



International Rehabilitation SIG

Joy Wee, Colleen O'Connell, facilitators
57th Annual Scientific Meeting
28 May 2009



Objectives

By the end of this session, participants will be able to:

- ✦ Describe and discuss ethical dilemmas or issues one might encounter in international collaborative efforts
- ✦ Describe stages of intercultural competence
- ✦ Explore international rehabilitation education interest and possibilities



Outline

- ✦ Ice-Breaker
- ✦ Cases raising ethical issues
- ✦ Open discussion about educational interests and potential activities



What Moves You?

Exploring personal motivations for
international work



Personal Motivations

- ✦ Individually: Think about why you want to get involved – 2-3 min
- ✦ Use the list provided as a guide/stimulus
- ✦ Discuss as a group – 7 min
- ✦ Report themes back to main group

- Bring access to health care a little closer to many underserved patients**
- Make a real difference in the lives of people and communities**
- Escape something in ones current personal/professional life**
- Have an experience not encountered in training or practice**
- Experience the excitement or thrill of potential risks and unknowns**
- Feel satisfaction at making a difference over and above one's usual career accomplishments**
- Conviction that such work is your mission**
- Challenge oneself to do something different**
- Adventure**
- Opportunity to pursue an area of interest unrelated to issues of compensation**
- See another part of the world, experience another culture**
- Disgust/guilt for modern consumerism, waste, and excess**
- Feel valued and needed**
- Desire to learn about medical practice/issues in global arena**
- Other –**



Types of Organizations

- ✚ Multilateral Organizations – World Bank, United Nations
- ✚ Government, Bilateral – CIDA, Peace Corps
- ✚ Academic/Hospital
- ✚ NGO's – non-profit, academic, religious
 - ICRC
 - MSF
 - Oxfam
- ✚ Small group projects – churches, societies, foundations



Ethics

Merriam-Webster's On-line Dictionary (website)

1. "discipline dealing with what is good and bad with moral duty and obligation"
2. "a set of moral principles: a theory or system of moral values"
3. "a set of moral issues or aspects"

World Medical Association International Code of Medical Ethics^(website)

Physician behaviour (examples):

- ✦ Highest professional conduct
- ✦ Honesty
- ✦ Respect patient's right to refuse or accept treatment
- ✦ Competency, compassion
- ✦ Respect rights and preferences of patients, colleagues, other health professionals
- ✦ Use health resources in best way



Declaration of Geneva, May 2006

AT THE TIME OF BEING ADMITTED AS A MEMBER OF THE MEDICAL PROFESSION:

- ✿ I SOLEMNLY PLEDGE to consecrate my life to the service of humanity;
- ✿ I WILL GIVE to my teachers the respect and gratitude that is their due;
- ✿ I WILL PRACTISE my profession with conscience and dignity;
- ✿ THE HEALTH OF MY PATIENT will be my first consideration;
- ✿ I WILL RESPECT the secrets that are confided in me, even after the patient has died;
- ✿ I WILL MAINTAIN by all the means in my power, the honour and the noble traditions of the medical profession;
- ✿ MY COLLEAGUES will be my sisters and brothers;
- ✿ 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 MAINTAIN the utmost respect for human life;
- ✿ 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 honour.



Ethical Issues

Healthcare Ethics should be relational^(Bergum, Dosseter):

Mutual Respect – interactive, reciprocal,
acceptance of difference

Engagement – personal responsiveness,
empathy

Embodiment – knowledge and compassion
given equal status

Environment – local to global



Examples

Consider what would be done/expected here in
Canada

Reflect on what is/should be done when overseas



Example 1- Informed Consent


Scenario:

You take photographs of patients/caregivers and show them in presentations



Is informed consent obtained?

- ✖ Should one seek informed consent, and how?
- ✖ Do they know that their photographs may be shown to others?
- ✖ Did they have a chance to review the photographs of themselves?



Scenario:

You take photographs of patients/caregivers and publish them with a vignette of their story



Is it right to do this without informed consent?

- ✚ Should one seek informed consent, and how (eg. if illiterate)?
- ✚ Do they know that their photographs and stories could be published?



● Does one need to always seek consent?

Scenario:

You take photographs of a health care provider or a group of health care providers and show them in presentations

You take photographs of a colleague and show them in presentations



Example 2 - Cross-cultural sensitivity

Scenario:

You teach a group of rehabilitation workers of a different cultural group without first learning about their culture, and decide to tell jokes in your presentation, offending some class participants



Is one qualified to teach?

Before teaching in intercultural settings,

- ✚ Should one be aware of intercultural issues?
- ✚ Should one be culturally self-aware?

Intercultural competence -

Stages of intercultural sensitivity^(Bennett)

Ethnocentric Stages

- ✘ **Denial of difference** “with my experience, I can be successful in any culture without any special effort”
Developmental Task: *recognize cultural differences*
- ✘ **Defense against difference** – denigration (viewing difference as negative), superiority, or reversal
Developmental Task: *emphasize common humanity*
- ✘ **Minimization of difference** – “no matter what their culture, people are...motivated by the same things”
Developmental Task: *develop self-awareness*



Ethnorelative Stages

✦ Acceptance of difference – “I always try to study about a new culture before I go there”

Developmental Task: *refine analysis of contrasts*

✦ Adaptation to difference – “I need to change my behaviour”

Developmental Task: *develop frame of reference shifting skills*

✦ Integration of difference – “my decision-making skills are enhanced by having multiple frames of reference”


Developmental Task: *resolve multicultural identity*



Example 3 – NGO philosophy

Scenario:

You are excited to volunteer your medical skills with a Christian charity aid organization. The website and all information is entirely clinical and practical about your upcoming mission to Burundi.



You attend a briefing from the Mission's lead doctor about the clinic the next day. The following morning, a long line of patients waiting at closed gates. The patients are assembled into a small yard in front of the hospital, and the gates are then closed, and no further patients allowed in.

A church service then ensues for the patients and clinic staff, and only once completed does the clinic begin.



✖ How would you feel about this?

✖ What do you do?



Example 4 - Research

Scenario:

You engage in research involving interviews of persons with disability.



Research Ethics Board approval

- ✦ Should one seek ethics approval from local ethics boards?
- ✦ What if there are no local research ethics boards?
- ✦ How would you handle consent if the people you are interviewing have been traumatized by authority?
- ✦ Of interest - Global Forum on Bioethics in Research
Conflicts of interest in Health research, Sept, 2009, Santiago, Chile



Example 5 – “Brain Drain”

Scenario:

You are asked to help provide training to a physician in psychiatry, and you consider arranging an elective in Canada




Concerns?

“countries that need the most health care resources are getting the least” (Dovlo)

22% of physicians in Canada are foreign-trained (Labonte)



Other examples?



International Education – Possibilities in Collaboration

- 
- ✚ Consider resources available
 - ✚ Existing structures/programs/organizations
 - ✚ Explore SIG interest in development of educational opportunities



For Canadian Students

- ✚ Undergraduate – elective rotations, research
- ✚ Post-graduate – elective rotations, research



For overseas students

- ✚ Medical Students – lectures, clinical teaching
- ✚ Medical Officers – curriculum for certification?
 - Need to consider overall medical training, national resources, systems
- ✚ Other Health Professionals



Intercultural teaching models

- ✚ Teaching exchanges
- ✚ Videoconference educational sessions – passive, interactive
- ✚ Consultative – electronic communication
- ✚ Website – passive, interactive
 - Eg. Paradoc, The Rehabilitation Centre
- ✚ Consider motivation, time, resources, culture, context, language



International Rehabilitation Network^(website)

- ✦ Centre for International Rehabilitation,
Chicago^(website)
 - Supports a global telehealth network for
iconsults^(website)
- ✦ For landmine survivors, amputees
- ✦ WebCT courses and interactive OD-ROMS, 10
months
- ✦ Allow use of database



Priorities and Action Plan

Ideas:

Have our SIG join iConsult (Chapter), and encourage individual physicians to volunteer?

Web-based teaching?

Others?



Opportunities Home and Abroad



I'm Going to Go...

Evaluating skills, abilities, and finding
your match



Attitudes for the Latitudes

" there is nothing wrong with wanting to go abroad
'merely' to see, experience, or learn something"

One-way transfer from high resource to low
resource countries is not applicable in today's
world



Guiding Principles

Primum non nocere

First do no harm



Skills and Qualities



Available



Team player



Good stress
management



Flexible



Communicator



Experience



Language



Humor



Facilitation/Management



Health/fitness



Long hours, climate, crowds



Able to work with few resources



Flexibility



Risk Tolerance



Needs beyond our capabilities



Imagination



Respect



Compassion



Passion and cultural sensitivity



Getting Involved

- ✚ Personal and professional
- ✚ Areas of skills
- ✚ Areas of interest
- ✚ Physical and psychological capacity
- ✚ Level of commitment – timing, duration, funds
- ✚ Family issues
- ✚ Appropriate partnership, mentor



Preparation and Planning

- ✚ Identify and make contact with organization
 - Internet searches
 - Journal/book references; contact authors
 - Personal contacts
 - Supervisors, colleagues, university
 - Direct contact with NGO/Society
 - IMGs



Pre-trip Preparation

- ✚ Academics – research country/region, be familiar with issues political, cultural, health
- ✚ Skills update - tropical medicine, basic procedures, pediatrics, teaching, public health
- ✚ Language training and cultural orientation



Pre-Trip Tasks - Personal

- ✚ Sources of funding, money required
- ✚ Visa's, passport, register with embassy
- ✚ Review and confirm licensing requirements
- ✚ Review and confirm lodging, transportation
- ✚ Up to date insurance
- ✚ Health checks including vaccinations
- ✚ Packing needs – personal med kit
- ✚ Professional and personal life in order!



Pre-trip Planning - Host

- ✚ Verify and confirm expectations for both parties
- ✚ Equipment needs?
- ✚ On-site facilities?
- ✚ Plans for safety, security, evacuation
- ✚ Contingency plans
- ✚ Any restrictions
- ✚ Lodging, transportation, schedule, orientation



www.imva.org/pages/preptxt.htm

Preparing for medical services overseas

Canadian Based NGOs

- ✦ WUSC <http://www.wusc.ca/>
- ✦ MSF <http://www.msf.ca/en/index.html>
- ✦ CUSO http://www.cuso.org/home/index_e.php
- ✦ VSO Canada <http://www.vsocan.org/default.aspx>
- ✦ Canadian Red Cross
<http://www.redcross.ca/article.asp?id=000005&tid=003>



Links to Resources and Sources

- ✦ <http://www.globalhealth-ec.org/GHEC/Resources/GHonline.htm>
- ✦ http://www.ccrsm.ca/default.cfm?content=funding_roadmap&lang=e&subnaf=roadmap
- ✦ <http://www.who.int/en/>
- ✦ <http://www.inmed.us/course/> - on line course
- ✦ <http://www.imva.org/>
- ✦ <http://www.diversionmag.com/volunteerintro.asp>

GHEC

:: Global Health Education Consortium

| [Home](#) | [About Us](#) | [Resources](#) | [Events](#) | [Site Search](#) | [Join Us](#) |

Global Health Online

Annotated List of International Health-related Websites

A Google search on 15 August 2007 using the term "international health" (IH) generated ~1.19 billion hits in 0.24 seconds, up from ~710,000,000 in 2005; we certainly are in an area of increasing interest! The newer term, "global health," (GH) results in 'only' 461,000,000 hits. Statistical humor aside, and though we can't claim to have checked them all, these awesome numbers have been reduced to ~220 sites considered relevant to students and graduates of the health professions interested in global health (GH).

This major update was carried out in collaboration with three students, with special thanks to Emily White for organizing student input.

Laura Frye, American Medical Student Association
University of Kansas School of Medicine

Meiqi Guo, SUNSIH (Student University Network for Social and International Health/Canada)

Emily White, International Federation of Medical Students' Association-USA
University of California at San Diego School of Medicine

We started with a review of websites already posted by GHEC and various student and other organizations. Their listings were combined, reviewed, weeded, and where useful, annotated. Sites are grouped into the below categories for ease of use and many have links to yet additional IH-related organizations and activities. Websites especially useful for seeking IH jobs, field placements and pre-placement orientation are marked with two asterisks (**). At the end of this list is a brief outline of questions that may be useful to help you plan for an IH field experience or career. Happy surfing the net and any suggested additions, corrections, and deletions will be welcome. Please send them to Tom Hall (thall@epi.ucsf.edu).

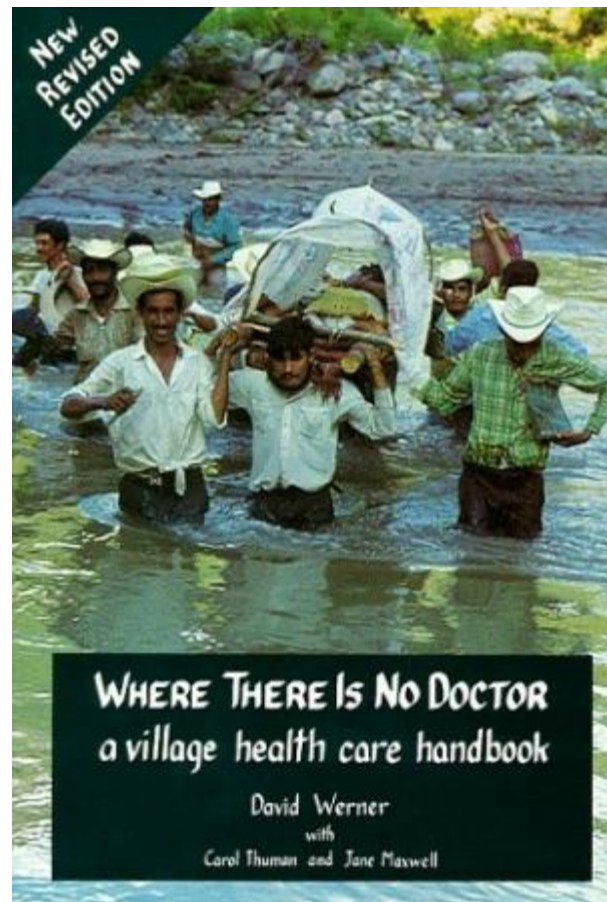
- [Educational Programs and Courses](#)

- [Language Training Programs](#)

[International Multisector Organizations](#)

[Information Resources](#)

www.hesperian.org/publications_download.php



Reference list

- ✦ Bennet M. Towards a developmental model of intercultural sensitivity, Intercultural Press, 1993
- ✦ Bergum V, Dosseter J, Relational Ethics: The full meaning of Respect, University Publishing Group, 2005
- ✦ Centre for International Rehabilitation, www.cirnetwork.org
- ✦ Dovlo D. Taking more than a Fair Share? The migration of health professionals from poor to rich countries, PLoS 2005; 2(5):e109
- ✦ iCONS in Medicine, www.iconsinmed.org/
- ✦ International Rehabilitation Network reportA336824, 2004, www.stormingmedia.us/33/3368/A336824.html
- ✦ Labonte R, Managing health professional migration from sub-Saharan Africa to Canada: a stakeholder inquiry into policy options, Human Resources for Health 2006, 4:22
- ✦ Merriam-Webster On-line Dictionary, www.mw1.m-w.com/dictionary/ethics