Reciprocity and Global Health: Sustaining International Health Rotations

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Session Objectives

1. Clarify characteristics of a sustainable global health rotation for PA programs.
2. Describe the process of identifying and responding to the local needs of a host rotation site.
3. Develop meaningful rotation objectives and learning modules specific for a global health rotation.
4. Identify roles and responsibilities between sending institutions and hosting institutions.
Session Outline

I. Background on PA Education & Global Health Rotations
II. Characteristics of Sustainable Global Health Rotations
III. Identifying and Responding to Site Needs
IV. Developing Objectives and Modules
V. Roles and Responsibilities Between Programs and Sites
VI. Panel Q & A
I. Background on PA Education & Global Health Rotations
Survey Data on Global Health/International Rotations

• 2008 – 46% of programs participating (PAEA International Affairs Committee) International Clinical Rotation Survey

• 2009 - 44% with International Sites (25th PAEA Annual report on PA Educational Programs in the United States)

• 2010 – 30.5 % with Sites (PAEA International Affairs Committee) International Clinical Rotation Survey)
Global health rotations are popular. Learner demand is high.

Types of international experiences vary widely.

PA programs are accountable to different constituents.

“It’s a global village” – Infectious/tropical diseases, global migration, etc..

Westgate Mall – It’s dangerous out there.
Background

• Opportunities for interprofessional learning.
• Exposure to health professions similar to Pas.
• Opportunity for critical self-reflection.
• Other benefits from the literature:
  – Empathy, public health, primary care, volunteerism, cultural sensitivity, clinical skills, social justice etc..
• Reality of short term PA education
Key Stakeholders in International Rotations

- International Clinical Site, Providers, & Administrators
- PA Educational Program & Institution
- PA Students
II. Characteristics of Sustainable Global Health Rotations
Describe the process of identifying and responding to the local needs of a host rotation site

Things to Consider

• How was this rotation/ experience arranged?
• Is the rotation in conjunction with an educational institution in the host country?
• Is this a rotation only? Are there other associated activities?
• Who is precepting the students? What are they getting out of this?
• Where clear expectations set on both sides?
• What training do the preceptors have in regards to US PA students: training/ profession/ etc? VICE VERSA?
Describe the process of identifying and responding to the local needs of a host rotation site

Teach a man to fish...

- Is this a ‘service’ experience?
  - What does ‘service’ mean?
  - Who is the ‘service’ for
  - ‘duffle bag medicine’
  - Bringing equipment / medications
  - Who is guiding the ‘service’- bringing what you think is needed?
  - Is it a continuous/ sustainable model
Describe the process of identifying and responding to the local needs of a host rotation site

**Partnerships are the key to everything**

**ASK what you can DO**

- Work with existing educational facilities
  - What are there needs? Curricula? CME? Courses like BLS? Faculty development
- Work with the local/ regional/ national government
  - How can the collaboration benefit the clinicians in the host country – policy/ regulation/ connections to other programs
Characteristics of Sustainable Global Health Rotations

• Long term *collaborative* relationships with a host
• Meeting the needs of local community
• Honest expectations – responsibilities us and them
• “Sustainable” “host burden”
• “Appropriate” interventions – follow local protocol – procedures, medicines (donations)
III. Identifying and Responding to Site Needs
Other Panel Members Perspectives on Identifying and Responding to Site Needs
IV. Developing Objectives and Modules
Learning Objectives

- Appropriate for type of experience, location issues, culture, needs of learner and hosts, textbook/resources
- Take into account the countries/regions health care system and appropriate resources
- Should be realistic
- Allow for self awareness, self-discovery and self analysis.
- Process starts BEFORE departure
BB Site for Global Health

Announcements

Create Announcement

New announcements appear below this line

waiver

Posted on: Friday, August 24, 2012 4:08:38 PM EDT
JCHS students sign and return the waiver.
Module 1

Enabled: Statistics Tracking

**Learning Topics:**
- The Principles and Goals of Global Health (Chapter 1, p. 3-15)
- Health Determinants, Measurements and Trends (Chapter 2, p. 17-38)

After reading Chapters 1 and 2 in your textbook, click on the link above to access learning activities and quiz. Complete the quiz before moving on to the next module.

Module 2

Enabled: Statistics Tracking

**Learning Topics:**
- Health, Education, Poverty and Economy (Chapter 3, p. 41-53)
- Introduction to Health Systems (Chapter 5, p. 73-93)

After reading Chapters 3 and 5 in your textbook, click on the link above to access learning activities and quiz. Complete the quiz before moving onto the next module.

Module 3

Enabled: Statistics Tracking

**Learning Topics:**
- Culture and Health (Chapter 6, p. 97 - 108)

After reading Chapters 6 in your textbook, click on the link above to access learning activities and quiz. Complete the quiz before moving onto the next module.
The Principles and Goals of Global Health

- READ Chapter 1 of textbook.
- Click on the above link to begin the learning activities for this topic.

Consider when reading Chapter 1 and for learning activities:

1. What has been some of the most important progress in health worldwide over the last 50 years?
2. What are some of the global health challenges that remain to be addressed?
3. How might one define health, public health, and global health?
4. What are some examples of public health activities?
5. What are some examples of global health issues?
6. What are the key differences between the approach of medicine and the approach of public health?
7. What are some of the most important challenges to health globally?
8. Why should everyone be concerned about critical global health issues?
9. What are the millennium Development Goals and how do they relate to health?
10. What are some of the keys to the eradication of smallpox? What lesson does the smallpox eradication program suggest for other global health programs?

Health Determinants, Measurements and Trends

- READ Chapter 2 of textbook.
- Click on the above link to begin the learning activities for this topic.

Consider when reading Chapter 2 and for learning activities:

1. What are the main factors that determine your health?
2. What are the main factors that would determine the health of a poor person in a poor country?
3. If you could only pick one indicator to describe the health status of a poor country, which indicator would you use and why?
4. Why is it valuable to have composite indicators like DALYS to measure the burden of disease?
5. As countries develop economically, what are the most important changes that occur in their burden of disease?
6. Why do these changes occur?
7. In your own country, what population groups have the worst status and why?
8. How has the State of Kerala achieved the best health indicators in India that rival those in developed countries?
Continue: Module 1 Quiz

1. Instructions

Instructions: Select the correct multiple choice answer.

Force Completion: This test can be saved and resumed later.

Due Date: This test is due on October 26, 2013 12:00:00 AM EDT.

Click Continue to continue Module 1 Quiz. Click Cancel to go back.
You will be previewing this assessment and your results will not be recorded.

2. Submit

Click Begin to start. Click Cancel to quit.
Other Panel Members Perspectives on Developing Objectives and Modules
V. Roles and Responsibilities Between Programs and Sites

Sri Lanka
Key Players

Program
• Institution Leadership
• Faculty
  • Program Director
  • Course Coordinator
  • Other Faculty
• Staff
• Contract Attorney

Site
• Institutional Leadership
• Clinical Preceptor(s)
• Student Coordinator
• Housing Coordinator
• Transportation

Students
• Info about Site, Course Objectives, Expectations
Exchange of Information

• Initial Contact: Query for Interest and Affiliation
• Preliminary Information
• Comprehensive Information
• Ongoing Follow-up In Advance of Rotation
• Communication During Rotation
• Communication After Rotation
PA Program Info for Site

- PA Profession
- Program History and Mission
- Overview of Curriculum
- Learning Objectives
- Course Evaluation
- Class/Student Info

- Preceptor Responsibilities
- Affiliation Process
- Plan for Ongoing Communication
- Expectations for Site Visits
Site Info for PA Program

- ARC-PA Requirements to Meet Teaching and Learning Objectives
- Key Players
  - Leadership
  - Preceptor(s)
  - Staff
- Clinical Training Location(s)
- Teaching Experience
  - Domestic Learners
  - Prior International Students
- Contract Process
- Student Requirements
  - Application
  - Completed Rotations
  - Language
  - Fees
  - Recommended Readings
- Travel Documentation
Themes
Other Panel Members Perspectives on Roles and Responsibilities Between Programs and Sites
VI. Panel Q & A
Resources

2013 Annual Education Forum
October 16-19
Memphis, TN

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(wkennedy)
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2013 Annual Education Forum

Scholars. Leaders. Partners.
PVEA is the only national organization in the United States representing physician assistant education programs.

Search: 

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Home > Committees & Institutes > International Clinical Rotations Resources > Resources for Faculty

Resources for Faculty

- A Report on the Findings of the Ad Hoc Committee on International Physician Assistant Education - October 2003
- International Rotation Timeline & Checklist - Sample
- International Rotation Release - Sample
- International Clinical Rotations Learning Objectives - Sample

Presentations on International Clinical Rotations at PEA Annual Education Forums

Each of these scholarly activities were peer reviewed prior and represent the efforts of the individual author(s).

- Going Global: A Multi-Program Perspective on International Clinical Rotations, presented by Rosana Gonzalez-Colaso, Nick Hudak, Christina Beaud and Danielle Kempton - New Orleans 2011
- Global Warning: How Can We Adequately Prepare PA Students for Participation in International Clinical Rotations? presented by Nick Hudak and April Stauder - Baltimore 2010
- International Clinical Rotations: Brainstorming a Process for a Successful Experience, presented by David Brisette & Rosana Gonzalez-Colaso - Portland 2009

Resources for Other International PA Student Experiences

- Medical Mission to Mali, presented by Lorraine Cashin & Catherine Nowak 2012
- Exploring Factors Related to Physician Assistant Student Involvement in International Medical Missions, presented by Paul Jacques DHSc, PA-C, Stephanie Buddley, PA-C, Nicole Diller, PA-S, Corin Elg, PA-S, Deanne Fowler, PA-S, Timidy Iselin, PA-S 2012
- An Interprofessional Approach to International Mission Trips, presented by Abraham K., Cards Duncan, A. Schempp and J. Trompeter - Baltimore 2010
References


