What a good doctor knows about society



Year 1 Society & Health

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Aims Of Session

To explain why the course is important

 To excite you about the opportunities as a medical student and as a health professional

 To give you a brief taste of activism, sociology and global health

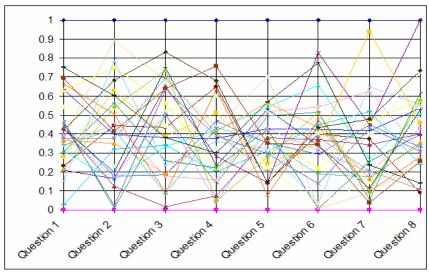
Why Am I Here?

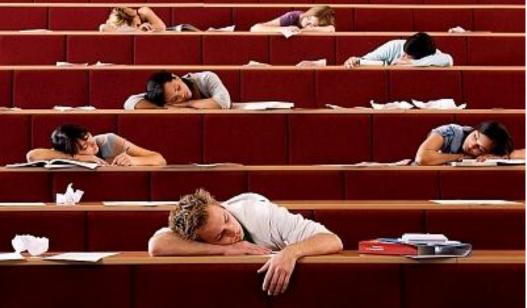


(when I could be fast asleep in bed)

Old Course







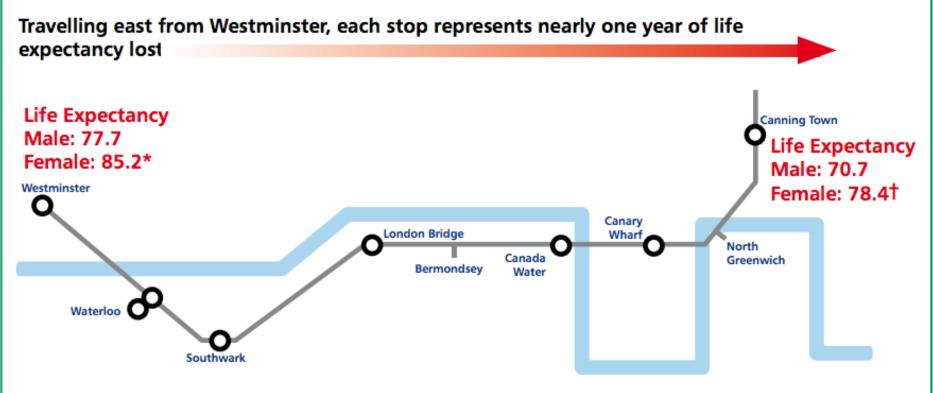


New Course



4 reasons this course will change your life!

Why is This Important?



London Underground

Jubilee Line

Electoral wards just a few miles apart geographically have life expectancy spans varying by years. For instance, there are eight stops between Westminster and Canning Town on the Jubilee Line – so as one travels east, each stop, on average, marks nearly a year of shortened lifespan.¹

¹ Source: analysis by the LHO using ONS data. Diagram produced by the Department of Health.

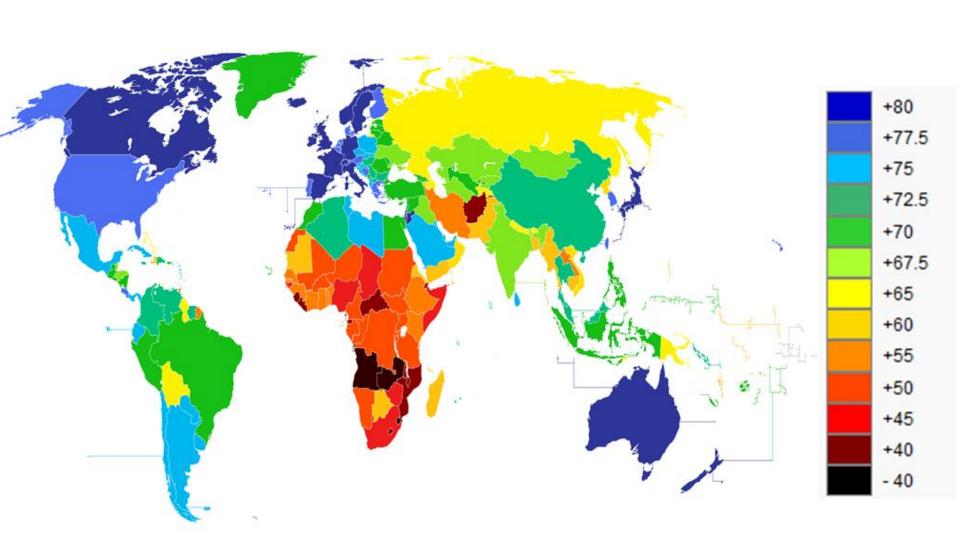
^{*} Life Expectancy Westminster Male: 77.7 - (CI 75.5 - 79.9), Female: 85.2 - (CI 82.2 - 88.2)

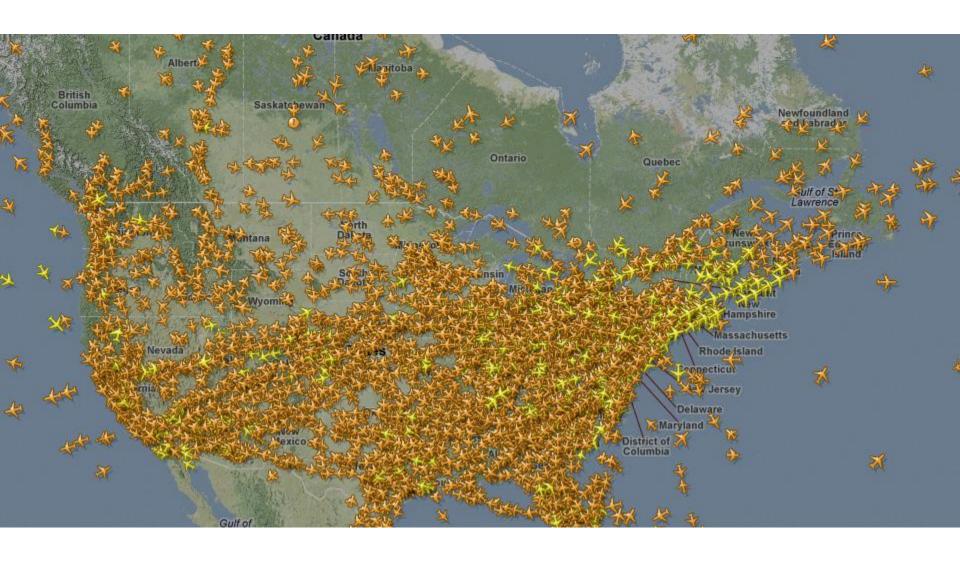
[†] Life Expectancy Canning Town Male: 70.7 - (CI 69.0 - 72.5), Female: 78.4 - (CI 76.7 - 80.2)



UK?

World?





Rudolf Virchow (1821-1902)



'Politics is nothing more than medicine in the big picture'

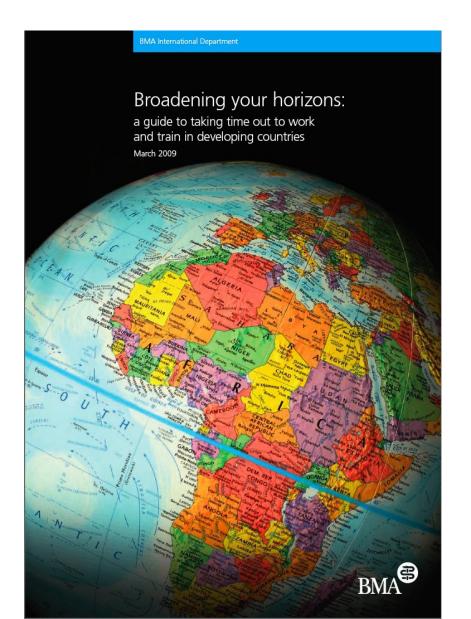
"Should medicine ever fulfill its great ends, it must enter into the larger political and social life... it must indicate the barriers which obstruct the normal completion of the life cycle and remove them...

SO Why Am I Here?

• It will make you a better doctor



Recognition



Benefit to the individual doctor

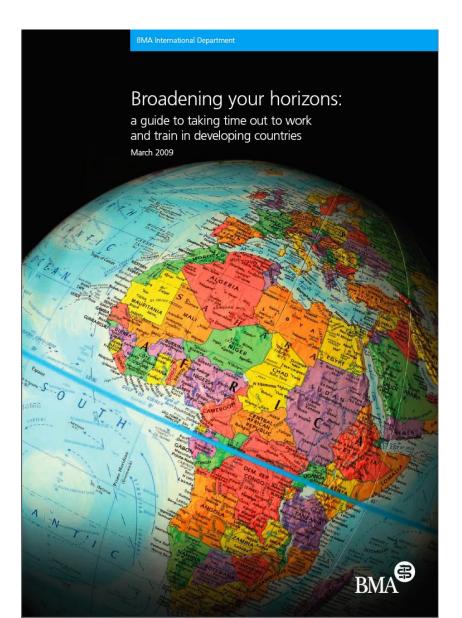
For trainees, gaining experience in developing countries can provide an opportunity to develop their ability to allocate resources, plan and monitor initiatives, cope with change, work in multidisciplinary teams and provide leadership.

It can also **enable learning** about interactions between primary and secondary care and management of organisatios.

These skills are increasingly important for doctors in the modern NHS. It can also help them to identify career paths for the rest of their professional lives

"...invaluable to their continuing personal and professional development...

Recognition



Benefit to the NHS and its patients

The UK patient population is ethnically diverse and **the NHS benefits** from staff with cross-cultural experience and awareness.

Doctors at any level, from trainees to senior clinicians, working in developing countries can enhance their own experiences from the UK and enable them to develop clinical skills in a different setting.

They become better equipped to cope with the changing face of the NHS and the diverse disease burden within the UK.

GMC – Tomorrow's Doctors

- 9 Apply psychological principles, method and knowledge to medical practice.
 - (a) Explain normal human behaviour at an individual level.
 - (b) Discuss psychological concepts of health, illness and disease.
- 10 Apply social science principles, method and knowledge to medical practice.
 - (a) Explain normal human behaviour at a societal level.
 - (b) Discuss sociological concepts of health, illness and disease.
 - (c) Apply theoretical frameworks of sociology to explain the varied responses of individuals, groups and societies to disease.
 - (d) Explain sociological factors that contribute to illness, the course of the disease and the success of treatment – including issues relating to health inequalities, the links between occupation and health and the effects of poverty and affluence.
 - (e) Discuss sociological aspects of behavioural change and treatment compliance.

- Apply to medical practice the principles, method and knowledge of population health and the improvement of health and healthcare.
 - (a) Discuss basic principles of health improvement, including the wider determinants of health, health inequalities, health risks and disease surveillance.
 - (b) Assess how health behaviours and outcomes are affected by the diversity of the patient population.
 - (c) Describe measurement methods relevant to the improvement of clinical effectiveness and care.
 - (d) Discuss the principles underlying the development of health and health service policy, including issues relating to health economics and equity, and clinical guidelines.
 - (e) Explain and apply the basic principles of communicable disease control in hospital and community settings.
 - (f) Evaluate and apply epidemiological data in managing healthcare for the individual and the community.
 - (g) Recognise the role of environmental and occupational hazards in ill-health and discuss ways to mitigate their effects.
 - (h) Discuss the role of nutrition in health.
 - (i) Discuss the principles and application of primary, secondary and tertiary prevention of disease.⁴
 - (j) Discuss from a global perspective the determinants of health and disease and variations in healthcare delivery and medical practice.

What can you do?

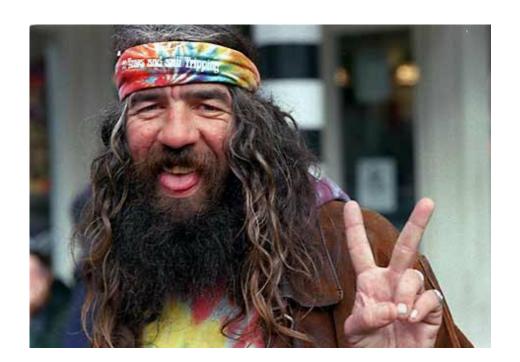




SO Why Am I Here?

It will make you a better doctor

It will help you in your career





TB Video

"I HAVE BEEN A WITNESS, AND THESE PICTURES ARE MY TESTIMONY."

— JAMES NACHTWEY PHOTOGRAPHER

SO Why Am I Here?

It will make you a better doctor

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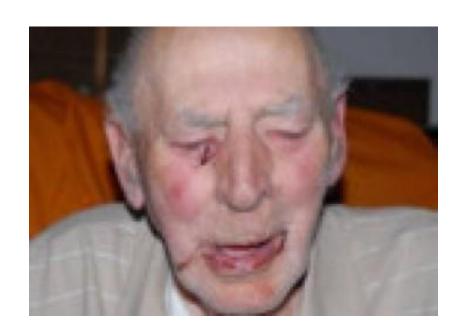
 You have more of an opportunity to help people



What makes people ill?

- 'Biomedical disease'

- Social
- Economic
- Cultural
- Political



Complex Interlinking

SO Why Am I Here?

It will make you a better doctor

It will help you in your career

 You have more of an opportunity to help people

 You will understand people's problems better

Opportunities once I'm a















Opportunities once I'm a doctor?

 Global Health work doesn't have to be just relief work!

Eg –

- Skype teaching med students in Malawi
- Research
- Annual trips to impoverished areas etc
- Developmental policy work
- (etc)

What can I do as a student?

Global Health Education (eg Medsin)



Campaigning + Advocacy (SSAC, UAEM)



What can I do as a student? stop Alms campaign



Volunteering as a Student















Imperial College



Global Health Short Course



About the Course

This exciting and interactive course aims to give you the opportunity to broaden your understanding and knowledge of global health issues, including tropical diseases and infections, alongside a more thorough understanding of the wider determinants of health.

We provide an introduction to the major challenges in global health and debate how to meet them, discuss the role of different players, including ourselves and consider how global health affects us all.

The course consists of lectures, debates and discussions and small group work.

Please see the right hand menu or click below for further information on <u>Topics</u>, <u>Faculty</u>, <u>The Application</u>

Process, <u>Testimonials</u>, <u>Practical Information</u>.

"When it comes to global health, there is no 'them'...only 'us'."

- Global Health Council

At a glance...

Dates: Monday 24 - Friday 28 June

Duration: 5 days

Time: 9.00 - 17.00 + evening events

Organising department: Infectious
Disease Epidemiology

Location: St Mary's campus, London,

Course fee: Standard £200, Student

Application Deadline: Monday 10 June 2013

Course Directors: Professor Alan Fenwick and Professor Helen Ward

Course Organisers: Dr Mariam Sbaiti

Administrator: Nikki Whitelock

Imperial College London



Global Health - BSc



Applications for the 2011-2012 academic year have now closed.

Global health has been defined as "health problems, issues, and concerns that transcend national boundaries, may be influenced by circumstances or experiences in other countries, and are best addressed by co-operative actions and solutions" (United States Institute of Medicine)

Despite major improvements in health, there are still large disparities in some parts of the world. Since 1960, average global life expectancy has increased from 50 to 67 years, but a child born in Swaziland will only live to an average of 32 years, compared to one in Japan which has an average life expectancy of 82 years.

As the world gets smaller through international travel and migration, health issues are not confined to national borders. An outbreak of SARS in China in 2002 rapidly spread across the globe and within 8 months involved 8422 probable cases and 916 deaths in 29 countries.



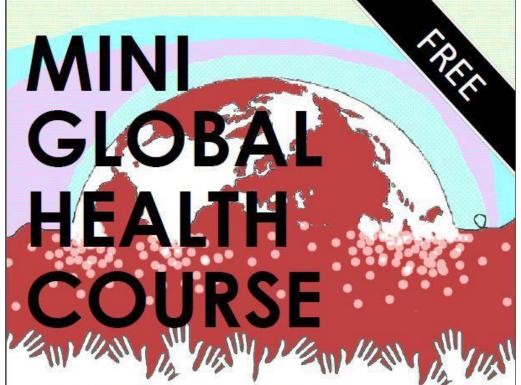
These are just a few issues that need to be tackled when working to improve health. Future physicians should be prepared for existing as well as emerging global challenges, such as the effects of climate change on health and the global chronic

An Example - Tuberculosis

- 1969: US Surgeon General says we could 'close the book on infectious disease'
- A disease of the poor
- A re-emerging disease threat to health in UK (particularly MDR/XDR-TB)

stop Alms campaign





Are you interested in global health, but unsure on how to get involved? Are you passionate about universal access to medicines, distribution of foreign aid and the treatment of refugees? Then, the Mini Global Health Course is for you!

Come along to our first event to find out what its all about:

Introduction to MedAccess

23rd October 2012 SAF Room 120 (Refreshments Provided)









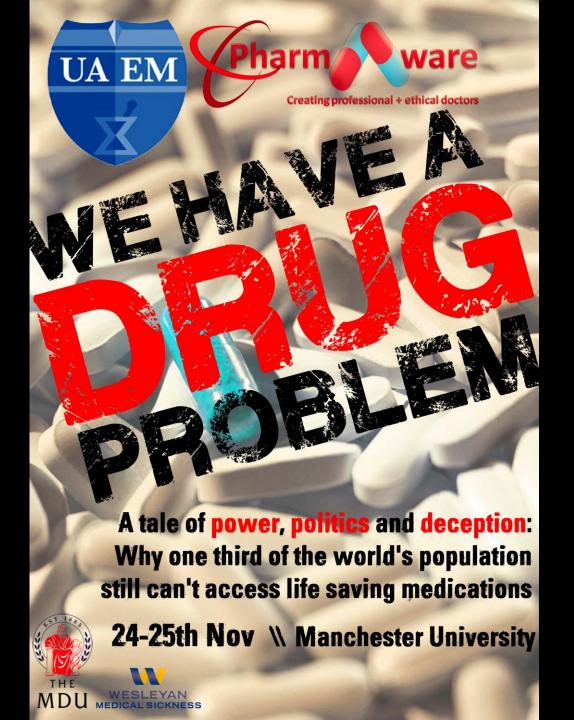


SAF Rm 120 Tues 23rd Oct 6PM

fb: Mini Global Health Course

Child & Maternal Health:





Final Thought

http://www.youtube.com/watch?v=fxyhfiC
 O_XQ

Thank You!



stop Alms



References

- Monitoring Financial Flows for Health Research - WHO
- Science in the public interest equitable licenses BUKO
- Patent system driving up drug prices, without driving innovation – The Economist
- Access to essential medicines WHO

Interesting Reads

- New Models for Pharmaceutical Innovation
- The Politics of Global Pharmaceutical Power
- The Knowledge