



# Heritage College Of Osteopathic Medicine

## Global Health Clinical Rotation

Class of 2022

Academic Year 2021-2022

Course Title: OCOM 8911

Instructor of Record: Jody Gerome, DO

Credit Hour: 4 to 24

Rotation Length: 2 to 12 weeks

Prerequisite: Permission of Director, Global Health Programs

### Syllabus Components

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# Global Health Clinical Rotation

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### 1. Rotation Description, Purpose, and Philosophy

The purpose of this rotation is to provide an opportunity for the student to explore issues in the delivery of health services in other countries. This rotation is not intended to transform the student into a specialist, but rather it is to provide a survey of the specialty. Students will need to use a logical and appropriate clinical approach to the care of patients in a developing country setting, utilizing locally available resources, and applying principles of evidence-based decision making and problem solving.<sup>1</sup>

These experiences are designed not only for students considering careers in international health, but for increasing the understanding of any future physician practicing in the United States who may care for patients from other countries. The experience is also designed to deepen the awareness of all participants regarding the determinants of health and illness and diverse methods of approaching health problems in settings with varied cultural, socio-economic and political characteristics. These experiences help students develop sensitivity to health disparities and their causes, including health, social, economic and environmental factors.

### 2. Rotation Objectives

A set of learning objectives is provided below. The objectives are intended to guide the student's learning activities and to serve as a baseline for assessment of the student's knowledge, skills, and professional behavior. While these objectives are the focus of the rotation, the student is to care for all assigned patients.

#### Knowledge Domain

- Develop outstanding clinical skills that can be applied in diverse resource-poor settings in both the developing and developed world.
- Provide both the intellectual and the experiential foundations of culturally competent clinical practice.
- Better prepare students for roles as health care leaders by presenting an inclusive global vision of the biological and social determinants of health.
- Illustrate and appreciate health disparities in their broadest context and the synergy between domestic and global inequity.
- Develop skills in population-based research and community-oriented primary care.<sup>1</sup>
- Describe and assess diseases common in the country or region, including primary, secondary and tertiary prevention strategies.
- Develop the capability of effectively understanding, living in and working in another culture. Recognize the role of public health in developing countries and the disease prevention of:
  - Mosquito-borne illness (malaria, dengue fever, encephalitis, etc.) General parasite infections
  - Water-borne diseases
- Provide an opportunity for participants to engage in outreach. Understand differences in healthcare systems between the U.S. and host site.

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### Clinical Skills Domain

During this elective rotation the student is expected to enhance their competencies in many basic clinical skills. The following are skills or procedures that the student and faculty agree will be most beneficial for the student to observe, assist with and/or approach mastery during this rotation.

- Develop differential diagnosis skills, often without the use of laboratory/radiology diagnostic tests.
- Provide treatment of acute and chronic illnesses in a resource-deficient region.
- Employ appropriate referral and follow-up for specific diseases in a resource-deficient region.
- Assist with wound debridement and other minor injury treatment procedures.
- Identify and treat diseases common to the region/country.
- Use an interpreter in a clinical setting.

### 3. Orientation to the Rotation

The student should try to meet with the faculty either prior to or on the first day of the rotation.

Clarifying the following details with the faculty will help to ensure a rewarding and successful rotation:

- Student responsibilities on the service.
- Faculty expectations of the student on the service.
- Goals, objectives, and the structure of the rotation.
- Required rotation assignments and responsibilities in the faculty's practice (e.g. clinics, lectures, conferences, other didactics, journal clubs, rounds, office hours, morning report).
- Discuss the Evaluation of Student Clinical Performance form.
- Complete all required forms outlined in the Checklist for Global Health Rotations found [here](#).

The student is strongly encouraged to ask for feedback several times during the rotation, especially at mid-rotation. In addition, they should be prepared to share past clinical experiences and personal objectives for this rotation with the faculty.

### 4. Required Learning Activities, Assignments, and Responsibilities for ALL HERITAGE COLLEGE STUDENTS in order to earn credit for this rotation

In order to earn academic credit for this rotation, the following activities must be completed successfully:

#### Student

- I. Complete online Bobcats Abroad for Global Health in Blackboard. You will be sent information on how to access Bobcats Abroad once your elective rotation is approved.

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- II. Submit all required pre-departure paperwork as outlined in the Checklist for Global Health Elective Rotations found [here](#).
- III. Research 2 major health issues in rotation location (country/region) and write a 3-5 page paper including the following information:
  1. Introduction which describes the health issue;
  2. Burden of disease (prevalence, cost, impact on society);
  3. Cultural and environmental factors that contribute to/affect the health issue;
  4. How the issue can be addressed and any cultural or environmental factors which might interfere with efforts to address the issue;
  5. Conclusion;
  6. Include citations and references in APA style.
- IV. Review the video, "[First Do No Harm](#)"
- V. Read the article, "[Some Health Programs Overseas Let Students Do Too Much, Too Soon](#)"
- VI. Complete the Online Workshop modules, "[Global Ambassadors for Patient Safety.](#)" Complete and upload the quiz results to [E\\*Value](#) faculty preceptor during orientation.
- VII. Submit a 2-4 page reflection paper that focuses on the 2 major health issues identified pre-travel and how your experience on site has affected your view on these issues and potential solutions to these issues.
- VIII. Complete a presentation at your clinical site or complete a blog while on location (the blog address must be provided to the global health office prior to travel). Students travelling in the month before graduation (April), are required to select the blog option.
  1. If the blog option is selected, you must post one blog entry prior to departure, followed by 2-3 blog posts per week, and one post upon your return. Examples can be found [here](#).
- IX. Submit the Qualtrics International Programs Evaluation that will be e-mailed to you after your rotation.
- X. Submit the online Student Evaluation through [E\\*Value](#).
- XI. Ensure that your faculty's written (or electronic via [E\\*Value](#)) evaluation is completed and submitted to the clinical education office.

### Faculty

*By the end of the rotation:*

- I. Submit to [E\\*Value](#) a one to two page summary specifically describing how the student met the established objectives as stated in this syllabus. This evaluation activity will serve as an alternative to the standard post-rotation exam.
- II. Ensure that the faculty's evaluation is completed and submitted to the clinical education office.

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### 5. Student Performance Evaluation

A student's grade for this rotation will be based on completion of all assignments and the following criteria.

#### The Faculty's Evaluation

A student must receive a passing grade from the faculty in order to pass the rotation. If the faculty considers the student's progress to be *Needs Improvement*, the Committee on Student Progress, in consultation with the Assistant Dean, will recommend an appropriate remediation plan. If the faculty grades the student progress as *Failure*, the student will be given a grade of "F" for the rotation and will be referred to the Committee on Student Progress (CSP).

#### Acceptance of Summary

The Assistant Dean determines that the one or two page summary of how the student met the objectives is acceptable.

### 6. Recommended Resources

Merson MH, Black RE, Mills AJ. *Global Health: Diseases, Programs, Systems, and Policies*. 3<sup>rd</sup> ed. Burlington, MA: Jones & Bartlett Learning; 2012.

Nichter M. *Global Health: Why Cultural Perceptions, Social Representations, and Biopolitics Matter*. Tucson, AZ: University of Arizona Press; 2008.

CDC Malaria site: ([www.cdc.gov/malaria/](http://www.cdc.gov/malaria/))

Farrar J, Hotez PJ, Junhanss T, Kang G, Lalloo D, White N. *Manson's Tropical Diseases*. 23<sup>rd</sup> ed. Philadelphia, PA: Elsevier Saunders; 2014. Also available on MD Consult/ClinicalKey.

Brent A, Davidson R, Brent A, Seale A. *Oxford Handbook of Tropical Medicine*. New York, NY: Oxford University Press; 2014.

Mabey D, Gill G, Whitty C, Parry E, Weber M. *Principles of Medicine in Africa*. 4<sup>th</sup> ed. New York, NY: Cambridge University Press; 2013.

Beeching N, Gill G. *Lecture Notes: Tropical Medicine*. 7<sup>th</sup> ed. West Sussex, UK: Wiley-

Blackwell; 2014. Isba R. *Rapid Infectious Diseases and Tropical Medicine*. Malden, MA:

Blackwell Publishers; 2004.

Jong E, Sanford C. *The Travel and Tropical Medicine Manual*. 4<sup>th</sup> ed. Philadelphia, PA: Elsevier Saunders; 2008. Also available on MD Consult/ClinicalKey.

Parasitic Diseases. MedlinePlus. Available at:

<http://www.nlm.nih.gov/medlineplus/parasiticdiseases.html>

Accessed October 29, 2014

Peters W, Pasvol G. *Atlas of Tropical Medicine and Parasitology*. 6<sup>th</sup> ed. Philadelphia, PA: Elsevier Mosby; 2006.

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Ohio University Global Health Initiative website: <http://www.ohio.edu/globalhealth/>

[Tyring SK](#), Lupi O, Hengge UR. *Tropical Dermatology*. Philadelphia, PA: Elsevier Churchill Livingstone; 2005.

[Werner D](#), [Maxwell J](#), [Thuman C](#). *Where There is No Doctor: A Village Health Care Handbook*. Berkeley, CA: Hesperian Foundation; 2013.

### 7. Standards of Professional Conduct

The Heritage College Honor Code applies to all activities on clinical campuses.

*As a member of the medical profession, I will maintain the highest standards of academic and personal behavior. As a medical student I will not cheat or plagiarize or tolerate that behavior in others.*

Students are encouraged to study together and to share their knowledge freely with one another during the learning process. During examinations, no assistance from other students or from outside sources is allowed, unless explicitly permitted by the clinical education office. Books, notes and other materials must be left at the periphery of the testing area during examinations.

Professional standards required of a member of the Osteopathic profession are a requirement for passing this rotation, as is compliance with the professional standards of the hospital and outpatient offices of the student's faculty. Students are expected to maintain high professional standards of behaviors. They should exhibit such personal characteristics as honesty and integrity, as well as to maintain patient confidentiality at all times. Unprofessional behavior may result in a failing grade in this rotation, regardless of other academic performance on this rotation, and could subject the student to dismissal from the hospital in which they are based. Professional conduct shall be evaluated by the Assistant Dean through observation of and interaction with the student, their faculty, other hospital attending physicians and staff.

### 8. Tips for Successfully Completing the Rotation

Success on this rotation requires the student to be proactive. Taking an interest in the specialty and becoming an active team member of the service is critical to learning in a clinical setting. Remember, the clinical learning environment differs from the classroom. The student will be expected to think on their feet and learn as they go. To capitalize on *the learning moment*, seek out opportunities to ask questions and speak up appropriately.

In addition, be sure to:

- Review the syllabus to understand all requirements.
- Know and meet all deadlines.
- Discuss with the faculty previous clinical experiences and personal goals and objectives for this rotation.
- Clarify the faculty's expectations of performance early on in the clerkship.
- Come prepared to take advantage of the opportunities this rotation has to offer.

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### 9. Student Accessibility

Any student who suspects they may need an accommodation based on the impact of a disability should contact the Office of Student Accessibility Services at <http://www.ohio.edu/disabilities/>. This office makes the decision as to whether there is a disability based on the professional documentation provided.

Once the Director of Clinical Education has received notice of approved accommodation from the Student Accessibility Office, they will reach out to the student to collaboratively determine whether the accommodation(s) can be made in the curriculum and how they will be implemented. *If there are any questions, please contact the Academic Program Administrator or Assistant Dean.*

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- <sup>i</sup> 1. Evert J, Stewart C, Chan K, Rosenberg M, Hall T. *Developing Residency Training in Global Health: A Guidebook*. San Francisco, CA: Global Health Education Consortium; 2008: 105; 54. <http://www.mcgill.ca/files/globalhealth/GHECResidencyGuidebook.pdf>