

Title: Assessment of Pre-Departure Interprofessional Training for Global Health Experiences

Student:

Faculty Mentors: Elizabeth DeVos MD, MPH and James Grigg MD

IRB: N/A

Background and significance: To meet the goals of exposing students to personal, professional and cultural standards required by all health professionals working in global health settings, UF hosts an annual interprofessional pre-departure training workshop. Current training consists of panel presentations by faculty, small group case studies, and facilitated, large group discussions with faculty members from the six colleges. Students are provided with knowledge and skills on safety measures, appropriate behaviors, interprofessional collaboration, and professional limitations, which prepare them for success in their various international travels. Training focuses on the interprofessional aspects of global health work, and aims to foster student understanding and appreciation of interprofessional work.

Hypothesis and rationale: This project aims to review best practices for pre-departure training for medical students to identify any gaps in the current curriculum.

Specific Aims: Review current educational literature for best practices for pre-travel education for medical students. Make suggestions for curricular and activity changes based on relevant resources. Contribute to development of assessment tools and educational activities for interprofessional predeparture training.

Methods: Literature review, search of online resources such as AMSA, EDX, CUGH materials and review of other UF colleges' materials.

Outputs:

- 1) Annotated review of currently available materials such as AMSA, EDX Practitioner's Guide to Global Health, etc. and summary of identified best practices in the literature
- 2) Document suggesting any gaps in current pre-departure program and recommendations for UF post-travel debrief program to be instituted in the future
- 3) Poster or manuscript preparation
- 4) Research questions for future related MSRP projects

Role of Medical Student: The medical student will work independently to execute a thorough review of resources identified by faculty and then search for additional appropriate resources. The student will be expected to work through the recommended online courses to provide a review of the content and time required for completion and also to identify any gaps in the current UF program. Student will then compile best practice information to guide development of post-travel reflections for UF students and make suggestions for format of the activity based on what he or she has learned. Student will work with faculty to develop appropriate checklists for pre- travel and to present findings in poster or manuscript form. Based on this work, student will identify areas which will need future investigation that may present opportunities for future global health MSRPs.

References:

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2990028/>

The Practitioner's Guide to Global Health parts 1-3

<https://www.edx.org/course/practitioners-guide-global-health-part-1-bux-globalhealthx-1>

AMSA Global Health Committee:

<http://www.amsa.org/advocacy/action-committees/global-health/ethics/>

Johns Hopkins cases

<http://ethicsandglobalhealth.org/>

*See Shawn for Kavita Patel's previous literature search and then expand for other relevant resources

Student: UFID

Email

Local Summer Address

Mentor: UFID 2766-3949

Elizabeth.devos@jax.ufl.edu

UF COM Global Health Education Programs

Student signature _____

Mentor signature _____

