Course Description

Virtual Global Health Elective in partnership with Child Family Health International

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Duration: 4 weeks (note there is a 3-week option available which will truncate content; see sample schedule for more information)

Elective Dates: January, February, March, April, May 2021

Trainee Level: Resident Physician, 4th Year/Final Year Medical Students, Final Year Advanced Practice Trainees (NP/PA), Final Year Pharmacy Trainees

Hours/week: 40 (synchronous and asynchronous; see sample schedule for details)

Child Family Health International (CFHI) is a Bay Area-based non-profit Global Health Education leader with Special Consultative Status with the Economic and Social Council of the United Nations, a collaborator of Consortium of Universities for Global Health (CUGH), Association of American Medical Colleges (AAMC), the Forum on Education Abroad (FEA), The Global Health Learning Collaborative (The Collaborative) and many standard-setting organizations. CFHI’s threefold mission is education, research, and thought leadership. CFHI was founded in 1992 and has 40+ Global Health Education Programs in 12 countries, with over 12,000 alumni, and 200+ collaborating institutions. During the COVID-19 pandemic, CFHI has suspended place-based programs and expanded virtual offerings to meet the needs of students and universities seeking access to Global Health professional development.

The CFHI Virtual Global Health Elective offers 4th year medical students a unique opportunity to build competencies in Global Health, interprofessionalism and cross-cultural care. Global Health is defined as “a field of study, research, and practice that places a priority of achieving equity in health for all people. Global health involves multiple disciplines within and beyond the health sciences, is a synthesis of population-based prevention with individual level clinical care, promotes interdisciplinary collaboration, and emphasizes transnational health issues and determinants.” CFHI Virtual Global Health Elective develops a diverse range of competencies, including those relevant to low resource clinical care, population health, interdisciplinary collaboration, global burden of disease, evidence-based community health, social determinants of health and cross-cultural effectiveness. The elective blends the competency aims of medical education with those of global health. CFHI has been a key contributor to the development of interprofessional global health competencies for health professionals.
competency domains furthered by the elective include: community engagement and service, effective communication and interpersonal skills, medical knowledge, personal awareness and self care, patient-centered medical care, professional behavior and moral reasoning, and systems awareness.

The elective includes the following learning objectives and competency development goals:

1. Apply inquiry-oriented and analytic approach to learning and patient care, develop and implement approaches for generating and applying new knowledge with a focus on low resource clinical reasoning applied to case-based adult and pediatric patients.
2. With respect to patients and populations, articulate the relationship between health and the social determinants of health.
3. Demonstrate an understanding of cultural and ethical issues in working with and learning within the context of underserved populations.
4. Demonstrate an understanding of barriers to health, as well as healthcare delivery strategies and systems in low-resource settings, and how these influence access to care.
5. Demonstrate a commitment to professional behavior in cross-cultural settings and a respect for differences in knowledge, practices, and culture.
6. Identify the major causes of morbidity and mortality affecting global populations and health disparities between populations.
7. Utilizing validated tools assess, reflect on, and develop in quantifiable terms multiple dimensions of intercultural effectiveness.
CFHI utilizes the CanMEDS framework for developing Global Health expertise in health professions trainees. Importantly the intrinsic roles of physicians (professional, communicator, collaborator, manager, health advocate, and scholar) are furthered by multi-dimensional personal and professional development. This includes curriculum delivery, mentorship, practice and evaluation. Importantly, this is housed within the values and principles of global health. CFHI is a recognized leader in the theory and practice of the ethical theory and practice required to align with Global Health aims.\textsuperscript{3,4,5,6,7,8}

**Components of the CFHI Virtual Global Health Elective**

CFHI Virtual Global Health Elective draws on faculty from around the globe to provide diverse perspective, expertise and content. Drawing on the best practices of virtual education, the
elective combines synchronous and asynchronous components. Importantly, this elective is intended for students who are engaging in a full time elective over 3 or 4-week time periods.

Cross-cultural Effectiveness & Adaptability Training
CFHI partners with Aperian Global, a leader in cultural competence and inclusivity, to deliver this in-depth workshop to optimize students’ cross-cultural effectiveness and adaptability. According to a USAID study, health professionals who are pivoting from domestic to international careers, are often lacking adaptability, cultural sensitivity, and cross-cultural skills. This skill set applies to working in diverse and inclusive teams in the US, as well as with diverse patient populations locally and globally.

Two evaluative methods are the foundation for the component of the elective. The GlobeSmart Profile plots trainees along 5 cultural domains (independent/interdependent, direct/indirect, egalitarian/status, certainty/risk, task/relationship orientation) and allows them to compare their cultural norms to patients/colleagues from 92 countries. The Intercultural Effectiveness Scale (IES) is a validated instrument that focuses on three dimensions of intercultural effectiveness - continuous learning (self-awareness and exploration), interpersonal engagement (global mindset and relationship interest), and hardiness (positive regard and
resilience). Trainees are provided an IES Score and personalized report. Based on these evaluations, trainees develop a Personal Development Plan (PDP) based on SMART goals and start executing that plan. Clinical cases of cross-cultural patient care are utilized to have students bring their learning to life and apply critical thinking around real-world situations.

Health Systems Strengthening and Comparatives Round Tables & Workshops
Health System Strengthening (HSS) is seen as essential to meet many of the health outcomes and disparity elimination at the core of Global Health. This elective focuses on health systems in low and middle-income countries and utilizes a comparative framework to explore understanding of the US health system. Importantly, community-based participatory processes in research, delivery, and strategy are essential in resource-limited settings. CFHI utilizes an Asset-Based Community Development (ABCD) orientation to contextualize and operationalize all curricular aspects, this comes to life in the health systems’ component of the elective through discussing successes and innovation that each country is achieving, alongside the frequent challenges.

The Health Systems Strengthening and Comparatives portion of the elective includes a multi-faceted approach to expanding trainees’ understanding. This includes:

- Interactive round tables with health sector leaders across South America, North America, Africa, and Asia about how health systems are organized and addressing health disparities.
- Multinational panels on health systems’ approaches to key areas of global health, including maternal/child health, non-communicable diseases (NCDs), traditional/indigenous health practices, and the COVID-19 pandemic.
- Country-based virtual immersion in health and community sectors.
- Contribution to continuing quality improvement (CQI) in global settings.
- Know-Do Gap Analysis evaluating evidence based for health interventions and health systems/community-based realities in juxtaposition.

Global Mentorship, In-Country Virtual Immersion, Continuous Quality Improvement (CQI) Project
Utilizing CFHI’s network of global partners, students will be cohorted with in-country mentors for an immersive Global Health experience. This will include explorations of health infrastructure, built environment, healthcare workforce, and health systems management. Mentors are leaders across the public, private, governmental and non-governmental sectors who have been welcoming CFHI scholars for multiple years. Since April 2020, the CFHI immersion experiences have been virtual and regional coordinators lead the health systems
leaders in accessing and delivering virtual content and mentorship. Students will work on a locally-relevant CQI project under local mentorship. Prior CQI projects have included health informatics, HIV ARV adherence data analysis, micro-finance projects, development of health information, evidence-based medicine protocols, and capacity building projects. CFHI is recognized leader in ensuring student projects and deliverables adhere to Global Health best practices.

**Global Health Seminars & Workshops**

Global Health Seminars and Workshops are an opportunity for trainee’s to deep dive into foundational global health concepts, nomenclature, and determinants of health. Sessions blend didactics, small group discussion, and case studies. Topics include (see schedule for full details):

- Key Players & Definitions: Global Health, Public Health, Planetary Health & One Health
- Global Burden of Disease Study: Overview & Metrics
- SDGs and Multinational Initiatives
- Human Resources for Health (HRH): Exploring Gaps & Solutions
- Political Systems & Health: Interdisciplinary Intersections in Global Health
- Diversity, Equity, Inclusion: Inclusive Behaviors Inventory
- Food Security & Global Health
- Malnutrition & Childhood Disease
- LGBTQI Health Globally
- Health of Displaced Persons Globally
- Integration of Traditional/Indigenous & BioMedical Systems

**Aronson Method of Critical Reflection**

The Aronson Method of Critical Reflection both allow for structured critical reflection tailored to clinical trainees, as well as an evaluative method. This validated form of reflection and evaluation is a critical pillar of global health education, service-learning, medical education and community engagement.\(^{15,16}\) The Aronson Method utilizes a SOAP note format as a framework for critical reflection, allowing students to report their subject experience, inform their subjective experience with objective sources (literature, peer/colleague input, etc) and then synthesize the two to develop a plan which informs future perceptions and actions.\(^{17,18}\)

**Global Health Ethics and Collaboration Workshops**

It is recognized that partnering, collaborating, and ethical foundations are key competencies and aspects of global health.\(^2\) These workshops build key skills, attitudes, and knowledge essential to develop and sustain global health partnerships. Through an inquiry framework they allow students to consider the theoretical and practical aspects of ethical and bioethical
principles that come to bare on global health, cross-cultural interactions, and resource-constrained contexts. These workshops include: Global Health Research Ethics, Fair-Trade Partnerships & Collaborations, Asset-Based Community Development (ABCD).

**Low Resource Clinical Decision Making Training**

Clinical practice in resource-constrained settings in LMICs requires unique approaches to diagnostics, differential diagnosis, physical exam, critical thinking, and therapeutics. Based on “Reasoning Without Resources” a seminal text authored by Global Health veteran Dr. Gerald Paccione (Professor of Medicine, Einstein/Montefiore), trainees will undertake case-based trainings on a variety of disease states/presentations including communicable disease (including HIV, malaria, TB, schistosomiasis), non-communicable diseases (including DM, CHF, cancer), undifferentiated signs (such as fever, cough), and presentations rarely seen in HIC settings. Clinical faculty will lead trainees through the approach to HPI, physical exam, interpretation of labs/physical exam/diagnostics, differential diagnosis, and treatment approaches.

**Local/Global Health (“Glocal” Health)**

It is recognized that Global Health is not an international phenomenon, rather it is a relevant approach wherever health disparities exist. To emphasize the connection between local and global health, trainees will have a series of Local/Global Health Seminars including US/state/local health disparities, racism in healthcare, structural competency, and Diversity/Equity/Inclusion trainingMedicaid Expansion & US Health System Reforms Refugee & Immigrant Health. This will include utilization of the Inclusive Behaviors Inventory (IBI) and other cutting edge approaches to understanding and addressing health disparities. The IBI provides an interactive asynchronous platform for trainees to consider the biases, key skill building, working across boundaries, becoming a champion, and getting results for organizations/teams/individuals.

**Global Health E-Portfolio**

Trainees will curate a Global Health E-Portfolio over the course of the elective. The E-Portfolio provides learners with demonstrable competency development and a coalescing of the achievements over the course of the elective. The E-Portfolio will include a know-do gap analysis (literature review and participant/observation of a health delivery topic), IES Personal Development Plan, GlobeSmart Profile, collection of critical reflections, journal clue write-ups, low resource clinical decision making write-ups, formal presentations (see schedule for topics), local health disparities epidemiological overview, CQI project and other products. It will be a portable product that trainees can take with them after the elective for their personal or academic records. The E-Portfolio will be utilized as an evaluation tool.
Assessment, Evaluation, and Grading
There will be a multitude of evaluation and assessment tools utilized for the elective including those aimed at evaluating trainee competency development and performance, as well as assessments of trainees personal and professional attributes, and evaluation of the elective by the trainee. There will be real-time feedback from a 360 perspective provided to trainees by faculty, peers, and partners. These assessment/evaluation mechanisms include: the Global Engagement Survey\(^2\) (a validated multi-institutional study/instrument), GlobeSmart Profile, Intercultural Effectiveness Score (IES), Inclusive Behaviors Inventory (IBI), E-Portfolio, and a program evaluation. Asynchronous modules also have knowledge checks throughout which are required to complete modules successfully.

The elective will be pass/fail. Students will receive their grade within 2 weeks of completion. Those who successfully complete the elective and IES portion will also receive a Certificate in Cross-Cultural Effectiveness & Adaptability.

SAMPLE SCHEDULE
(content is representative; times/days will be subsequently finalized based on faculty availability)

**WEEK 1**

**Monday**

**Orientation to CFHI Virtual Global Health Elective** (2 hours)
- Logistics & Content/Structure Overview
- Competency-aims, interpersonal & professional development goals
- Introduction to Faculty & Global Partners
- Introduction to Aronson Method Critical Reflection
- Deliverables & Assignments: Building your Global Health Portfolio
- Global Engagement Survey (GES)

**Global Health Seminars & Workshops** (2.5 hours)
- Key Players & Definitions: Global Health, Public Health, Planetary Health & One Health:
- Global Burden of Disease Study: Overview & Metrics

**Asynchronous Assignments & Small Group Work** (3.5 hours)
- GlobeSmart & Intercultural Effectiveness Scale (IES)
- Cross-Cultural Effectiveness & Adaptability Module

**Tuesday**
Cross-Cultural Effectiveness & Adaptability Skills Building Workshop (2 hours)
  Intersections of Culture & Healthcare
  Dimensions of Culture
  GlobeSmart & IES Self-Assessment

Comparative Health Systems Roundtable: Universal Health Care & Global Health 2035 (2 hours)
  Overview of Universal Health Care (UHC)
  Integration of Traditional/Indigenous & BioMedical Systems
  Roundtable of Global Health leaders from Asia, Africa, North America & Latin America

Journal Club: Universal Health Care (UHC) (1.5 hours)

Assignments & Small Group Work (2.5 hours)
  IES Personal Development Plan Draft
  Global Health E-Portfolio
  Journal Club Write-Up

Wednesday

Low-Resource Clinical Decision Making Workshop & Case Discussion (3 hours)
  Principles of Low Resource Clinical Decision Making
  Physical Exam Pearls
  Intersections of Pre-Paid Health Care & Clinical Decision Making
  Low Resource Clinical Decision Making Cases
    Undifferentiated Fever
    Altered Mental Status & Coma
    Diarrheal Disease

Global Health Ethics & Biomedical Ethics Seminar (2 hours)
  Global Health Ethics
  Biomedical Ethics & Cultural Context

Assignments & Small Group Work (3 hours)
  IES Personal Development Plan Draft
  Global Health E-Portfolio
  Clinical Reasoning Case Write-Up

Thursday

Introduction to Global Mentor & Country-Specific Immersion (3 hours)
  Overview of Health System & Global Burden of Disease
  Cultural Influences to Health & Health Care
Continuing Quality Improvement in the Local Context
Defining Locally-Mentored Project & Expectations
Introduction to Know-Do Gap Analysis

**Global Health Seminars & Workshops (2.5 hours)**
- Planetary & One Health
- Social Determinants of Disease & Sustainable Development Goals (SDGs)

**Assignments & Small Group Work (2.5 hours)**
- IES Personal Development Plan Draft
- Global Health E-Portfolio
- Know-Do Gap Analysis: Literature Review
- Aronson Method Critical Reflection

**Friday**

**Local Global Health Seminars (1.5 hours)**
- Reverse Innovation in Global Health
- Local/Global Health Disparities

**Trainee Presentations: IES Personal Development Plan (2.5 hours)**
- Mentor & Peer Feedback

**Asynchronous Assignments & Small Group Work (4 hours)**
- Know-Do Gap Analysis: Literature Review
- Global Health E-Portfolio
- Feedback Integration: IES Personal Development Plan
- Local Health Disparities Epidemiological Overview
- Aronson Method Critical Reflection

**WEEK 2**

**Monday**

**Global Health Seminars (2.5 hours)**
- Human Resources for Health (HRH): Exploring Gaps & Solutions

**Case-Based Ethics & Collaboration Workshop (2.5 hours)**
- Global Health Research Ethics
- Fair-Trade Partnerships & Collaborations
- Asset-Based Community Development (ABCD)
Understanding Global Health Systems (1.5 hours)
   Central America (Costa Rica, Mexico)

Asynchronous Assignments & Small Group Work (2 hours)
   Know-Do Gap Analysis: Literature Review
   IES Personal Development Plan Revisions
   Global Health E-Portfolio
   Local Health Disparities Epidemiological Overview

Tuesday

Comparative Health Systems Roundtable: Global Perspectives on Maternal/Child Health (3 hours)
   Contemporary Issues in Maternal/Child Health
   SDGs & Maternal/Child Health
   Roundtable of Global Health leaders from Asia, Africa, North America & Latin America

Journal Club: Maternal/Child Health (1.5 hours)

Assignments & Small Group Work (3.5 hours)
   IES Personal Development Plan Revisions
   Journal Club Write-Up
   Global Health E-Portfolio
   Local Health Disparities Epidemiological Overview
   Know-Do Gap Analysis: Literature Review

Wednesday

Low Resource Clinical Decision Making Workshop & Case Discussion (3 hours)
   Diverse Presentations of Tuberculosis
   HIV in Pregnancy
   Diabetes in Africa

Global Health Innovations & Approaches (1.5 hours)
   Palliative Care in Global Health

Assignments & Small Group Work (3.5 hours)
   Global Health E-Portfolio
   Clinical Reasoning Case Write-Up
   Know-Do Gap Analysis: Literature Review
   Ethics of Photography/Images in Global Health Module
Thursday

**Country-Specific Immersion & Quality Improvement** (3 hours)
- Focus Groups: Know-Do Gap Analysis
- Virtual Tour of Community
- Continuing Quality Improvement Project

**Global Health Seminars & Workshops** (2.5 hours)
- Case Studies in Planetary Health
- Building Advocacy & Influencer Skills

**Assignments & Small Group Work** (2.5 hours)
- Global Health E-Portfolio
- Know-Do Gap Analysis
- Aronson Method Critical Reflection
- Multi-media Global Health: Film & Media Studies

Friday

**Local Global Health Seminars** (1.5 hours)
- Journey in Anti-Racism: Essential Tools & Approaches

**Trainee Presentations: Local Health Disparities Epidemiological Overview** (2 hours)

**Skills Building Workshop** (2 hours)
- Succeeding at Project Management

**Asynchronous Assignments & Small Group Work** (2.5 hours)
- Know-Do Gap Analysis
- Global Health E-Portfolio
- Aronson Method Critical Reflection
- Multi-media Global Health: Film & Media Studies

WEEK 3

Monday

**Global Health Seminars & Workshops** (2.5 hours)
- Political Systems & Health: Interdisciplinary Intersections in Global Health
- Diversity, Equity, Inclusion: Inclusive Behaviors Inventory
Understanding Global Health Systems (2 hours)
   South America (Ecuador, Bolivia, Argentina)

Asynchronous Assignments & Small Group Work (3.5 hours)
   Global Health E-Portfolio
   In-country CQI Project

Tuesday

Comparative Health Systems Roundtable: Global Perspectives on Non-Communicable Diseases (NCDs) (3 hours)
   Global Burden of Non-Communicable Diseases
   WHO Essential Medications
   Roundtable of Global Health leaders from Asia, Africa, North America & Latin America

Journal Club: NCDs (1.5 hours)

Assignments & Small Group Work (3.5 hours)
   Journal Club Write-Up
   Global Health E-Portfolio
   In-country CQI Project

Wednesday

Low Resource Clinical Decision Making Workshop & Case Discussion (3 hours)
   Skin Ulcers: Thinking Outside with Western Box
   Thyroid Disease & Goiter
   Presentations of Malignancy

Global Health Innovations & Approaches (1.5 hours)
   Low Cost Technologies
   Public/Private Partnerships

Assignments & Small Group Work (3.5 hours)
   Global Health E-Portfolio
   Clinical Reasoning Case Write-Up
   Inclusive Behavior Inventory (IBI) Module

Thursday
Country-Specific Immersion & Quality Improvement (3 hours)
  Virtual Cultural Immersion
  Understanding Infrastructure & Health
  Continuing Quality Improvement Project

Global Health Seminars & Workshops (2.5 hours)
  Evidence-Based Medicine & Public Health
  Interprofessionalism: Climate Change & Global Health

Assignments & Small Group Work (2.5 hours)
  Global Health E-Portfolio
  In-Country CQI Project
  Aronson Method Critical Reflection
  IBI Presentation

Friday

Local Global Health Seminars (1.5 hours)
  Advocacy in the Local/Global Context: Developing Media & Communication Skills

Trainee Presentations: Inclusive Behavior Inventory (2 hours)

Skills Building Workshop (2 hours)
  Capacity Building & Global Health

Asynchronous Assignments & Small Group Work (2.5 hours)
  In-Country CQI Project
  Global Health E-Portfolio
  Aronson Method Critical Reflection

WEEK 4

Monday

Global Health Seminars & Workshops (2.5 hours)
  Food Security & Global Health
  Malnutrition & Childhood Disease

Understanding Health Systems (2 hours)
  Sub-Saharan Africa (Uganda, Ghana, South Africa)

Asynchronous Assignments & Small Group Work (4 hours)
  In-country CQI Project
Global Health E-Portfolio

Tuesday

Comparative Health Systems Roundtable: Global Perspectives on the COVID-19 Pandemic (3 hours)
COVID-19 Globally: Epidemiology, Diagnostics, Response, & Treatments
Roundtable of Global Health leaders from Asia, Africa, North America & Latin America

Journal Club: Epidemics & Pandemics (1.5 hours)

Assignments & Small Group Work (3.5 hours)
Journal Club Write-Up
Global Health E-Portfolio
In-country CQI Project

Wednesday

Low Resource Clinical Decision Making Workshop & Case Discussion (3 hours)
Commonly Observed, But Rarely Seen - Survivors
Slippin Away in Pain
Diverse Presentations of HIV
Malaria

Global Health Innovations & Approaches (1.5 hours)
Community Health Workers & Last Mile Health
Women & Gender in Global Health

Assignments & Small Group Work (3.5 hours)
Global Health E-Portfolio
Clinical Reasoning Case Write-Up

Thursday

Country-Specific Immersion & Quality Improvement (3 hours)
Continuing Quality Improvement Project
Final Presentations/Project Updates

Global Health Seminars & Workshops (1.5 hours)
LGBTQI Health Globally
Skills Building Workshop (2 hours)
Understanding Organizational Structures & Sustainability

Assignments & Small Group Work (1.5 hours)
Global Health E-Portfolio
Aronson Method Critical Reflection

Friday

Local Global Health Seminars (2 hours)
Medicaid Expansion & US Health System Reforms
Refugee & Immigrant Health in US

Trainee Presentations: Know-Do Gap Analyses & Lessons Learned (2 hours)

Asynchronous Assignments & Small Group Work (2.5 hours)
Global Health E-Portfolio
Aronson Method Critical Reflection

About CFHI

Child Family Health International (CFHI) is a United Nations-recognized non-profit organization based in San Francisco who is a recognized leader in providing experiential learning in health-related settings for graduate, post-graduate, and undergraduate trainees through both faculty-led and non-faculty led program structures. CFHI has been providing standard-setting community-based study abroad programs for nearly 30 years--founded by Dr. Evaleen Jones, a Stanford faculty member. CFHI’s mission is to provide community-based Global Health Education Programs for students and institutions. Our unique model fosters reciprocal partnerships and empowerment in local communities, transforming perspectives about self, healing and global citizenship. CFHI is a recognized leader in competency-based education, ethical integrity, fair-trade learning commitment and blending academic rigor and community-based realities.

CFHI has received Diversity Abroad’s Award of Excellence in Diversity and Inclusion, National Society for Experiential Education (NSEE) Award of Excellence for Outstanding Leader in Experiential Education: Community-Based Organization, and GreatNonprofits’ Top Rated Award. CFHI contributes to and engages with industry and professional organizations including the American Association of Medical Colleges, Forum on Education Abroad, NAFSA, Consortium
of Universities for Global Health, Global Health Council, Health Information for All (HIFA) and many more. CFHI partners with over 100 universities and colleges to provide learning opportunities for medical students, health professions, social science, and inter-disciplinary learners. CFHI has a three-pronged mission including providing educational programs, research, and thought leadership. While CFHI has been providing medical students from around the globe with 4th year place-based electives in 12 countries for decades, CFHI has utilized deep partnerships in health systems around the world to provide robust, ethical, and thoughtful 4th year virtual Global Health electives for students who do not have access to travel.

References