

Electives - International Global Health Electives

International Global Health Electives

Terminology

For the purpose of this document, “International Global Health (IGH) electives” refer to electives taking place outside Canada, in a resource-limited setting or with populations made vulnerable by adverse social determinants of health, for the purpose of enhancing competencies that prioritize improving and achieving health equity. In contrast, “International Electives” refer to electives conducted outside Canada, often in a specific clinical area (addiction medicine, emergency medicine, etc.) where equivalent learning opportunities are not available locally and where the learning objectives of the resident do not directly pertain to the care of populations made vulnerable by adverse social determinants of health. To minimize confusion between these two distinct learning experiences, the first is often shortened to “Global Health electives”.

Background

The Department of Family and Community Medicine is supportive of global health electives for which no similar experience is available locally insofar as they are academically sound, thoughtfully prepared, and adequately debriefed.

The process presented below is intended to support learners in the selection, preparation and debriefing of their global health elective experience.

Eligibility

Residents must be in good standing in order to participate in global health electives abroad. Residents are strongly encouraged to undertake global health electives during their second year of training. This allows time for residents to establish continuity in their own practices during their first year, to reach a level of competency that optimizes their readiness to learn in the global health setting and to minimize the burden of oversight they inevitably bring to the host community. Residents who feel they have a compelling reason to participate in a global health elective abroad in their first year should communicate their request and rationale in writing to their local site director for consideration.

Supervision

Elective supervisors must belong to a regulated health care profession, must be familiar with the requirements of the family medicine residency program at the University of Toronto and must be able to provide daily supervision and teaching to the resident. When required, supervisors should also be able to provide support to learners as they integrate into sometimes challenging learning experiences.

Planning

- The Global Health Program should be contacted as soon as a resident is considering a global health elective, **at least three months before the proposed date of departure**
- **All Global Health Electives must be at least four weeks long, not including vacation.** That is to say, residents are expected to spend four weeks working in the international learning setting. Electives that do not meet this requirement will be declined.

- Residents should familiarize themselves with the Global Health Elective Experience Report Form to be completed within one month of return prior to committing to a global health elective abroad. The form can be found at the end of your application form.
- A date for debrief should be set before departure. Please contact dfcm.globalhealth@utoronto.ca to arrange.
- **Flights should not be purchased** until the elective has been approved by all required parties.
- A purchased non-refundable ticket will not be considered a compelling reason to receive elective approval.

Application & Approval Process

- All global health electives require approval by the site director, the DFCM Global Health and Social Accountability Vice-Chair, and the DFCM postgraduate director.
- Applications must be submitted a minimum of 12 weeks prior to the proposed departure date in order to allow sufficient time for review, consideration, approval or rejection. *Residents are advised not to secure travel arrangements or incur non-refundable expenses prior to receiving final approval of their application.*
- Applications are submitted to the site director for approval. If approved by the site director, the application will then be reviewed by the Global Health and Social Accountability program at the DFCM. Residents **must** contact the Global Health and Social Accountability program dfcm.globalhealth@utoronto.ca in advance to inform them of their plans to arrange.

Application Content

- Residents must provide well thought-out, SMART educational objectives for their experience (Specific, Measurable, Achievable, Relevant and Time). Appendix A provides information to assist residents in defining their objectives.
- Residents are encouraged to complete a Learning Plan with their host supervisor in order to clearly define expectations of the experience. We encourage residents to reflect on the Guiding Principles of Global Health Electives when developing their plans.
- Residents must complete the timetable in the application in detail including how much on-call time they will be required to cover.

Supervision

Host supervisors must complete Section #3 of the application or substitute a signed letter of intent. Residents may submit their application pending completion of the Supervisor's Declaration in order to prevent unnecessary delays in processing the application. However, **final approval of the application will not be granted until the supervisor's Declaration has been received.**

Mandatory administrative requirements

Residents traveling outside of the University of Toronto system must comply with all registration, licensure and insurance regulations applicable to that particular university/province/country. Please note the following:

- Residents are registered as a postgraduate trainee at the University of Toronto. They should enquire about and fulfill the registration requirements of the host institution.
- A resident's educational license is valid **ONLY** in the Province of Ontario

- It is the resident's responsibility to enquire with the host institution to determine if a temporary license is required for the duration of the elective and to fulfill that requirement.
- The CMPA does not provide malpractice insurance for practice outside of Canada. Residents should clarify malpractice coverage in the host jurisdiction prior to departure.
- Residents must provide the program information regarding how they can be reached during their stay abroad as per Section #4. (Telephone, fax, address, email).
- Residents are required to comply with Faculty of Medicine's requirements for pre-departure preparation by completing Pre-Departure Training provided by Post Graduate Medical Education (PGME). More information can be found on their website at http://gh.pgme.utoronto.ca/?page_id=7001
- Residents must forward proof of attendance in the Pre-Departure Training to the Global Health and Social Accountability Program at least 2 weeks prior to departure.
- It is the resident's responsibility to review and adhere to the travel notices issued by the Government of Canada's Travel Advice and Advisories <https://travel.gc.ca/travelling/advisories> and the University of Toronto's Safety Abroad Policies: <https://safetyabroad.utoronto.ca/>

Mandatory Post Return Report and debrief

To consolidate their learning experience residents are expected to fulfill the following post-return requirements:

- a. Submit a Global Health Experience Report Form
- b. Participate in a debrief meeting with the DFCM Global Health and Social Accountability Vice-Chair. A field note will be completed following this conversation.

Please email dfcm.globalhealth@utoronto.ca to schedule a debrief and to submit your post-return report.

Global Health Elective Check list

Getting the ball rolling

Thinking of doing a global health elective abroad? Please review this check list.

- ✓ Check with your site director to confirm that you can start planning.
- ✓ Identify a host institution and supervisor.
- ✓ **At least 12 weeks prior to departure**, contact the Global Health Program (<mailto:dfcm.globalhealth@utoronto.ca>) to inform them of your intent to apply.
- ✓ Contact the host preceptor and:
 - Develop/discuss your educational objectives
 - Fill out the activity and supervision schedule
 - Let them know you need their signature or a letter of commitment to receive approval
 - Enquire about licensing and registration requirements
 - Confirm language requirements
 - Enquire regarding housing and ground transportation on site
- ✓ Submit your completed form to your site director, to be forwarded to the DFCM Global Health and Social Accountability Program and then to the DFCM postgraduate director for final approval.
- ✓ Call the CMPA to clarify coverage

ONCE YOU RECEIVE FINAL APPROVAL

- ✓ Book your flight!
- ✓ Complete the pre-departure training requirements of the Faculty of Medicine

UPON YOUR RETURN

- ✓ Within 4 weeks of leaving your host community, submit your trip report
- ✓ Contact the DFCM Global Health and Social Accountability program to confirm a debrief conversation
- ✓ Receive a field note!

Appendix A

SMART Objectives

Developing SMART Objectives

One way to develop well-written objectives is to use the SMART approach. Developing specific, measurable objectives requires time, orderly thinking, and a clear picture of the results expected from program activities. The more specific your objectives are, the easier it will be to demonstrate success.

SMART stands for

Specific

Measurable

Attainable/Achievable

Relevant

Time bound

Specific—*What exactly are we going to do for whom?*

The “specific” part of an objective tells us what will change for whom in concrete terms. It identifies the population or setting, and specific actions that will result. In some cases it is appropriate to indicate *how* the change will be implemented (e.g., through training). Coordinate, partner, support, facilitate, and enhance are not good verbs to use in objectives because they are vague and difficult to measure. On the other hand, verbs such as provide, train, publish, increase, decrease, schedule, or purchase indicate clearly what will be done.

Measurable—*Is it quantifiable and can WE measure it?*

Measurable implies the ability to count or otherwise quantify an activity or its results. It also means that the source of and mechanism for collecting measurement data are identified, and that collection of these data is feasible for your program or partners. A baseline measurement is required to document change (e.g., to measure percentage increase or decrease). If the baseline is unknown or will be measured as a first activity step, that should be indicated in the objective as “**baseline to be determined using XXX database, 20XX.**” The data source you are using and the year the baseline was obtained should always be specified in your objective statement. If a specific measurement instrument is used, you might want to incorporate its use into the objective.

Another important consideration is whether change can be measured in a meaningful and interpretable way given the accuracy of the measurement tool and method.

Attainable/Achievable—*Can we get it done in the proposed time frame with the resources and support we have available?*

Updated: September 2022

The objective must be feasible with the available resources, appropriately limited in scope, and within the program's control and influence. Sometimes, specifying an expected level of change can be tricky. To help identify a target, talk with an epidemiologist, look at historical trends, read reports or articles published in the scientific or other literature, look at national expectations for change, and look at programs with similar objectives. Consult with partners or stakeholders about their experiences. Often, talking to others who have implemented similar programs or interventions can provide you with information about expected change. In some situations, it is more important to consider the percentage of change as a number of people when discussing impact. Will the effort required to create the amount of change be a good use of your limited resources?

Relevant—*Will this objective have an effect on the desired goal or strategy?*

Relevant relates to the relationship between the objective and the overall goals of the program or purpose of the intervention. Evidence of relevancy can come from a literature review, best practices, or your theory of change.

Time bound—*When will this objective be accomplished?*

A specified and reasonable time frame should be incorporated into the objective statement. This should take into consideration the environment in which the change must be achieved, the scope of the change expected, and how it fits into the overall work plan. It could be indicated as "By December 2010, the program will" or "Within 6 months of receiving the grant,..."

Using SMART Objectives

Writing SMART objectives also helps you to think about and identify elements of the evaluation plan and measurement, namely indicators and performance measures.

An indicator is what you will measure to obtain observable evidence of accomplishments, changes made, or progress achieved. Indicators describe the type of data you will need to answer your evaluation questions. A SMART objective often tells you what you will measure.

A performance measure is the amount of change or progress achieved toward a specific goal or objective. SMART objectives can serve as your performance measures because they provide the specific information needed to identify expected results.

Annex 1



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GLOBAL HEALTH ELECTIVE APPLICATION

Name: _____ Level: _____ Current Site: _____

Experience: _____ Location of Elective: _____

Dates: _____ to _____ Vacation: _____

Host Supervisor: _____

Host Supervisor's University/Hospital Affiliation: _____

Host Supervisor's Email Address: _____

1. List your SMART learning objectives for this experience:

SMART stands for: **S**pecific, **M**easurable, **A**ttainable/Achievable, **R**elevant, **T**ime bound

Educational Objectives:

You may use another page if necessary.

(Be specific -- detail teaching in both ambulatory, in-patient and on call responsibility.)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
a.m.						
p.m.						

3. **Supervisor's Declaration: (an email letter of intent may also be substituted)**

- * I agree to provide this resident direct supervision during the experience outlined above and to evaluate the trainee in writing prior to the completion of this experience.

Signature

Date

4. **Resident's Declaration:**

- * I agree to comply with all registration requirements of the sponsoring University and where required, to acquire appropriate licensure and insurance coverage for the duration of this experience. I further agree to submit a written evaluation of this experience to my Site Director.
- * During this experience I may be contacted at:

Tel: _____ Fax: _____

Address: _____

Email: _____

Signature _____ Date _____

↳ Approved by:

Site Director Date

↳ For Global Health Electives:

Reviewed by:

Global Health and Social Accountability Program Date

For DFCM Office Use Only:

University Program Director Date

Please return this form to Lela Sarjoo
Department of Family and Community Medicine
University of Toronto
500 University Avenue, 3rd Floor, Toronto, ON M5G 1V7
Fax: 416-978-8179
Email: familymed.postgrad@utoronto.ca

Annex 2



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GLOBAL HEALTH ELECTIVE EXPERIENCE REPORT FORM

The purpose of this form is to document and reflect on your experience. Return completed forms to Lela Sarjoo familymed.postgrad@utoronto.ca and Jamie Rodas dfcm.globalhealth@utoronto.ca at the DFCM office.

Location of the elective:

Dates of the elective:

Your name and contact information:

Name of Supervisor(s):

Supervisor's contact information (including email if available):

In 3 to 5 pages, please describe your global health elective experience, including the following:

- Briefly describe the elective including patient population seen, responsibilities, amount of supervision etc.
- What were the proposed educational outcomes of the rotation and were they achieved?
- Provide a description and evaluation of the host setting including quality of clinical interaction and supervision, language requirements, openness of the host community to receiving other learners and recommendation to other learners.
- Provide highlights of the experience and a description of how it might inform/benefit your practice in the future.
- Comparison of country's PHC system and services to Canada's, and what Canada can learn from this country and vice-versa.
- If possible, please include pictures of the site.

Updated: September 2022