Internationalizing the Medical Education Curriculum

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Disclosures

• None
My Background

• Personal interest
• Worked in development (Azerbaijan)
  – Emergency Medicine Development Initiative
  – International Medical Corps (Country Director)
• Academic interest
  – MPP in Development Studies
  – Research
• At Jefferson & Rutgers
  – Service projects (Sierra Leone, Jamaica)
  – Building global health programs
• National/International
We’re going to talk about...

- Value of education in global health
- Infusing global health in the medical education curriculum
- Laying the foundation for students interested in global health careers
- Curricular innovations related to global health
In the past at GHIC

• Hurdles
  – There’s no demand for it
  – We already do it...organically
  – We don’t have the money
  – We don’t know where to start
  – We’ll never catch up

• My advice was
  – Focus on education – not on service
  – Start with students
  – Collaborate
  – Think long-term
Heeding my own advice

• Team effort

• Target
  – Students of all years in medical school

• Goals
  – Infuse aspects of global health throughout the medical school curriculum
  – Offer options to students with varying interest/experience in global health
    • Not one-size fits all
  – Focus on Education (with research and service tied in)
  – Make it academically rigorous
    • Not just a time to go visit extended family who happen to be physicians
Fourth-year medical students

• Four-week electives
  – International health elective
  – Global surgery elective
  – Focused on students looking to “dabble” in global health

• Limit options
  – Work on existing projects/relationships

• Make it more rigorous
  – Pre-departure approval process
  – Pre-departure requirements
  – Post-elective meeting/presentation
  – Post-elective poster for global health symposium
Third-year medical students

• Global Health Elective
  – Focused on students with prior commitment to global health

• Make it more rigorous
  – Required to be part of an existing project
  – Focused tasks for the visit (data gathering, pilot intervention, etc.)
  – Encourage IRB approval if appropriate
  – Brief write-up of goals prior to visit
  – Summary of accomplishments after visit
First & Second-year medical students

- Global Health coursework
- Incorporate into existing curriculum
  - Health Equity & Social Justice
- Woven into the first two years based on other curricular elements
  - Ethics
  - Cultural competency
  - Communicable diseases
  - Non-communicable diseases, including surgical/trauma burden
  - Comparative health systems
- Flipped classroom
  - Online modules
  - In-class lecture (brief)
  - Breakout discussion groups
For the select few...

- Distinction Program in Global Health
  - By application in fall of the first-year
  - Targeted to students interested in focused studies in global health
  - Longitudinal over entire medical school time
  - Significant mentorship/guidance
  - Noted on diploma

- *Faculty time commitment
Distinction Program in Global Health

• Requirements
  – A minimum of bi-annual meetings with the respective Distinction Program advisor
  – Attendance at all Distinction Program didactic sessions
  – Development of a Distinction Program portfolio that documents Distinction Program activities and achievements
  – Leadership role in global health student organizations
  – Research component related to field experiences (between MS1 & MS2 year, MS3 year and MS4 year)
  – Completion of a 4th year Capstone elective to finalize Distinction Program requirements
What do we achieve?

• Hundreds of students with some exposure to global health

• Hundred of students that will stop and think about ethical issues related to global health

• Students with a foundation in building continuing expertise in global health
Education = Human Capacity