Global Health is Local Health

Serve, Heal, Lead Educate & Innovate on a Global Scale

Dr. Yvens G. Laborde M.D.
Medical Director Global Health Education
Ochsner Health System Medical Director Public Health
Assistant Professor University of Queensland Ochsner Clinical School
January 30, 2020
Grand Rounds
World Medical Association Declaration of Geneva
The Physician’s Pledge

• I SOLEMNLY PLEDGE to dedicate my life to the service of humanity;
  • THE HEALTH AND WELL-BEING OF MY PATIENT will be my first consideration;
  • I WILL RESPECT the autonomy and dignity of my patient;
  • I WILL MAINTAIN the utmost respect for human life;

• I WILL NOT PERMIT considerations of age, disease or disability, creed, ethnic origin, gender, nationality, political affiliation, race, sexual orientation, social standing, or any other factor to intervene between my duty and my patient;
  • I WILL RESPECT the secrets that are confided in me, even after the patient has died;
  • I WILL PRACTISE my profession with conscience and dignity and in accordance with good medical practice;
  • I WILL FOSTER the honor and noble traditions of the medical profession;
  • I WILL GIVE to my teachers, colleagues, and students the respect and gratitude that is their due;
  • I WILL SHARE my medical knowledge for the benefit of the patient and the advancement of healthcare;

• I WILL ATTEND TO my own health, well-being, and abilities in order to provide care of the highest standard;
  • I WILL NOT USE my medical knowledge to violate human rights and civil liberties, even under threat;
  • I MAKE THESE PROMISES solemnly, freely, and upon my honor
WHO Definition of Health

“Health is a state of complete physical, social, mental and spiritual well being that extends beyond the absence of physical disease or infirmity.”
WHO definition of Global Health

• The Health of populations in a global context which transcends the perspectives and concerns of individual nations
The United States Institute of Medicine

• Health problems, issues, and concerns that transcend national boundaries, maybe influenced by circumstances or experiences in other countries and are best addressed by cooperative actions and solutions
Global Health

Global Health is an area of study, research and practice that places a priority on improving health and achieving health equity for all people worldwide.

Koplan et al. 2009
The Mission of Global Health

Make the world a healthier and more equitable place for all its 7.8 billion inhabitants
Historical Origins of Global Health

- Colonial Medicine
- Tropical Medicine
- Public Health
- International Health
- Globalization
Globalization

• Given the extent the world is currently interconnected, all countries are vulnerable to disease threats therefore ignoring global health issues is not an option. This connectivity of individuals across the globe in the 21st century demands that we all be trained to be “global citizens” and be involved in improving the health of everyone in the global interconnected village.

• Diseases do no respect borders i.e. 21st century H1N1 influenza pandemic in 2009, the ongoing HIV/AIDS pandemic as well as issues of MDR infectious disease, the Ebola outbreak of 2014-2016 and currently Zika virus and Dengue.

• “Globalizing medical education is an imperative not an option” - Health Professionals for the New Century Report
Global View of Health In The 21st Century

• 2010 Lancet Commission Report
• A call for more training and opportunities for Global Health in both undergraduate and graduate Medical Education
• The Association of American Medical Colleges
• The Institutes of Medicine
• The world federation for Medical Education
• Global Consensus on Social Accountability of Medical Schools (GCSA)
International Health Experiences in US Medical Schools

- There is a great demand by medical students for an international health experience
- Nearly all medical schools have some mechanism for medical students to pursue global health interest
- Vanderbilt University, Harvard University, Duke, Yale have all recently launched major initiatives in Global Health
- The University of Washington-30 million dollar grant by the Melinda and Bill Gates foundation to create a department of Global Health

Figure 1 Percentage of medical school graduates who participated in an elective international health experiences during medical school.
Source: Association of American Medical Colleges' Medical School Graduation Questionnaire All Schools Report, 1978 to 2004. Data for 1993 were not accessible.

Academic Medicine, Vol. 82, No. 3 / March 2007
The Appeal of Global Health

• The Consortium of Universities for Global Health (CUGH) founded in 2009, reports that the number of undergraduate and graduate students at large universities doubled in just 3 years from 2006 to 2009.

• The American Medical Association of Medical Colleges reports that nearly 1/3 of medical students graduating from in 2011 completed a global health experience during medical school up from 15% in in the 90s and less than 10% in the 80s.

• A survey of 794 surgical residents in the US revealed that 92% of survey respondents where interested in IHE.
Ochsner Health Answers a Call to Action

“The quest to improve global health represents a challenge of monumental proportions: the problems seem so enormous, the obstacles so great and success so elusive. On the other hand, it is difficult to imagine a pursuit more closely aligned with the professional values and visceral instincts of most physicians. Many young doctors enter medicine with a passionate interest in global health; our challenge is to nurture this commitment and encourage its expression.”

Shaywitz & Ausiello (2002)
Timeline of Global Health Education within the Ochsner Clinical School

- **2009**: Ochsner & The University of Queensland Partnership is established
- **November 2012**: The first unofficial trip to Haiti. Dr. Yvens Laborde took 4 graduates from the Class of 2012
- **October 2013**: First official Medicine in Society trip to Haiti. The trip has continued yearly changing from October to March/April in 2016
- **July 2016**: Affiliation agreement signed between The University of Queensland & Kasturba Medical College, Manipal, India
- **January 2018**: First official MIS trip to Manipal, India. Students went again in Jan/Feb & March 2019
Ochsner Health Vision Statement

Ochsner will be a global medical and academic leader who will change and save lives. We will shape the future of healthcare through our integrated health system, fueled by the passion and strength of our diversified team of physicians and employees.
A major first step in our Global Health Journey

Teaching Medicine in Context: Developing a Global Health Rotation in Haiti
Amanda Theppote M.D., Yvens Laborde M.D., Richard Vinroot M.D., Leose Knoepp M.D., Obinna Nndedu M.D., Shontell Thomas M.D., and Leonardo Seane M.D.; University of Queensland Ochsner Clinic School and Ochsner Health System

Introduction

Many global health experiences for medical students lie outside of structured medical school curriculum and are usually arranged as volunteers for charity-based medical missions. These experiences may provide poor learning environments or place students at risk. Meaningful global experiences have been associated with greater understanding of the cost burden of disease and more interest in primary care medicine. We describe our experience and lessons learned in developing a global health curriculum in Matorya La Victoire, Haiti with the goal of contextualizing how poverty, socio-economic status, geographic variation and politics influence the health of individuals and populations. Our objective is to track the students longitudinally to see if their experiences lead to practicing in underserved areas in the U.S. and/or continued involvement in global medicine.

“...exhusted my understanding of temperance, humanity, and the courage to practice medicine in resource limited settings.” —Medical student

Description of Innovation

The global health rotation is offered as part of a 4th year community health rotation at University of Queensland-Ochsner Clinical School. The 8-week rotation includes:

- One week of orientation with embedded Virtue in Medicine course
- 4-weeks training with Global Health Faculty in New Orleans tropical medicine and primary care clinics as well as to build bonds and enhance the “fair country of destination”
- 2-weeks in Haiti in remote village Matorya La Victoire
- One week for debrief, narrative clinical case presentation, and short answers/multiple choice exams

Learning materials are provided through an e-learning tool during orientation.

Materials include Mountains Beyond Mountains by Tracy Kidder and Atlas and Accusations: Haiti and the Geography of Illness by Paul Farmer. In addition, students are taught how to use an ESTAT machine for point of care testing, basic medical creole, tropical medicine, and Haitian culture prior to their “fair country” experience.

In Haiti, students work alongside local physicians and nurses who cover the clinic year round as well as global health faculty from University of Queensland-Ochsner Clinical School. Students are required to keep a journal throughout their time in country to promote reflective practice and is the basis of the debrief. Students also participate in a community project. Past students created an electronic medical record to track patients in Haiti and developed laminated cards with common Haitian-Creole to English medical translations which were placed in the clinic.

In Haiti, students work alongside local physicians and nurses who cover the clinic year round as well as global health faculty from University of Queensland-Ochsner Clinical School. Students are required to keep a journal throughout their time in country to promote reflective practice and is the basis of the debrief. Students also participate in a community project. Past students created an electronic medical record to track patients in Haiti and developed laminated cards with common Haitian-Creole to English medical translations which were placed in the clinic.

Discussion

- To date, there have been 2 formal student rotations consisting of 5 students per rotation. Students have cared for over 300 patients during each “fair country” experience.
- Common medical problems encountered include:
  - Hypertension, urinary tract infections, URTI and URTI.
  - Peptic ulcer disease has included:
    - Chancres, osteomyelitis, tuberculosis, human不变, and large infections
    - Students evaluated the course on a 1 to 5 excellent Likert scale:
      - Variety of clinical experiences = 4.8
      - Student involvement as part of the clinical team = 4.8
      - Teaching Staff = 4.8
      - Clinical instruction = 4.4
      - Overall educational experience = 5
- Comments:
  - “I honestly cannot put into words how much I’ve got out of this rotation. The time spent in Haiti was eye-opening. Clinical and diagnostic skills vastly improved.”
  - “Excellent educational international experience and insight into Haiti were a crucial part of the experience”
  - “Although there was a language barrier between the physician/medical students and the patients, empathy and compassion did not require a translation — through which I learned from the power of a smile”

- Creating a student rotation in a developing country is challenging but not impossible. Partnering with a local organization that has a year-round presence in the community of the developing country is important as well as having dedicated faculty with expertise in global medicine.
- We feel strongly global health experiences for medical students should be part of a formal curriculum and delivered by trained faculty in global health.
- Students report a greater understanding of ethical and cultural sensitivities that arise in medically underserved populations, public health in developing countries, social determinants of health, and a better knowledge of disease presentation and clinical skills.
- Hiring a global health rotation is challenging. The first 2 student rotations were supported by an “Excellence Grant” provided by the Ochsner Health System. Current funding is provided by the medical school and year-round student fundraising efforts.
- Future studies are aimed at tracking participating students by online surveys and social media to assess if participating in a robust global health experience leads to choosing primary care as a profession and/or practicing medicine in an underserved community in the US or globally.
Key Topic Areas in Global Health

- Global Burden of disease
- Health implications of travel, migration and displacement
- Social and economic determinants of health
- Population, resources and environment
- Globalization of health and health care
- Health care in low resource settings
- Human rights in global health
Key Topic Areas in Global Health, cont.

- Culture, behavior and global health
- Financing in Global health
- Health systems in global Health
- Natural Disasters and complex humanitarian emergencies at home and abroad
THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

Ochsner
Health System

2.2 MILLION + PATIENT CONTACTS PER YEAR
1100+ PHYSICIANS

STUDENTS ENROLLED ANNUALLY
530

DEVELOPED GARDASIL CANCER VACCINE
7

MAJOR BIOMEDICAL RESEARCH INSTITUTES

FOUNDED IN 1936

THE BEST OF BOTH WORLDS

FOUNDED IN 1942

30 HOSPITALS
50+ CLINICS

NOT-FOR-PROFIT
INDEPENDENT ACADEMIC MEDICAL CENTER
WORLD LEADER IN ORGAN TRANSPLANTS

ALTON OSHSNER FIRST TO IDENTIFY CIGARETTE/CANCER LINK

17000 EMPLOYEES

1100+ CLINICS

17000 EMPLOYEES

1100+ CLINICS

17000 EMPLOYEES

1100+ CLINICS

17000 EMPLOYEES

1100+ CLINICS

17000 EMPLOYEES

1100+ CLINICS

17000 EMPLOYEES
The Global Experience

**PHASE I**
- **CASE BASED LEARNING**
- **LECTURES, LABS, TUTORIALS, WORKSHOPS, SYMPOSIA**
- **DIFFERENTIAL DIAGNOSIS TRAINING**
- **USMLE PREPARATION**
- **EXTENSIVE CLINICAL EXPERIENCE & EXPOSURE THROUGH CCS**

*years 1-2*

**2 YEARS IN AUSTRALIA**

**PHASE II**
- **FIVE 8-WEEK ROTATIONS AT OCHSNER**
- **US RESIDENCY MATCH ADVISING**
- **RESIDENCY INTERVIEWS OCT-FEB**

*year 3*

- **FOUR 8-WEEK ROTATIONS AT OCHSNER**
- **ONE 8-WEEK ROTATION IN AUSTRALIA**

*year 4*

**2 YEARS IN NEW ORLEANS**
... From All Over The U.S. and The World
Ochsner Clinical School
Global Health Conferences

• Dr. Obinna Nnedu started these monthly conferences in 2018
• 10 Local Global Health speakers the first year
• 9 Global Health Speakers for 2019 some from out of state or country to include:
  – Meharry Medical College
  – Vanderbilt Institute for Global Health
  – University of West Indies, Kingston, Jamaica
  – CDC Travel Health Division
  – University of Texas, Galveston
Kasturba Medical College MIS Rotation

- Dr. Raj Warrier & Dr. Rocky Mollere
- 4th year medical students rotate at Kasturba Medical College in Manipal, India
- 4 week rotation in community medicine placements offered 3 times a year
  - January/February
  - March
  - September
Rwanda MIS Rotation

• Dr. Craig Conard
• 4th year medical student
• 4 week rotation in Rwanda doing community medicine
  – January/February
Nigeria Elective

• Dr. Wale Sulaiman
• 4th year medical student opportunity
• 4 week elective in Nigeria at the RNZ compound
  – August/September
• Student choice of IM, Pediatrics, OBGYN, Surgery, Anesthesia/Critical Care, Emergency Medicine or Orthopedics
Colombian Partnerships
Ochsner Global Health 2020 and Beyond

• Establish a coordinated, programmatic and interdisciplinary framework for global health education at Ochsner Health through the creation of new educational, research and service opportunities for our motivated and inspired Ochsner students, physicians, care teams and non clinical members to engage in global health activities to better understand and address the common global health challenges that adversely impact health outcomes locally and worldwide

• “Local Health is Global Health”
Ochsner Health 2.0 Initiatives

- GME opportunities in IM, Pediatrics, OB/GYN, ED, ID - Global Health Oversight committee
- Partnership with international on global health education initiatives strategically
- Expand UGME opportunities for our medical students: Haiti, Jamaica, Colombia, Rwanda, Nigeria, Manipal, Vietnam, Tanzania
- Develop a Global Health Education Fund - Update current policy on institutional financial support Global health activities
- Partnership with LSU/Shreveport, Xavier, Tulane for joint rotations
- Expand partnerships in Latin America, DR, Columbia in partnership with Ana Hands
- Work with department chairs, system line leaders to develop a strategic global health Education plan
- Survey to assess awareness of global health issues and perspectives from students, residents, faculty and staff
- Leverage the geographic diversity of our staff
- Work with Dr. Ghali in Shreveport to bring patients from overseas for surgery in Shreveport
- Provide research scholarship opportunity to 4th year UQ students in Global health study and research
- Recognition program for Global health initiative participants and their contributions
- Review and develop guidelines for global health rotations and activities with program directors and department chairs
- Website dedicated to highlight Global Health activities
- The role of telemedicine in Global Health and the use of ECHO
- Work with Chief Wellness Officer to incorporate volunteerism
### Ochsner Global Health Education Committee

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composed of key stakeholders</td>
<td>Provide structure, support and codification of types of activities with the assistance of PSS.</td>
</tr>
<tr>
<td>Clerkship Directors</td>
<td>Program development</td>
</tr>
<tr>
<td>Program Directors</td>
<td>Key attendings and professional staff</td>
</tr>
<tr>
<td>Chief Residents</td>
<td>Coordination of Global Health Outreach Activities across departments</td>
</tr>
<tr>
<td>UGME</td>
<td></td>
</tr>
<tr>
<td>GME</td>
<td></td>
</tr>
</tbody>
</table>
Global Health Education Fund

- Work with philanthropy to establish a Global Health Education Fund
- Seek external sources of funding
- Research Grants
- Specialty Societies
- Alumni
Proposal to PAC and then MAC regarding opportunities to track and support Global Health Activities

Promote Volunteerism

Identify the wide diversity of our staff to explore further opportunities for partnerships
Incorporate and recognize global/international health activities as part of each department's strategic plan.

Update departmental websites with information regarding physicians in their departments that are actively engaged in such activities for easy reference.
• We can all contribute regardless of discipline, training or specialization

• What is your departments contribution to Global Health?

• How are you incorporating “The new concept of Ochsner Health into your local health is global health strategy?”

Make the World a Healthier and More Equitable Place for All
"It always seems impossible until it's done."

~Nelson Mandela