

Slide 1

**Transforming Medical Trips into a Significant Learning Opportunity in Global Health**



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Slide 2

**Agenda**

- Background
- Objectives
- Methods:
  - Program Description
  - Learning Experience
  - Outcomes
- Conclusions
- Future Plans



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Slide 3

**Background**

- The increase in global migration, mobilization and new emerging diseases have created the need for formal training in global health issues within medical education.
- For the last several years, medical mission trips during medical school have become an increasingly common vehicle through which expose future doctors to the field of global health.



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Slide 4

**Background Cont'**

- Medical students from Florida International University's (FIU), College of Medicine, started participating in medical trips to Haiti in 2010 under the auspices of International Health Connection, a non-profit organization created by former faculty and students.
- First intended as mere international experience, the trips quickly evolved into an important component of the comprehensive training of future physicians.



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Slide 5

**Rationale**

- Limited international opportunity along medical curriculum
- Gain first-hand experience practicing with limited resources
- Physicians are better able to address the health needs of underserved populations when trained in Global Health (Crandall, 1993)



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Slide 6

**Objectives of Medical Trips**

- Provide medical students with international learning experiences that are easily applicable and integrated within their medical curriculum, e.g. clinical skill competency
- Enhance understanding of global health issues and increase cultural competency
- Enhance health care administration skills in settings with limited resources



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Slide 7

**Objectives of Medical Trips**

- Improve clinical skills to provide effective care in limited-resource settings
- Promote interdisciplinary work and cooperation within medical teams composed of physicians, nurses, and medical and public health students, among other disciplines



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Slide 8

**Evolving**

- From missionaries & volunteers → To Global Health professionals
- From charity → To social justice and sustainable development

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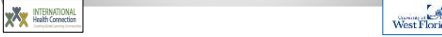

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**Global Health Experience: Integrated dimensions**

- Medical mission trips for medical, nursing, & public health students: Interdisciplinary experience
- Internship opportunities for public health students
- Scholar opportunities:
  - Research
  - Conferences
  - Publications



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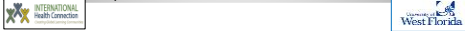
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### Trip Stages

- **Before the trip:**
  - Planning and Preparation
  - Fundraising
  - Tropical medicine training . Language training
- **During the trip:**
  - Accountability
  - Data / cases collection
- **After the trip:**
  - Presentation of specific cases
  - Sharing their experience
- **Follow ups**




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Slide 11

### Our Trips





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Slide 12

### Trip Components





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Slide 13

**Hospital / Institutions Visit**

**Sociocultural Component**

Environment

Culture  
Food  
Music  
Religion

Art

International Health Connection

University of West Florida

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Slide 14

**Intake/ Waiting room**

**Health Education**

**Vital**

**Examination room**

**Pharmacy**

International Health Connection

University of West Florida

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Slide 15

**Competencies and Learning Outcomes**

International Health Connection

University of West Florida

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Slide 16

**Global Health Competencies\***

1. Capacity-building
2. Collaboration and Partnering
3. Ethical Reasoning and Professional Practice
4. Health Equity and Social Justice Leadership
5. Project and Process Management
6. Socio-cultural and Political Awareness
7. Strategic Analysis and Evaluation

\* Source: ASPH



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Slide 17

**Global Health Competencies**


**3 Categories**



**PH competencies**



**GLOBAL HEALTH COMPETENCIES**



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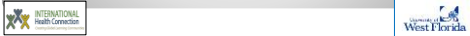
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**Learning outcomes**

**By attending trips, students learn:**

- SDH and Health Equity: The impact of poverty and socioeconomic conditions on health status
- Medicine and Public Health must work hand-in-hand:
  - Immigrant health – connection between local population with those in the US
- Cross Cutting competencies: Social justice and unfair conditions , Cultural competency, Interdisciplinary work

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**Summary of IHC Activities**

- Nine medical trips to Haiti: 38 students
- 2 Public Health trips to Peru
- 5 MPH student interns in Haiti and Peru
- Mobile clinics are set up in orphanages, schools, buildings and existing clinics in urban and rural areas
- 1,400 patients treated with more than 2,000 encounters



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**Trip Evaluation**

- An anonymous, online survey was conducted following two of the most recent trips to Haiti – November 2012 and June 2013
  - 24 responses
- Questions covered clinical experience, logistics, satisfaction with staff, facilities and operational component
- 100% of student participants were either satisfied or very satisfied with their overall experience in Haiti



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**Student Comments**

- *I can't think of anything to improve this clinic, it ran extremely smoothly.*
- *This was one of the best experiences--clinical and overall--that I've ever had. I knew it would be, and I was not disappointed in the least bit!*
- *I learned more about pharmacology during the trip because I spent a lot of time filling prescriptions.*
- *I learned about focused-history taking and patient examination. I improved upon my general practice abilities.*
- *I feel a lot more confident in my physical examination skills. I also learned what people with nutritional deficiencies looked and felt like.*



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Slide 22

**Areas for Improvement**

- Translators: Barriers to language is one of the big obstacles
- Ensuring that exchange between examination/pharmacy goes smoothly
- Moving a big group is a challenge of resources and timing
- Daily debriefing after work



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**Key Elements for Success**

<b>ACADEMIC</b>	<b>OPERATIVE / LOGISTIC</b>
<ul style="list-style-type: none"><li>• Develop learning objectives to meet core MED/GH competencies</li><li>• Provide activities which are integrated in their respective curriculum: PH Internships, enhance clinical skills, research and scholarly opportunities</li><li>• Include cross-cutting competencies<ul style="list-style-type: none"><li>- Social Justice &amp; Health Equity</li><li>- Cultural Competency</li></ul></li><li>• Continuity of learning experience<ul style="list-style-type: none"><li>- Follow-up of cases, additional research, scholarly publications and presentations</li></ul></li><li>• Develop evaluation tools and make programmatic changes based on feedback</li></ul>	<ul style="list-style-type: none"><li>• Assigning responsibilities from the beginning:<ul style="list-style-type: none"><li>- Medication</li><li>- Protocols</li></ul></li><li>• Provide training prior to the trip:<ul style="list-style-type: none"><li>- Diagnosis and treatment of common health conditions</li><li>- Local language</li><li>- Pharmacy</li></ul></li><li>• Collecting feedback and evaluation</li></ul>

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Slide 24

**Conclusion**

- Systematically planned medical trips can prove an essential component of global health training within medical education by designing relevant and specific learning objectives within the medical curriculum.
- Key elements for success include assigning responsibilities and providing training, feedback, and evaluation.
- Students gain confidence in clinical skills and management.



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**References, Cont'**

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