GLOBAL HEALTH OPPORTUNITIES DURING PEDIATRIC FELLOWSHIP TRAINING

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Building a Global Health Workforce: Why?

The health of children across the world is critical to the continued and improved existence of our world as we know it. Therefore, this outcome is in part the responsibility of all pediatricians and of every department of pediatrics and pediatric governing body.

(ABP Global Health Task Force)

It is “a small world after all”
Objectives

- Summarize the current state of global health (GH) education in pediatric fellowships across the US
- Discuss resources to standardize and improve quality GH training during fellowship
- Discuss current efforts to accredit GH Fellowships
Background

- Rising interest in global health (GH) amongst medical trainees
- Global health training during pediatric residency
- What happens after residency training?
What is happening nationwide?

- Surveyed 473 fellowship programs from 111 institutions
## Demographics

<table>
<thead>
<tr>
<th>Subspecialties</th>
<th>No GH opportunities N=249</th>
<th>GH Electives Only N=209</th>
<th>GH Tracks/Fellowships N=15</th>
<th>Total N=473 N (%)</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Medicine</td>
<td>13 (5)*</td>
<td>30 (14)</td>
<td>5 (33)</td>
<td>48 (10)</td>
<td></td>
</tr>
<tr>
<td>General Academic Pediatrics</td>
<td>3 (1)</td>
<td>1 (1)</td>
<td>3 (20)*</td>
<td>7 (1)</td>
<td></td>
</tr>
<tr>
<td>Neonatal-Perinatal Medicine</td>
<td>36 (15)</td>
<td>26 (12)</td>
<td>2 (13)</td>
<td>64 (14)</td>
<td></td>
</tr>
<tr>
<td>Infectious Diseases</td>
<td>5 (2)*</td>
<td>37 (18)*</td>
<td>1 (7)</td>
<td>43 (9)</td>
<td></td>
</tr>
<tr>
<td>Critical Care Medicine</td>
<td>20 (8)</td>
<td>20 (10)</td>
<td>1 (7)</td>
<td>41 (9)</td>
<td></td>
</tr>
<tr>
<td>Hematology-Oncology</td>
<td>23 (9)</td>
<td>20 (10)</td>
<td>1 (7)</td>
<td>44 (9)</td>
<td></td>
</tr>
<tr>
<td>Adolescent Medicine</td>
<td>8 (3)</td>
<td>7 (3)</td>
<td>1 (7)</td>
<td>16 (3)</td>
<td></td>
</tr>
<tr>
<td>Rheumatology</td>
<td>18 (7)*</td>
<td>1 (1)*</td>
<td>1 (7)</td>
<td>20 (4)</td>
<td></td>
</tr>
<tr>
<td>Cardiology</td>
<td>22 (9)</td>
<td>15 (7)</td>
<td>0 (0)</td>
<td>37 (8)</td>
<td></td>
</tr>
<tr>
<td>Pulmonology</td>
<td>16 (6)</td>
<td>11 (5)</td>
<td>0 (0)</td>
<td>27 (6)</td>
<td></td>
</tr>
<tr>
<td>Gastroenterology</td>
<td>21 (8)</td>
<td>11 (5)</td>
<td>0 (0)</td>
<td>32 (7)</td>
<td></td>
</tr>
<tr>
<td>Developmental-Behavioral</td>
<td>15 (6)</td>
<td>9 (4)</td>
<td>0 (0)</td>
<td>24 (5)</td>
<td></td>
</tr>
<tr>
<td>Endocrinology</td>
<td>27 (11)</td>
<td>8 (4)</td>
<td>0 (0)</td>
<td>35 (7)</td>
<td></td>
</tr>
<tr>
<td>Nephrology</td>
<td>15 (6)</td>
<td>8 (4)</td>
<td>0 (0)</td>
<td>23 (5)</td>
<td></td>
</tr>
<tr>
<td>Child Abuse</td>
<td>7 (3)</td>
<td>5 (2)</td>
<td>0 (0)</td>
<td>12 (3)</td>
<td></td>
</tr>
</tbody>
</table>

* p < 0.001
Tiered Approach for Global Health in Pediatric Fellowship Training

TIER 1: All Fellowships
- General (Clinical role = general pediatrics or hospital medicine; targeted training in Global Health)
- Sub-Specialty (Full sub-specialty fellowship + targeted training in global health)

TIER 2: Fellowships offering GH Electives Only
- (N=209, 44%)

TIER 3: GH Tracks/Fellowships
- (N=15, 3%)

46 graduates since 2005
More results:

- Pretravel preparation and supervision were variable.

- Programs offering GH opportunities, compared to those without, were more likely to report that GH training improves:
  - fellow education (81.9% vs 38.3%; P .001) and
  - recruitment (76.8% vs 35.9%; P .001)
Cumulative Count of GH Tracks/Fellowships
## Accreditation: Opinions & insights

### Do you feel that GH fellowships should be accredited? N=14

- **Yes** → 6 (43%)
- **No** → 0 (0%)
- **Indifferent** → 8 (57%)

### “Lends a bar of quality if all GH subspecialty fellowships were held to a uniform standard”

### “I think national accreditation would improve the minimum standard of what a GH fellowship is - and expect that through accreditation that the quality of all GH fellowships would be enhanced.”

### “Help to standardize and legitimize”

### “Encourage institutional support”

### “Adds credibility and recognition of rigorous formal training”

<table>
<thead>
<tr>
<th>How might GH national accreditation help your GH fellowship?</th>
<th>GH Tracks/Fellowships N = 14 N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would bring support from my GME office at my institution</td>
<td>6 (43)</td>
</tr>
<tr>
<td>Would bring support from my department</td>
<td>3 (21)</td>
</tr>
<tr>
<td>Would bring funding support</td>
<td>6 (43)</td>
</tr>
<tr>
<td>Would help with recruitment of fellows</td>
<td>9 (64)</td>
</tr>
<tr>
<td>Would help to recognize global health as a formal specialty area</td>
<td>9 (64)</td>
</tr>
<tr>
<td>Would help define minimum standards and/or competencies for the program</td>
<td>10 (71)</td>
</tr>
<tr>
<td>Would help fellows with career development/advancement</td>
<td>7 (50)</td>
</tr>
<tr>
<td>Other</td>
<td>1 (7)</td>
</tr>
<tr>
<td>Accreditation would NOT help the fellowship</td>
<td>3 (21)</td>
</tr>
</tbody>
</table>
Next steps
Goal

To increase and ensure excellence in the workforce of pediatricians caring for the most vulnerable children, irrespective of where they were born or live…

…How can we standardize (quality and consistency) global health training such that it helps meet this goal?

…How can we leverage (and mitigate barriers imposed by) accreditation to help meet that goal
Resources to standardize GH training

- “Pediatric GH Resources”

- Highlights:
  - Sugarprep.org
  - Global Health in Pediatric Education: An Implementation Guide for Program Directors
<table>
<thead>
<tr>
<th>Ten domains of pre-departure preparation, based on the “Top Ten Considerations for Provider Preparation for Short-Term GH Engagement”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERSONAL MOTIVATIONS</strong></td>
</tr>
<tr>
<td>Explore personal motivations for working globally</td>
</tr>
<tr>
<td><strong>PROFESSIONAL PREPAREDNESS</strong></td>
</tr>
<tr>
<td>Assess and prepare for on-site professional scenarios</td>
</tr>
</tbody>
</table>

GLOBAL HEALTH IN PEDIATRIC EDUCATION:
An Implementation Guide for Program Directors

Editor: Nicole St Clair, MD
Sumeet Banker, MD, MPH, Sabrina Butteris, MD, Tania Condurache, MD, MSc, Heather Crouse, MD, Heather Lukolyo, MD, MHS, Stephanie Marton, MD, Patricia (Trish) McQuilkin, MD, Michael Pitt, MD, Marideth Rus, MD, ME, Christiana Russ, MD, Charles (Chuck) Schubert, MD, Gordon Schutze, MD, Andrew Steenhoff, MBCh, Omolara Uwemedimo, MD, MPH, & Jennifer Watts, MD, MPH, on behalf of the Global Health Task Force of the American Board of Pediatrics

bit.ly/globalhealthpedspdgude
5 PILLARS OF GLOBAL HEALTH EDUCATION

- Stateside Curriculum
- Pre-Departure Preparation
- Global Health Elective
- Post-Return Debriefing
- Evaluation

Creation of the ABP GHTF Trainee Workgroup (11 members)

- Draft #1 Completed
  - Literature review
  - Content outline creation
  - Chapter author assignment

- Draft #2 Completed
  - External review (residency program directors, APPD GHLC, and AAP SOICH)
  - Addition of 6 new authors
  - New chapter created: Local Global Health

- Draft #3 Completed
  - ABP GHTF review (May-June)

- Draft #4 Completed
  - ABP ETC Review
  - Synopsis & new chapter created: Fellowship Opportunities in Global Health

- Draft #5 Completed
  - ABP ETC 2nd Review
  - ABP Foundation Review
  - In-depth critiques from 16 educators in low- and middle-income countries, 2 of whom became preface authors

- Final Product Completed
  - Final ABP editorial review & revision
  - Posted at ABP website
  - Copies distributed to U.S. pediatric department chairs & residency program directors
  - Dissemination via workshops, presentations, & webinars

Monthly phone meetings held throughout the project.
Exploring accreditation and certification of GH Fellowships

Pediatric Global Health Fellowship Educators Meeting

AGENDA

| Thursday, October 3, 2019 |
Exploring accreditation and certification of GH Fellowships

Meeting takeaways and consensus to:

1. Explore accreditation of peds GH fellowships (both stand alone and those combined with subspecialty fellowship programs) through the APA via a mechanism similar to general academic Peds
2. Draft statement re: WHAT we are training peds GH fellows for:
   To improve the wellbeing of all children, irrespective of where they were born or live, we will equip future GH leaders in scholarship, education, and advocacy with the fundamental skills to succeed in disciplines spanning from academia to policy and programming
3. Identify an academic home for peds GH fellowship educators
4. Create subgroups to: (1) outline a leadership & communication structure, (2) develop mission/vision/values/name (aka brand), (3) review & draft competencies (using general academic peds competencies)
THANK YOU