



# GLOBAL HEALTH INITIATIVE: AN INCOME GENERATION MODEL

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# INTRODUCTION

- Globalization and the impact of migration on disease prevalence, cultural diversity and xenophobia have impacted the delivery of health care in developed countries.
- Also change in population demographics has affected patient satisfaction due to cultural insensitivity by some health care providers
- The response to this resulted in a change in curriculum to reflect cultural competent care especially to migrant populations

# INTRODUCTION

- It was felt that this curriculum change would optimize the exposure of students to different health challenges, develop critical thinking skills and identify population health needs.
- Recognizing this niche service, a programme was developed, when they reached out to the UWI School of Nursing (UWISON) to facilitate international nursing and allied health students to meet these needs while in return UWISON would gain economic support for their vulnerable students

# LITERATURE REVIEW

- Benefits to the international students have been widely highlighted (Wagner and Christensen, 2015).
  - Critical thinking
  - Appreciation of their own health system
  - Identification of population health needs
- There have been discussions on the role of health tourism as a means income generation but limited focus has been placed of Global Health Education (GHE).

# LITERATURE REVIEW

- No national policy could be found regarding GHE.
- It appears that there was no benefit of GHE to local economies.
- This is supported by the paucity of information on the benefits to host countries (Ouma and Dimeras, 2013).

# WHAT IS GLOBAL HEALTH?

- An area for study, research, and practice that places a priority on improving health & achieving health equity for all people worldwide (Koplan et al, 2009).

# AIM

To develop a model of cultural immersion of university students and faculty from developed countries to generate income for the department, university and Jamaica by meeting global health initiatives.

# METHODS

- A descriptive case study design
- Dialogue between the faculty from the host country and the external faculty
- Establishment of a Global desk
- A Memorandum of Understanding (MOU)
- Individualized programmes were created

# METHODS

- Lectures given on the public health care system in Jamaica
- Students and faculty did participatory observation at health care institutions and NGOs.
- Tours were conducted of the various parts of the country to compare the diversity of the Jamaican health system
- Monuments, cultural institutions and sites were visited
- Formative and summative evaluations sessions

# METHODS

- International students were required to pay administrative fees
- Fees were channeled to the needy student fund
- One group gave scholarships to students

# FINDINGS - ECONOMIC

<i>Variables</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>
<i>Number of Schools/Institutions</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>2</i>
<i>Administrative Fees (US\$)</i>	<i>2400.00</i>	<i>4600.00</i>	<i>8690</i>	<i>6730</i>
<i>Scholarships</i>			<i>2 @ US\$2500.00</i>	<i>2 @ US\$5000.00</i>
<i>Other Benefits</i>			<i>100 meal tickets @US\$3</i>	<i>200 meal tickets @US\$3</i>
<i>Total</i>	<i>2400.00</i>	<i>4600.00</i>	<i>13,990.00</i>	<i>17,330.00</i>

# FINDINGS/BENEFITS - ECONOMIC

Jamaica benefitted both at micro and macroeconomic level:

- Bus operators - transported visitors
- Places of interest - Cultural visits to places such as Dunn's River Falls, Creighton Estate Coffee Plantation and to the Rastafarian Village.



# FINDINGS/BENEFITS - ECONOMIC

- Food Industry - Students patronized supermarkets, local markets, restaurants
- Inner-city – Students interacted with residents and bought from their establishments



# FINDINGS/BENEFITS - ECONOMIC

- Souvenir shops – Students and faculty patronized these shops
- UWI - 138 Student Living Accommodation, souvenirs and campus tour



# FINDINGS/BENEFITS – NON ECONOMIC

- Both local and international students interacted with each other in different fora.
- International students would join classes and labs with the local students
- Had dinners and social engagements in which they discussed similarities and differences.

# FINDINGS/BENEFITS – NON ECONOMIC

- The Missionaries of the Poor benefitted from the expertise of the students as they provided care for the inmates
- Students from Duke University School of Nursing participated in the annual UWISON Health Fair, and cared for clients from the Whitfield Town Clinic
- Students from Columbia University – assisted at two psychiatric clinics

# FINDINGS/BENEFITS – NON ECONOMIC

- Opportunities were provided for research collaboration and mentoring for junior staff
- Faculty engagement and collaboration - Colombia University in New York pledged their support in helping the UWISON in developing a Midwifery Programme

## FINDINGS/BENEFITS - ANECDOTES

***“Experiences were broad and also enriched our knowledge in areas we wanted to have more exposure.”***

And

***“The housing situation was excellent; it was convenient, and we felt safe and enjoyed mingling and getting to know the other students on campus.”***

***-Students from Colombia University School of Nursing***

# DISCUSSION

- A viable income generation model for resource deprived countries
- Requires the flexibility and commitment of key stakeholders, e.g. NCJ, RHA, MOH, Health Minister
- Students did mainly observation

# DISCUSSION

- Bureaucratic issues – Regional Health Authority
- Crime
- Student accountability to each other
- Local person as chaperone

# LIMITATIONS

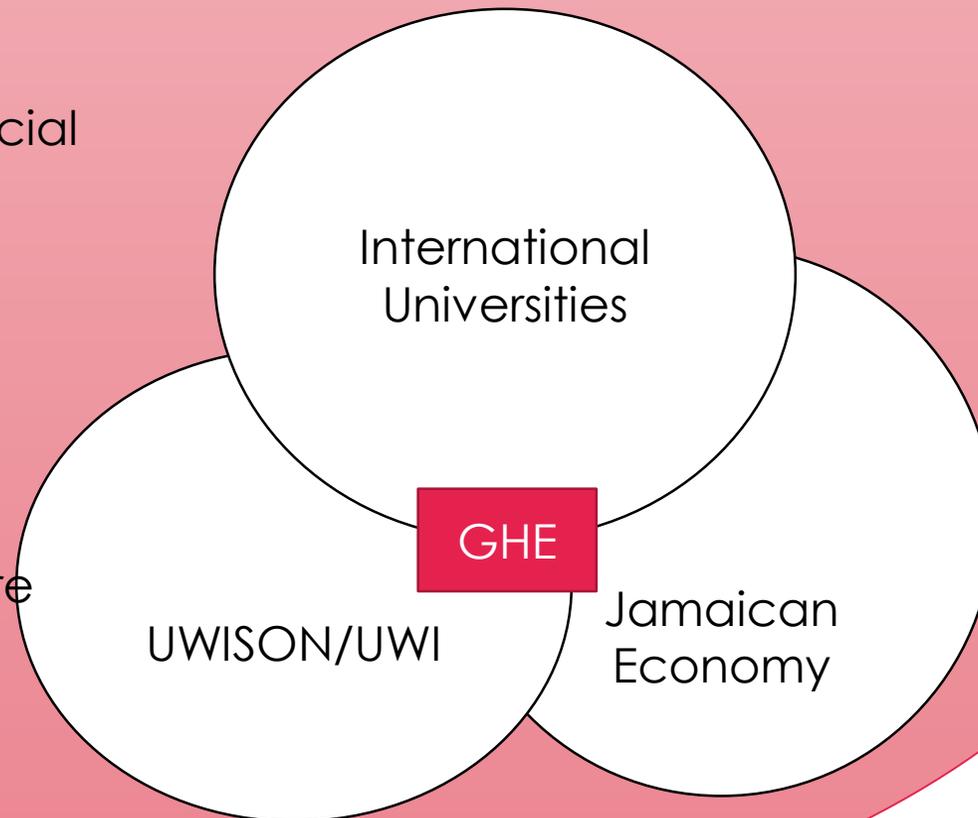
- The case study design does not allow for generalization
- Longitudinal study would be best to determine the impact of the model.

# RECOMMENDATIONS

- A policy should be put in place to guide the process
- Tourism interests should market this as a viable product

# THE GHE MODEL

- Geopolitical/Social /Cultural Environment
- Demographic Changes
- Consumer Demand
- Cultural Competent Care



THANK YOU



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