



The Office of Health Sciences Education invites you to the 2013-2014 Faculty of Health Sciences Journal Club



8:00am – 9:00am

Wednesday May 14, 2014

Glaxo Wellcome Centre (CEC), Louise D. Acton Building, 31 George Street, Room 121

Objectives of the Health Sciences Education Journal Club:

- 1) To learn and practise critical appraisal skills with respect to health science education literature
- 2) To use evidence based literature to guide our educational practice
- 3) To keep up to date on current and relevant literature in health sciences education
- 4) To stimulate an educational discussion for those engaged in health sciences education
- 5) To provide an enriched social and learning environment for faculty engaged in health sciences education

Topic: What is the Role of Global Health Electives in the education of healthcare professionals?

Facilitator: Jennifer Carpenter

Readings:

Murdoch-Eaton D., Green A. (2011). The contribution and challenges of electives in the development of social accountability in medical students. *Medical Teacher* 33(8):643-8

Anderson K.C., Slatnik M.A., Pereira I., Cheung E., Xu K., Brewer T.F., Timothy, F. (February 2012). Are we there yet? Preparing Canadian medical students for global health electives. *Academic Medicine* 87(2):206-9

The following article is one that I was involved in and I will NOT ask you to look at it, but I will reference it in our discussion so I have included it here for your reference.

Stys D. Hopman W. Carpenter J. (2013). What is the value of global health electives during medical school?. *Medical Teacher* 35(3):209-18

Suggested Approach:

Healthcare learners have been doing Global Health Electives for decades, however only recently has this practice come to light as both a potential enhancement to their education and a potential hazard. The benefits of immersing oneself in the medical system of another country brings with it great potential for learning about the Social Determinants of Health, cultural diversity and diverse medical topics, including the non-medical expert CanMEds roles. There are also potential hazards to the student and to the community that they visit that have only recently been highlighted in the literature and in academic circles. While reading the suggested articles, please try to envisage any GH electives that you might have wanted to engage in during your training, what potential benefits and hazards might have occurred and what is necessary to keep our learners safe.

The article by Murdoch-Eaton provides a review of GH electives by describing some of the models of electives that are undertaken, the stated purposes of these electives, the preparation that is needed prior to undertaking an elective and some ethical considerations.

The Article by Brewer is a study of the preparation or "Predeparture Training" that was in effect at Canadian Medical Schools in 2008 and in 2010. A vast amount of work was done by GH student leaders and faculty nationally to highlight the need for appropriate training and this work lead to PDT recently being added to the Accreditation standards in medical schools.

Guided Reading Questions:

1. How can GH electives enhance the education of our medical learners?
2. What CanMeds roles can be taught effectively through these experiences?
3. What are the potential harmful effects that these GH electives can have on the learner or the community?
4. How can PDT help to mediate these harmful effects?