

BACKGROUND

Within medical education curricula, there is currently a lack of content about not only the US healthcare system, but also healthcare systems globally. Subsequently, medical students who lack proficient knowledge regarding these systems may have reduced awareness, and therefore utility, when practicing as future physicians. The objective of this project is to determine whether there is a gap in knowledge regarding global healthcare systems and if voluntary, peer-led lectures can increase this knowledge.

The Global Health Scholarly Concentration of Wayne State University School of Medicine, in collaboration with the World Health Student Organization, hosted a series of lectures on different health models around the world and highlighted experts in the field of Global Health.

The series consisted of five lectures total, with topics covering different healthcare systems globally, along with the US healthcare system. The curriculum taught was modeled from Consortium of Universities for Global Health (CUGH) Global Toolkit Competency Number 2, Globalization of Healthcare.

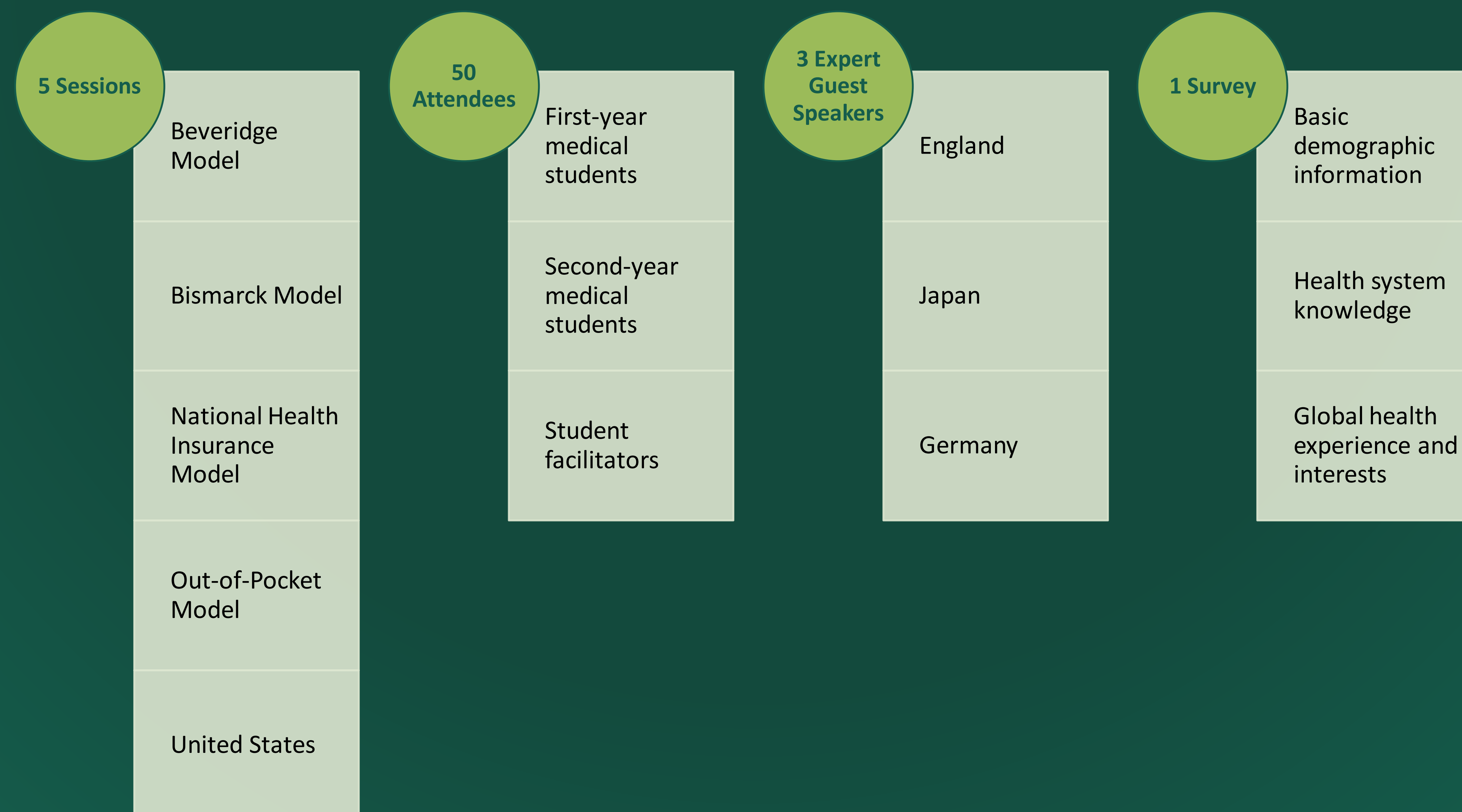
METHODS

Surveys via Qualtrics will be utilized to collect anonymous responses from participants, consisting of active medical students with one to two years of training enrolled at the medical school. Surveys will also be obtained from student cohorts who did not attend the lectures. Correct survey responses for each question will be compared between students who did and did not attend the lectures, utilizing a t-test for statistical significance. Qualitative data will also be obtained through Likert scale questions.

RESULTS

There was a total of five lecture sessions covering the global health care systems, with the final one focusing on the United States healthcare system. 50 participants attended the lectures (either in-person or via Zoom) and three guest speakers shared their expertise for their corresponding health care model.

We are adding a new class of medical students to the data pool to increase sample size, so the data collection is still in process. We will send out a new set of surveys December 1, 2023, and have the complete dataset collected by December 31, 2023. The analysis will be done by early 2024.



DISCUSSION

As global migration, trade, and knowledge sharing continues to grow, cultural competency becomes increasingly important for physicians in training. Teaching global health issues to medical students promotes interest in primary care medicine, public health degrees, and practicing medicine among the underserved.¹ Additionally, medical students with international clinical experience often report a greater ability to recognize disease presentations, possess more comprehensive physical exam skills with less reliance on expensive imaging, and have greater cultural sensitivity.¹ Moreover, it has been proposed that every medical school curriculum should attempt to achieve three main global health competencies: global burden of disease, traveler's medicine, and immigrant health.²

Promoting more global health teaching and opportunities among medical students is historically beneficial and strengthens our medical communities. This project helps us gain a better understanding of medical student knowledge regarding global healthcare systems and whether voluntary, peer-led lectures amplify this knowledge. If compelling, results could support a yearly lecture offering as part of the Global Health Scholarly Concentration program and even serve as a model for other institutions to integrate into their medical school curricula.

REFERENCES

1. Drain PK, Primack A, Hunt DD, Fawzi WW, Holmes KK, Gardner P. Global health in medical education: a call for more training and opportunities. *Acad Med.* 2007;82(3):226-230. doi:10.1097/ACM.0b013e3180305cf9
2. Houpt ER, Pearson RD, Hall TL. Three domains of competency in global health education: recommendations for all medical students. *Acad Med.* 2007;82(3):222-225. doi:10.1097/ACM.0b013e3180305c10