Global and Community Medicine Elective

For the Global and Community Health elective, students spend between 2 and 4 weeks in a specific community defined by the student. The purpose of this elective is to provide medical students with exposure to a global health curriculum and an opportunity for service-learning in a developing country. Curriculum is delivered primarily through self-study and covers social determinants, ethics, and impact of poverty, social structure and culture on health status and health care. The elective will provide a framework for addressing communicable and non-communicable diseases from clinical, epidemiologic and public health perspectives. Options for clinical service-learning include all sites endorsed by the Office of Global Health and the AAMC VSLO program.

Course Objectives:
Each of these education objectives will promote the following competencies: Clinical Skills (CS); Medical Knowledge (MK); Professionalism (P).

Upon completion of this course, the student will:
- Recognize how economics, social structure, gender inequality, the environment and culture affect population health. (MK, P)
- Identify an approach for assessing local customs and cultural mores and provide health care within the context of the relevant culture. (CS, MK, P)
- Identify the health risks involved with travel, migration and displacement. (MK)
- Identify barriers to health and healthcare in low-resource settings locally and internationally. (MK)
- Discuss the relative importance of select infectious diseases in the overall health of the nation and the global community. (MK)
- Develop and improve clinical diagnosis based on history and physical exam. (CS, MK)
- Develop and expand the differential diagnosis of outpatient complaints in a global/community health setting. (CS, MK)

Deadlines:
- Meet with Mariam Aziz, Course Director Due: January 18, 2019
- Submit Project Proposal Due: February 16, 2019
- Complete Service-Learning Experience Due: March 30, 2019
- Complete Final Project Due: April 9, 2019

Required Forms (needed prior to the start of elective):
- Proposal Form
- Rush University Emergency and Medical Information Form
- Rush University Global and Community Health Elective Code of Conduct Form
- Statement of Responsibility and Authorization of Waiver, Release and Indemnification Agreement Form
- Proof of Travel/Evacuation Insurance
- Immunizations Form (for appropriate settings)
- Review of the US State Departments International Travel Information (for appropriate settings)
Didactic Requirements (must be completed prior to practicum):

- Module One
- Module of choice (two-four)

Self-Study

Module One: Cultural Understanding – National vs. Local Systems

1. The Impact of Diversity
2. Cultural Models of Health, Disease and Illness
3. Cultural/Traditional Health Care Practices
4. Negotiating Cultural Conflicts

This module will need to be tailored to each individual Community/Global health setting; student will research referenced topics relevant to their specific site location.

Some generic examples are:


Bigby J. Cross-Cultural Medicine. Philadelphia: American College of Physicians, 2001. [Important background information on various racial, ethnic, and cultural groups in America, their general health problems and risks, and spiritual and religious issues. Chapters lay foundation for exploring an individual's health beliefs and concerns in the context of his or her socio-cultural experiences.]


Please see the Consortium of Universities for Global Health website for modules when * below.

[http://www.cugh.org/resources/educational-modules](http://www.cugh.org/resources/educational-modules)

Module Two. Introduction to Global Health and Healthcare Systems

   i. Globalization and Impact on Health*

2. International Impacts on the US Healthcare System
   ii. Global Health: The Basics*

3. Comparisons of Systems in Selected Countries
   i. Introduction to Comparative Health Systems*
http://www.plosmedicine.org/article/info%3Adoi%2F10.1371%2Fjournal.pmed.1001244

4. Reform Efforts within Selected Systems

5. Identifying Needs and Resources and Assessing Quality/Effectiveness
   Please contact Dr Aziz for these public health lectures if you choose this module
   i. Needs Assessment
   ii. Surveillance System
   iii. International Investigations
   iv. Outbreaks: Identification, Investigation, Management. Using SARS as a Case Study*

Module Three. Social Determinants of Health

1. Historical Determinants of Poverty
   i. Guns, Germs, and Steel by Jared Diamond *(view excerpts from Recommended Readings)*

2. Modern Solutions to Poverty
   i. End of Poverty by Jeffrey D. Sachs
   ii. Promoting Healthy Lifestyles in the Developing World*

3. Poverty and Health
   i. Microfinance, Microcredit and Health*
   ii. Interactions: Health and Wealth*

4. Social Determinants
   i. Social and Cultural Factor Related to Health, Part A: Recognizing the Impact*

Module Four. Global Burden of Disease

1. Measuring Population Health: Key Indicators and Demographic Trends
   i. Global Burden of Disease: Magnitudes and Measures*
   ii. Population Growth and Population Policy—is Population a Problem?
   iii. Why is the Third World the Third World?*

2. Water and Nutrition
   i. Water and Sanitation in Developing Countries*

3. Infectious Diseases
   ii. See organism lectures under Topic Area: “Infectious, Parasitic, and Communicable Diseases”*

4. HIV/AIDS
   i. HIV/AIDS: Diagnosis, Treatment, and Care*
5. **Famine**  
   i. Acute Malnutrition*

6. **Immigration**  

7. **Workforce Issues**  
   i. Global Health Workforce and Physician Assistants*

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**Recommended Readings/Viewings**

- **Guns, Germs and Steel** by Jared Diamond. (Prologue, Chapters one, five, six, 11, 15 and Epilogue)
- **Sapiens: A Brief History of Humankind** by Yuval Noah Harari
- **The End of Poverty** by Jeffrey D. Sachs
- **Tyranny of Experts: Economists, Dictators and the Forgotten Rights of the Poor** by William Easterly
- **Social Determinant of Health**, PBS Miniseries
- **"The Impact of Primary Care: A Focused Review"** Shi et al. *Scientifica*, 2012

**Final Project**

The final project will be decided upon between student and course director. This can include presentation at educational conferences, student lectures, journal articles, and abstract submissions. This project will take between 5 and 15 hours.