Lessons Learned Through Global Health

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Professor of Medicine

Symposium:
Educating Health Workers for Peace,
Senter for Internasjonal Helse,
University of Tromsø, Norway
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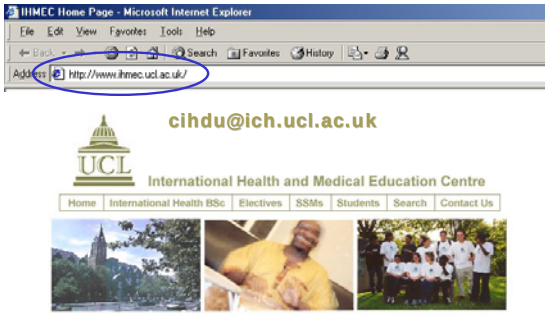

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Welcome to the International Health and Medical Education Centre

IHMEC was established in 2000 to meet the growing demand from staff and students for the inclusion of international health in the medical curriculum

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Global Health - What?

- **Global distribution of health and disease, and their determinants**
- **Impact of globalisation on health**
- **The changing nature of global health governance**

Kickbusch 2002

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Global Health and the Medical Curriculum-Why?

- **The international community of healthcare professionals**
- **Working in multicultural society – disease patterns, cultural competence**
- **Understanding resource allocation, priorities, rationing**
- **Understanding socioeconomic determinants of health**
- **Understanding inequality, globalisation and the interplay of nations/organisations**

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The Medical Model and Medical Education

Global (Public) Health
- Determinants of the determinants
- eg trade, poverty, global governance, conflict

Epidemiology and Public Health
- Risk factors
- Aetiology
- Prevention

Clinical Medicine
- Clinical disease
- Pathology, diagnosis, management

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The Medical Model and Medical Education

Global Determinants of NCD - eg
- Diet, land ownership, urbanisation
- Transnational Corporations
- WHO and the Tobacco Free Initiative

CHD epidemiology and public health
- Risk factors – smoking, blood pressure, cholesterol
- Prevention – smoking cessation, diet, exercise

Coronary heart disease
- Presentation, investigation, diagnosis
- Case management of myocardial infarction, angina

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Case Presentation

37 year old Somalian refugee, previous heavy khat intake, presenting to hospital with fever, weight loss, enlarged liver

Case presented at Grand Round by UCL Alumnus in International Health, currently undertaking medical rotation in International Public Health

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Global Health and the Medical Curriculum-Why?

Popularising Public Health as a choice of future careers
- **global**
- **domestic**

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Global Health and the Medical Curriculum - What?

a) BSc in International Health

b) Special Study Modules

c) Global Health Elective

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BSc in International Health

- A year-long course for medical students 'intercalated' between preclinical and/or clinical years
- The first of its kind in Europe
- Teaches students from within UCL and from other medical schools in the UK and elsewhere

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BSc in International Health

Numbers:

Year 1 (2001-02) 15 from 23 applicants

Year 6 (2006-07) 27 from 86 applicants

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BSc in International Health - Compulsory Components

- Health, Poverty and Development
- International Health Policy
- Conflict, Migration and Human Rights

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BSc in International Health - Optional Components

- Infectious Diseases in Developing Countries
- Maternal and Child Health in Developing Countries
- Medical Anthropology

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About the Projects

- Based in NGO, Academic Department or library
- Topic chosen by student, with academic guidance
- 2 days per week, 2 terms
- 10,000 word project report

'The International Health BSc students who came to work with Save the Children produced excellent dissertations on topics of genuine international importance. Their research has been of real help to us in developing Save the Children's policy in key issue areas.'

John Hilary, Trade Policy Consultant
Save the Children Fund

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Student Publications

Children of bad memories

In WHO's interest: the debate surrounding the 2003 election of the Director-General of WHO

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Special Study Modules (SSMs)

Provide medical students with an opportunity to study areas of particular interest for a short period during their undergraduate training (Years 1, 2, and 5)

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Global Health Elective

Where is it?

- Tanzania
- Cuba
- India

and expanding to:

- Bangladesh
- Brazil
- Mozambique
- Nepal
- Peru
- Zambia

What is it?

Comprises 6 main aspects:

- 4 week International Health SSM, prior to travel
- Clinical Medicine attachment
- Peer education
- Community-based exposure
- Development of a project
- Post-elective debrief

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Nuffield and Slater Elective Exchange Programme

Enable the exchange of students between Tanzania, Cuba and the UK: 2 students from University College London and 2 students each from Dar es Salaam and Havana receive Fellowships

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'UCL's International Health and Medical Education Centre is an important step forward in the effort to produce doctors who can make a difference in the world'

Editorial. Educating doctors for world health. *Lancet* 2001;358(9292):1471

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Student and Doctor Advocacy

http://www.medsin.org

http://www.almamata.net

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Conclusions

Global health is not -

- **only another "pressure" on the curriculum**
- **only about people planning to "volunteer"**

Introduces relevant economics, and politics, into medical education

Novel approaches to education may (or may not) succeed

Medical students as agents for change

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