All Health Is Global Health, All Medicine Is Social Medicine: The Essentials of the Profession
Authors: Jennifer Kasper, Jeremy Greene, Paul Farmer, David Jones

Who is most likely to get sick and why? How can physicians intervene upstream to prevent the inequitable distribution of disease worldwide? How can physicians provide the best possible health outcomes for their patients? Biology alone cannot answer these questions. Physicians need to harness our knowledge of biological and social sciences to improve individual health care and, ultimately, optimize population health and well-being. "Essentials of the Profession," a course in the new Pathways curriculum, challenges students to engage with these vexing questions as an indispensable part of their preparation for their careers as physicians. Social medicine plays an important role in our teaching. Social medicine studies the relationships among society, disease, and medicine, incorporating the quantitative (e.g., economics, demography, epidemiology) and qualitative (e.g., anthropology, history, political science) social sciences to understand how micro- and macroscopic social factors influence disease and its distribution. Patients do not live in the clinic or hospital; they live, work, play, learn, worship, and age in communities and neighborhoods. Physicians must engage with social realities outside the clinical setting to optimize human health.

In 2007, Harvard Medical School (HMS) launched an innovative new course for first-year students that introduced them to social medicine and global health. With the Pathways curriculum, launched in 2015, HMS increased the role of the social sciences. HMS students now take two courses: "Essentials of the Profession" in the first year, and "Essentials 2: Advanced Social and Population Sciences for Medicine," after the core clinical clerkships. These courses integrate social medicine with health policy, clinical epidemiology and population health, and medical ethics and professionalism. Case-based discussions, grounded in dilemmas of clinical care, keep the material relevant for students. Students also learn from staff from community-based organizations and other innovative clinical settings. Students and faculty facilitators develop toolkits of possible solutions, examine their strengths and weaknesses, for application in future clinical encounters. The course teaches that physicians have a responsibility not just to provide care but also to work creatively to achieve desired health outcomes, a fundamental reconceptualization of the task-and obligation-of physicians.
Over the ten years that social medicine and global health have been part of the required curriculum, we have fine-tuned our teaching to engage our students most successfully. Many do not appreciate at the outset the ways in which the social sciences are an essential part of the medical school curriculum.

In response, we have structured the course to demonstrate that technical expertise is simply the minimum that a physician must offer a patient; clinical acumen will fall short if medical trainees remain oblivious to social context that prevents their patients from following a treatment plan. Science and technology can only fulfill their potential if we develop delivery systems that reach all patients who would benefit from the therapy. Finally, we emphasize that the dichotomy between "local" and "global" is a false one. Global health should not be defined by human-made geopolitical boundaries but rather by the economic, social, environmental interconnectedness of global populations. Health care lessons learned in one setting can be fruitfully applied to others; innovations in the global South can improve the lives of patients in the global North, and vice versa. All of this can inform the care of immigrant and refugee populations here at home.

A social medicine course such as ours hones the judgment, analysis, and creativity that HMS students will need to solve complex health problems in the United States and abroad.

**HMS MED ED Website Announcement**
Grace Fehrenbach

The new website for HMS Medical Education went live on June 30th. No longer is the website's content geared mainly to potential students, instead the reach and set-up is now faculty- and student-friendly. Find out about the MD Curriculum or head straight to the new main menu to Faculty Resources. Within, the new Faculty Portal allows you quick access to info, support and systems important to your vital role at HMS. The portal also offers transparency by providing access to committee lists. Also under Faculty Resources, you will find two more sections tailored to faculty, one for Teaching and one for Faculty Opportunities.

General improvements to the overall site include changes to navigation, with dropdown menus for both mobile and desktop versions. We’ve also improved the structure of our content, so you’ll get more from a quick read. There’s a whole host of smaller but impactful changes, all to make your experience of the site much better. Even so, what you see is just the start, its a beginning platform for us to build on.

Take a moment. Click here. Explore and see what you can find. If you have feedback, please let us know.

Many thanks to the HMS Medical Education Website Oversight Committee (Dean Ed Hundert, Associate Dean Jane Neill, Grace Fehrenbach and Christine Moreira) for guiding this project and to Harvard University HILT for funding the Faculty Resources presence.

**2017 Daniel D. Federman Teaching Awards!**

The 2017 Daniel D. Federman Teaching Awards took place on Wednesday, September 20. During this event the recipients of the faculty prizes for excellence in teaching awards, listed below, as well as the Stone Award (BIDMC), Blacklow Award (Mt. Auburn Hospital), Lown Award (BWH), Masland Award (Children's Hospital), Bulfinch Award (MGH), Wiczai Award, and the Gillis Award were honored. The Faculty Prizes for Excellence in Teaching were established in 1982 by the HMS Faculty Council to be “conferred annually to faculty who, through their excellence in teaching, would impact and influence the professional lives of students long after
The Faculty Prizes for Excellence in Preclerkship Teaching are named in memory of Donald O’Hara, Ph.D., who was a beloved teacher of Harvard medical students. Dr. O’Hara also served as one of the leaders of the New Pathways Chemistry and Biology of the Cell course and as co-director of the HST course, Human Biochemistry and Metabolic Diseases. Dr. O’Hara was also a recipient of the Faculty Prize for Excellence in Teaching for his teaching of first-year medical students.

The Faculty Prizes for Excellence in Clerkship Teaching are named in memory of Charles McCabe, M.D., who was also a beloved teacher of Harvard medical students and who also served as the director of the Core Clerkship in Surgery at Massachusetts General Hospital for more than two decades. Dr. McCabe was also a recipient of the Faculty Prize for Excellence in Teaching on multiple occasions for his teaching of third-year medical students.

Please help us congratulate all of the award winners!

Recipient of the Donald O’Hara, Ph.D. Faculty Prizes for Excellence in Teaching:

Dr. Dara Lee Lewis
Instructor in Medicine
Brigham and Women’s Hospital

Recipient of the Donald O’Hara, Ph.D. Faculty Prizes for Excellence in Teaching:

Dr. Jeffrey William
Instructor in Medicine
Beth Israel Deaconess Medical Center

Recipient of the Charles McCabe, M.D. Faculty Prizes for Excellence in Teaching:

Dr. Donald Bae
Associate Professor of Orthopedic Surgery
Boston Children’s Hospital

Recipient of the Charles McCabe, M.D. Faculty Prizes for Excellence in Teaching:

Dr. Leigh Simmons
Assistant Professor of Medicine
Massachusetts General Hospital

Student Curriculum Development Consultants

With exposure to various forms of flipped classrooms, preparatory videos, readiness assessments, and other new teaching methods, current students are well suited to provide consultation to faculty as they design Pathways curricula. To help facilitate this type of communication, the HMS Medical Education Student Interest Group, in conjunction with the HMS Academy and the Foundations course director Randy King, has developed the following, Curriculum Development Consultant opportunity for students to partner with faculty to provide feedback on course development. To allow for student flexibility and varying levels of engagement, students may serve as consultants in one or more capacities (see below).

Session Review: Faculty will post the lesson plan for a single class session, including pre-session materials, readiness assessments, and in-class work. Students will sign-up to review all materials and provide comments regarding the content, quality, and appropriateness of materials from the learner’s perspective. It is anticipated that each session review will require a single time commitment of 3-4 hours. These may be completed remotely/electronically. Commitment to review multiple sessions from a given course is preferred.

In-person Consultation: Students will meet, either individually or in a group, with faculty to provide the learner's perspective on a given aspect of a course. This may take the form of a discussion for sharing of general ideas or a mock teaching session with debrief and feedback. It is anticipated that these consultations will occur on an ad hoc basis and require a time commitment of 1-2 hours per consult.

Session Development: Students will work closely with individual faculty to develop new course sessions.
This may include reviewing learning objectives, discussing materials to include in preparatory work and in-class exercises, and/or consider the timing/sequence of material. It is anticipated that students serving in this capacity will spend 10 or more hours over weeks to months in creative collaboration with an individual faculty member. Interest/expertise in the content area of the course preferred.

Please click below for:
Faculty sign-up sheet for consultancy

Student Lead: Jordan Anderson
Student Co-Leaders: Eileen Brandes, Christopher Calahan
Faculty Advisor: Holly Gooding, MD

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### Upcoming Academy Events

**Faculty Development Workshop:**
Active Learning and Peer Coaching: Best Practices for Medical Educator
Tuesday, September 26, 2017 // 3:00-5:30PM // TMEC 306 // RSVP

**Faculty Planning Committee:**
Barbara Cockrill, MD, Ayse Atasoylu, MD, Henrike Besche, PhD, Susan Burgin, DTM&H, MB, BCh, Lori Newman, MEd

For more information please [click here](#)

**Special HMS Academy Offering:**
Story, not Study - How to write your medical education research so that people will want to read it
Wednesday, October 11, 2017 // 1:00-3:00PM // TMEC 306 // RSVP

Lorelei Lingard, PhD
Director, Centre for Education Research & Innovation Schulich School of Medicine & Dentistry Western University

For more information please [click here](#)

**Medical Education Grand Round:**
Are we training for collective incompetence? Three common educational assumptions & their unintended impacts on healthcare teamwork
Wednesday, October 11, 2017 // 3:30-5:00PM // TMEC 209 // RSVP

Lorelei Lingard, PhD
Director, Centre for Education Research & Innovation Schulich School of Medicine & Dentistry Western University

For more information please [click here](#)

**HMS Medical Education Day 2017:**
Addressing uncertainty in medical education: Helping students embrace the challenges of human health and disease
Tuesday, October 24, 2017 // 11:30-6:00 PM // Harvard Medical School Tosteson Medical Education Center (TMEC) Amphitheater and Atrium - 260 Longwood Ave
RSVP

For more information please [click here](#)
Congratulations to Doctor Martin Kafina!
He was awarded the Alumni Achievement Award in Immunology in Recognition Of Distinguished Service to the Medical Profession and the Community

Who's who in the Harvard Medical School Academy

James M. Perrin, MD, is professor of pediatrics at Harvard Medical School and former director of the Division of General Pediatrics at the MassGeneral Hospital for Children, having previously headed a similar division at Vanderbilt. He holds the John C. Robinson Chair in Pediatrics at the MGH. He was president (2014) of the American Academy of Pediatrics, chair of its Committee on Children with Disabilities, and past president of the Ambulatory (Academic) Pediatric Association. He co-chaired an AAP committee to develop practice guidelines for ADHD. He directed the Autism Intervention Research Network on Physical Health for seven years. Dr. Perrin was founding editor of Academic Pediatrics. He spent two years in Washington working on rural primary care and migrant health. After fellowship at Rochester, he ran a rural community health center in upstate New York.

His research has examined asthma, middle ear disease, children’s hospitalization, health insurance, and childhood chronic illness and disabilities, with recent emphases on epidemiology of childhood chronic illness and organization of services for the care of children and adolescents with chronic health conditions. He received a Robert Wood Johnson Foundation Investigator Award in Health Policy Research and also served as a member of the National Advisory Council for the Agency for Healthcare Research and Quality. He is an elected member of the National Academy of Medicine. A graduate of Harvard College and Case Western Reserve School of Medicine, he had residency and fellowship training at the University of Rochester and held faculty appointments at Rochester and Vanderbilt.

James M. Perrin, MD
New Medical Education Pubmed Citations from Academy Members

Please note that we use an automated search system to identify new pubmed-cited medical education literature. If we have missed a medical education paper you have published, please let us know. Also, please let us know if you have published medical education materials on MedEdPortal or other sites.


