

Jon Dowell, Electives Convener and Reader in General Practice Dundee Medical School.

A student or newly qualified doctor from Medsin (Medical Students International)

IN AT THE DEEP END: HOW TO HELP STUDENTS SWIM NOT SINK?

For optimal gain as well as personal safety it is helpful if students prepare for their elective. Medical schools vary hugely in current practice and suitable resources are not well collated. This workshop will consider the area in which students might be required or encouraged to prepare and review some potential resources. The objective being to develop a framework against which schools can review their existing practice.

WORKSHOP 2: TEACHING SUSTAINABLE HEALTH CARE

Stefi Barna, MPH Lecturer, Public Health, Norwich Medical School, University of East Anglia

Sarah Walpole, Foundation Year 2 Doctor, St Catherine's Hospice, Scarborough, Honorary Tutor, Faculty of Medicine and Health Sciences, University of Leeds. Curriculum Developer and Foundation Liaison, Sustainable Healthcare Education Network

MOVING TOMORROW'S DOCTORS FROM VALUES TO LEADERSHIP

This workshop will present and critique various pedagogical approaches to teaching about climate change and health, both within global health modules and across the core curriculum. It will also explore the strategies used by leading medical schools in the UK to effect curriculum change in line with Tomorrow's Doctors guidelines and the NHS Carbon Reduction Strategy

WORKSHOP 3: GLOBAL HEALTH IN THE CORE CURRICULUM

Oliver Johnson, Teaching Fellow in Global Health, Centre for Global Health, King's College London

Ann Wylie, Senior Teaching Fellow, Department of Primary Care & Public Health Sciences, King's College London

WHERE, WHEN AND WHAT DO WE TEACH MEDICAL STUDENTS?

Global health is an important component of core undergraduate medical education. In an increasingly globalized world, medical schools need to ensure that all doctors have the appropriate global health knowledge, skills and behaviour necessary to practice safely and effectively.

This workshop will explore proposals for the content of core global health teaching and reflect on experiences in planning and incorporating global health into medical curricula.

PARALLEL SESSIONS

Parallel Session 1: Student participation in global health education

Parallel Session 2: The international perspective

AFTERNOON

WORKSHOP 4: INTER-DISCIPLINARITY IN GLOBAL HEALTH EDUCATION

Chris Willott, Course Director, intercalated BSc in International Health, UCL

Isaac Ghinai, President, UCL Medsin (2010-11), ex-International Health BSc student

ENRICHING THE MEDICAL APPROACH TO GLOBAL HEALTH

To be effective, international health teaching must draw on the expertise of academics and practitioners from a wide variety of disciplines. This is because international health seeks to provide holistic answers to health problems, incorporating the political, social, economic, cultural and environmental into an overarching approach.

This workshop will use examples of global health issues to illustrate the importance of using the tools of different academic disciplines, and the different answers that may be reached using these tools.

WORKSHOP 5: NEW PEDAGOGIC APPROACHES IN GLOBAL HEALTH TEACHING

Andrew Lee, Clinical Lecturer in Public Health, SchARR, Sheffield Medical School

Raul Pardinaz-Solis, formerly Global Health Manager, Skillshare International, Leicester

SPANNING THE SPECTRUM OF ENGAGEMENT

This workshop aims to explore the current practices for teaching and learning global health education, to share best practice, and to identify new pedagogic approaches among participants. This will be an interactive workshop to share current practice. This will include examples of Sheffield Medical School's "Masterclass" series, Leicester and Nottingham's SSM on Health and Development, Swansea International Health Day Symposium and Trinity College Dublin course in Global Health"

Participants will be encouraged to share and brainstorm the way of engaging students and devise innovative ways to deliver global health teaching, followed by a feedback session, and at the end both workshop facilitators will present what we have done in our own settings as examples of what has been tried and works.

WORKSHOP 6: SUPERVISION AND ASSESSMENT OF STUDENT ELECTIVES

Adrian Hastings, Senior Clinical Educator, Module Lead for Health and Development SSC, Leicester Medical School.

Suha Deen, consultant histo-pathologist, University of Nottingham

BLACK HOLES AND BLIND FAITH

In many schools the 'elective' is the only curriculum component that has remained unchanged by three iterations of Tomorrow's Doctors. Its impact on individual students is hugely variable – for some it becomes a life changing experience. At the other end of the spectrum it can be no more than a prospective study of shark attacks on the bathers at Bondi beach. In this workshop we will debate the degree to which the elective should be supervised and assessed, explore the approaches used by participants' schools and propose guiding principles that could be adopted by schools wishing to ensure all students gain real benefit from their elective.

PARALLEL SESSIONS

Parallel Session 3: Teaching in the Core Curriculum

Parallel Session 4: Options – electives and SSCs

Please note: The themes of presentations in the parallel session may change as these will depend upon the papers submitted by those attending the meeting.

POSTERS

Participants are invited to submit posters on themes relevant to the conference purpose as a one page pdf file and bring a printed copy to the conference. These will be displayed in a conventional manner but will also be projected on a screen in the circulation area on a continuous loop. The posters will be available after the conference on the ASME website.

A one hour poster session will take place before lunch during which participants will be encouraged to visit and talk with poster authors. Members of the Conference Organising Group will circulate with delegates and stimulate discussion about the issues described in the posters.

TIME TABLE

09.00	Registration
09.30	Opening Keynote address
10.15	Coffee
10.30	Morning Workshops/Parallel Presentations
12.00	Participant poster presentations
13.00	Lunch
14.00	Afternoon Workshops/Parallel Presentations
15.30	Tea
15.45	Closing Keynote address
16.45	Summary and thanks

DISSEMINATION

With the consent of the authors posters will be made available as PDF file downloads from the ASME website.

Key Note addresses will be filmed and converted to compressed video files and made available for streaming accompanied by power point slides from the ASME website.

A report of the meeting will be prepared by the Education Development Group of ASME and posted on the website.

Workshop facilitators, presenters in parallel sessions and poster authors will be invited to consider submitting a paper for publication in an electronic medical education journal based on their presentation. They will be provided with written guidance on how to do so.

PRINCIPLES

The conference planners accept that climate change resulting from the release of greenhouse gases may become the greatest threat to global health in the professional lifetimes of today's students. In organising the meeting we will minimise the environmental impact by:

- encouraging participants to travel by land based public transport
- asking international speakers to give their talks either in advance as a recorded lecture with interactive question and answer session by telephone link or by video conference link
- using a venue that has worked to reduce its environmental impact by low carbon energy systems, local and fair trade sources of food and drink

ORGANISING GROUP

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