

# EMORY'S GLOBAL HEALTH DISTINCTIONS PROGRAM: A MODEL FOR GLOBAL HEALTH IN GRADUATE MEDICAL EDUCATION

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# Outline

- Discuss global health experiences in undergraduate and graduate medical education
- Introduce Emory's Global Health Distinctions Program
- Illustrate the impact of global health experiences on future medical careers
- Discuss opportunities for careers in global health



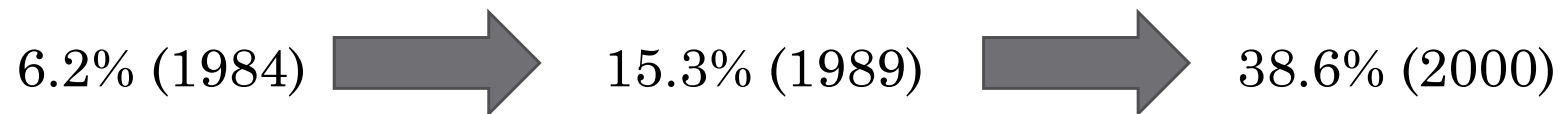
# Global Health in Undergraduate Medical Education

Timeline:

1950's—start of international health electives in US medical schools

1969—JAMA article showed that 78% of first year medical students were interested in working abroad at some point in their medical careers

2000—AAMC collected data about medical students who participated in international electives at some point in medical school<sup>1</sup>:



<sup>1</sup>Evert et al. Developing Global Health Curricula: A Guidebook for US Medical Schools. 2006.



# Global Health in Undergraduate Medical Education

- Medical students are highly interested in global health
  - A study in the Journal of Medical Education showed that 50% of prospective residents said that international health opportunities influenced their decision to attend that particular medical school<sup>2</sup>
- Benefits in undergraduate medical education
  - Increased scores of USMLE board exams in the preventive medicine/public health sections<sup>3</sup>
  - A 1999 study in the American Journal of Tropical Medicine showed that 78% of students who participated in an international health elective had a increased awareness of cost issues and cost barriers in patient care<sup>3</sup>
  - Increased utility in the importance of the history and physical exam<sup>4</sup>

<sup>2</sup>Waddell et al. "Effectiveness of an international health elective as measured by NBME Part II." Journal of Medical Education. 1976.

<sup>3</sup>Gupta et al. "The International Health Program: The Fifteen Year Experience with Yale University's Internal Medicine Residency Program." American Journal of Tropical Medicine. 1999.

<sup>4</sup>Bissonette et al. "The Educational Effect of Clinical Rotations in Non-Industrialized Countries." Family Medicine. 1994.



# Global Health in Undergraduate Medical Education

- Global health experiences influence medical career decisions:
  - A study from Tulane University showed that medical students who participate in an international health elective are more likely to practice in an underserved area in the US<sup>5</sup>
  - Students who participate in international health electives score higher on the “Cultural Self-Efficacy Scale” suggesting an increase in cultural competency<sup>6</sup>
  - Several studies have shown students who participate in international health electives are more likely to choose careers in primary care specialties

<sup>5</sup>Chiller et al. “International Health Training. The Tulane Experience.” Infectious Disease Clinics of North America. 1999.

<sup>6</sup>Haq et al. “New World Views: Preparing Physicians in Training for Global Health Work.” Family Medicine. 2000.



# Global Health in Graduate Medical Education

- Growing interest in global health opportunities have extended into graduate medical education
- Many residency programs have established global health experiences with opportunities that span from one month electives to an additional year of residency and include clinical experiences, scholarly projects, additional degrees (MPH)
- Global health tracts exist in residency programs in Family Medicine, Internal Medicine, Surgery, Psychiatry, Emergency Medicine, and Pediatrics
- Global health fellowships offered through Internal Medicine as well
- Most programs also focus on underserved populations in the US



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# Impact of Global Health Experience

- Residency applications (ERAS)
  - Interesting, well rounded students
  - Additional recognition on CV (scholarships, awards, graduating honors)
  - Scholarly activities (presentations, publications)
  - Joint degrees (MD/MPH)
  - Can direct career choices as well as interest in specific training programs



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# Impact of Global Health Experience

- Graduate medical education benefits are similar
  - Increased exposure to different pathology and clinical presentations<sup>7</sup>
  - Increased understanding of working with limited resources<sup>7</sup>
  - Improvement in surgical or clinical skills<sup>7</sup>
  - Increased interactions with and understanding of different cultures<sup>7</sup>
  - Resident participants were more likely to believe that US physicians underused their physical exam and history taking skills<sup>8</sup>
  - Positive influence on their clinical diagnostic skills<sup>8</sup>

<sup>7</sup>Sawatsky et al. "Eight Years of Mayo International Health Program: What an International Elective Adds to Residency Education." Mayo Clinic Proc. 2010.

<sup>8</sup>Gupta et al. "The International Health Program: The Fifteen Year Experience with Yale University's Internal Medicine Residency Program." American Journal of Tropical Medicine. 1999.





# Emory's Internal Medicine Global Health Distinctions Program



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# Global Health Distinctions Program

## Background Information:

- Global Health Initiative started in 2007
- Began as a one month international health elective
- Residents selected by competitive application
  - Focus on how an applicant plans to incorporate the global health experience into their future career
- Funding initially supported by donations to the residency program (alumni, foundations)



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# Global Health Distinctions Program

## Program Development:

- 2010: Expanded from Initiative → Global Health Distinctions Program
  - Year long curriculum and a one month international global health elective
- 2013: Emory University School of Medicine established the Global Health Residency Scholars Program
  - Opportunities for collaboration among residents and fellows throughout the School of Medicine
- 2014: Distinctions Program created a new domestic site with Indian Health Services in Tuba City, Arizona



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# Global Health Distinctions Program

## Current Program:

- Fifth year of the Global Health Distinctions Program
- Application process begins near end of PGY 1 year
- Curriculum begins in the winter of PGY 2 year and continues for 18 months
- Global Health experiences occur during 2 elective months
  - PGY 2 year: Indian Health Services in Tuba City, Arizona
  - PGY 3 year: International site



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# Global Health Distinctions Program

Republic of Georgia



Honduras



Ethiopia

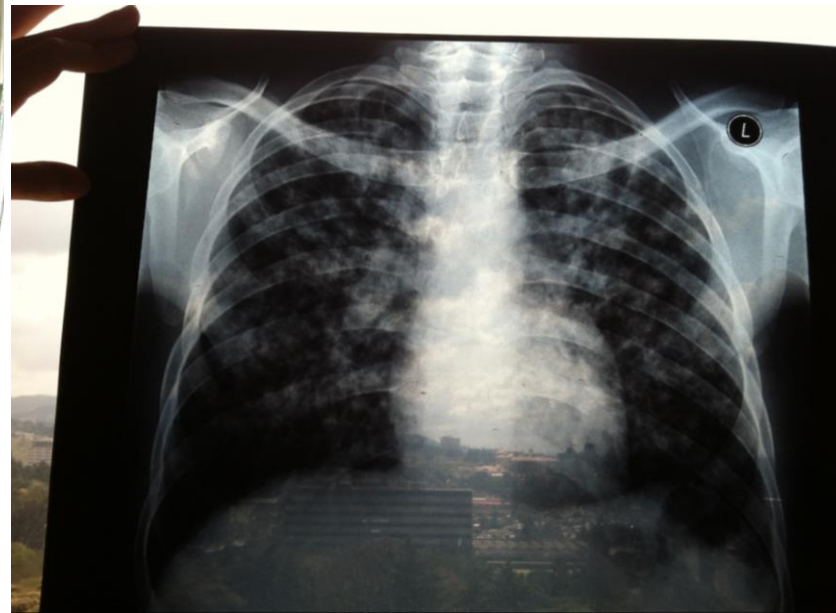


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# Global Health Distinctions Program

## Curriculum:

- Curriculum based in Education, Service, Scholarship



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# Global Health Distinctions Program

## Curriculum:

- PGY 2 year: Self-directed learning
- During PGY 3 year, group meetings each month for didactic session
  - Introduction to Global Health: Definition
  - Orientation to Global Health program
  - Global Health cases
  - Journal Club(s)
  - Clinical Updates
  - Travel and Safety



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# Global Health Distinctions Program

## Curriculum:

- Collaborative educational efforts
  - Global Health Residency Scholars Program
  - Scholars from across departments in the School of Medicine
    - Internal Medicine, Family Medicine, Pediatrics, Surgery, Psychiatry, Emergency Medicine, Radiology, Dermatology, Ophthalmology, Physical Medicine and Rehabilitation, Obstetrics and Gynecology



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# Global Health Distinctions Program

JOHNS HOPKINS | BERMAN INSTITUTE  
OF BIOETHICS



## Ethical Challenges in Short-Term Global Health Training

### Homepage

### About the Case Series

### Cases

- ▶ Developing Cultural Understanding
- ▶ Ensuring Personal Safety
- ▶ Exceeding Level of Training
- ▶ Ensuring Sustainable and Appropriate Benefits
- ▶ Addressing "Ancillary Benefits"
- ▶ Recognizing Burdens
- ▶ Shifting Resources
- ▶ Telling the "Truth"
- ▶ Selecting a Research Project
- ▶ Understanding Informed Consent for Research

### Additional Resources (pdf)

### Acknowledgements and Funding

### Contact Us



This course consists of a series of ten cases to introduce trainees and others involved in global health research and service to ethical issues that may arise during short-term training experiences abroad.

Each is adapted from an actual scenario. Names, locales and other details have been changed to protect privacy and help meet learning objectives. For more information about the case series, [click here](#).

We recommend that you complete the cases in order. You can navigate the site using the navigation bar at left and the "Next" button on each page.

Following each case, we ask you to complete 5 brief survey questions. Doing so will allow you to print a Certificate of Completion for that case.

### Course Objectives

1. Demonstrate increased awareness of ethical issues involved in short-term global health programs abroad;
2. Identify strategies for dealing with these ethical issues as they arise;
3. Display increased confidence in their ability to navigate these issues; and
4. Report anticipated and actual changes in their behavior during their training program abroad.

Before beginning this course, tell us a little about [yourself](#).

To begin the first case, click its title at left or [here](#).



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# Ethics in Global Health

- Cultural competency
- Shifting resources
- Personal safety
- Clinical questions exceeding level of training
- Ensuring sustainable and appropriate benefits to the host country/institution
- Recognizing burdens to the host



# Global Health Distinctions Program

## Curriculum:

- Service--Residents rotate through the Refugee Clinic at Grady Memorial Hospital during their ambulatory month
  - Focus on use of interpretative services during an outpatient visit
  - Identify how cultural differences can influence a patient's health as well as a patient's acceptance of westernized medical care
  - Opportunities for patient education

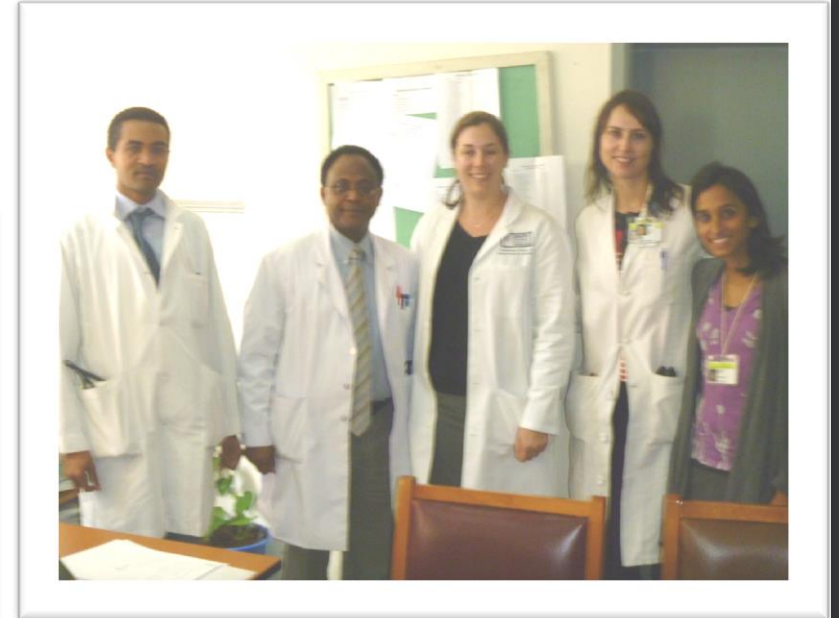


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# Global Health Distinctions Program

Curriculum:

- Scholarship



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## Effects of sunlight and diet on vitamin D status of pulmonary tuberculosis patients in Tbilisi, Georgia

[Nirali S. Desai](#), M.D., [Nestani Tukvadze](#), M.D., [Jennifer K. Frediani](#), M.S., R.D., L.D., [Maia Kipiani](#), M.D., [Ekaterine Sanikidze](#), Ph.D., [Memorie M. Nichols](#), P.A.-C., [Gautam Hebbar](#), M.B.B.S., M.P.H., [Russell R. Kempker](#), M.D., [Veriko Mirtskhulava](#), M.D., M.P.H., [Iagor Kalandadze](#), Ph.D., [Shabnam Seydafkan](#), M.D., [Nilay Sutaria](#), B.A., [Tai C. Chen](#), Ph.D., [Henry M. Blumberg](#), M.D., [Thomas R. Ziegler](#), M.D., [Vin Tangpricha](#), M.D., Ph.D.  

Received: June 30, 2011; Accepted: August 19, 2011; Published Online: February 06, 2012

OPEN ACCESS  Freely available online



## Prevalence and Incidence of Latent Tuberculosis Infection in Georgian Healthcare Workers

[Jennifer A. Whitaker](#)<sup>1,3,4,5</sup>, [Veriko Mirtskhulava](#)<sup>1,2,4,5</sup>, [Maia Kipiani](#)<sup>2</sup>, [Drew A. Harris](#)<sup>3</sup>, [Nino Tabagari](#)<sup>4</sup>, [Russell R. Kempker](#)<sup>1</sup>, [Henry M. Blumberg](#)<sup>1</sup>

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# Impact of Global Health Experience

- Career decisions
  - Global Health Distinctions Program: 45 residents to date including 2015 graduating class
    - Wide range of specialties including
      - Epidemic Intelligence Service (Centers for Disease Control)
      - Internal medicine subspecialties (Cardiology, Gastroenterology, Geriatrics, Endocrinology, Infectious Diseases, Sports Medicine)
      - Primary care
      - Hospitalists
      - Indian Health Services



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# Opportunities for Global Health Careers

- Epidemic Intelligence Service (Centers for Disease Control)
- Master's of Science in Clinical Research—Global Health track
- Fogarty Global Health Fellowship
- USAID Global Health fellowships

## Epidemic Intelligence Service

 Recommend  Tweet  Share



"CDC's EIS officers are boots on the ground disease detectives, central to finding and stopping outbreaks quickly. ... EIS officers ... are our first line of defense ... to prevent, detect, and respond to disease outbreaks. They are essential to protect global health security and keep Americans safe and healthy."

From [In praise of CDC's heroic 'disease detectives'](#)  by CDC Director, Tom Frieden, MD, MPH

## VECD Fogarty Global Health Fellowships

A Consortium of Vanderbilt University, Emory University,  
Cornell University & Duke University



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# Opportunities for Global Health Careers

- Global Health Service Partnership
  - Collaboration between SEED Global Health (established by Vanessa Kerry, MD), the Peace Corps, and the President's Emergency Plan for AIDS Relief (PEPFAR)
  - Established in 2012 to address the vast shortages of health professionals in many areas of the world
  - Goal is to increase clinical care capacity and strengthen health systems in resource-limited settings by training the next generation of local doctors and nurses
  - Partners US health professionals with local medical and nursing faculty to meet the teaching needs at developing institutions



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# Conclusion

- Global health education is increasing in both undergraduate and graduate medical education
- Opportunities for clinical experiences in resource limited environments are increasing for both medical students and residents
- Global health experiences have an impact on a trainee's education as well as career path



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*“My experience with the Global Health Initiative was definitely the most meaningful thing that I was part of during my residency. Being in Ethiopia....made me feel like I was part of something much larger—a global community.”*



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# Questions?

Department of Medicine

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- Residency Curriculum
- Distinctions
- Teaching Hospitals
- Training Verification Requests
- Incoming Interns - Helpful Information
- Residency Scholarship
- Resident Life
- Contact Us

**Fellowship Programs**

**Clerkship Program**

**Transitional Year Program**

**Visiting Medical Students**

**CME and Grand Rounds**

**Academy of Medical Educators**

**Global Health Distinction**

Emory's Internal Medicine Global Health Distinctions Program began in 2007, and since then, we have had approximately 40 residents participate in the program. Most residents reference this experience as the highlight of their residency. Residents who graduate with Distinctions in Global Health gain an appreciation for practicing medicine in a resource limited environment, and their participation allows them to feel part of a global community.

The application process begins in the end of the PGY 1 year. Five residents are selected each year. The curriculum begins during the PGY-2 year with a series of internet based self-learning modules from sites including the Global Health Education Consortium and US AID. During the PGY 3 year, the Global Health residents meet every month for an educational experience—didactics, journal club, case reports, clinical updates. As the service component of the curriculum, Global Health residents have the opportunity to participate in Grady's Refugee Clinic during their ambulatory month.

**2012 Global Health Distinctions Program Graduates**

During one of their PGY 2 elective months, Global Health residents have the opportunity to spend a month working at Indian Health Services in Tuba City, Arizona. Residents will gain experience in practicing clinical medicine in a resource

**Internal Resources**

**IN THE NEWS**

- Apr 27 A CRISPR antiviral tool
- Apr 26 'Team Ebola' to receive DAISY award for exceptional nursing
- Apr 21 Emory Saint Joseph's offers new Convergent procedure for atrial fibrillation patients
- Apr 16 Emory heart patients gather to celebrate 1000th patient milestone
- Apr 15 Emory Geriatric Medicine Clinic provides community outreach

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# Thank You!

- Feel free to contact me: [dcosco@emory.edu](mailto:dcosco@emory.edu)



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