

# GLOBAL HEALTH PROGRAM ANNUAL REPORT

2018



THE UNIVERSITY OF VERMONT AND THE WESTERN CONNECTICUT HEALTH NETWORK



# THAILAND



## Thailand: My Vision



PRACHYAPAN PETCHUAY, M.D.,  
DEAN OF WALAILAK  
UNIVERSITY SCHOOL  
OF MEDICINE

I strive to nurture my students into well-rounded physicians who approach their patients with astute clinical skills and with heart. Undeniably difficult to teach, empathy opens a

window into a world deeper than the classroom where care translates as truly listening to patients and seeing the communities in which they live. In imparting this way of being, we as teachers are reminded to reflect on the meaning of empathy and learn to practice it anew.

In providing a scaffold on which different perspectives, cultures, traditions, and beliefs can converge, the UVMLCOM/WCHN Global Health Program encourages a suspending of our own worldviews toward better understanding those of others. With time, growth, and practice, empathy can embed itself in our beings in such a way that we can better care for our each other and communities. We are excited to be part of a network that advocates not only for higher-quality healthcare, but for a more deeply connected world.



DR. "MENN" PRACHYAPAN PETCHUAY, DEAN OF WALAILAK UNIVERSITY SCHOOL OF MEDICINE, AND DR. STEPHEN SCHOLAND, GLOBAL HEALTH PROGRAM SITE DIRECTOR IN THAILAND, VIETNAM, AND ZIMBABWE

## Our New Collaboration With Walailak University

We enthusiastically welcome Walailak University (WU), the newest member of our global health family. Situated in Nakhon Si Thammarat, a city about an hour's flight from Bangkok, the university sits on a large rural campus with ample educational opportunities including rotations in two community hospitals as well as an outpatient clinic experience on the university grounds. With a seven-hundred-bed university hospital currently under construction and projected to be completed next year, this site is rapidly growing. Dean of the WU School of Medicine Dr. "Menn" Prachyapan Petchuay welcomed our collaborative global health vision with open arms as the institution invests in capacity building, educational infrastructure, and engagement of junior faculty. We are delighted that the WU School of Medicine leadership espouses our philosophy of a holistic bidirectional partnership, a proverbial two-way street for medical education.

This new collaboration will offer our participants a unique experience to learn about the healthcare education and delivery systems in southern Thailand where there are shortages in healthcare access. The Thai healthcare system is very strong, however, and the emphasis on education will provide our participants with lessons in making the best of available resources. Meanwhile "The Land of Smiles," known for its friendly people, promises nurturing and supportive faculty mentorship. In fact, WU medical students highlight this trait as a strength of their program, as indicated by their use of the title Pee - which means "big brother" or "big sister" - to refer to their professors. In reciprocity, we look forward to hosting junior faculty from WU School of Medicine at our WCHN training sites. Our new partnership with Walailak University School of Medicine promises to be a "crown jewel" of the Global Health Program. We thank their leadership for entrusting us with this new collaboration, and we are excited to send our first group of global health participants.

# ZIMBABWE



## Meaning Collaboration and Friendship



CHIRATIDZO ELLEN NDHLOVU, M.D.,  
PROFESSOR OF MEDICINE AT THE  
UNIVERSITY OF ZIMBABWE COLLEGE  
OF HEALTH SCIENCES

At UZCHS, we have continued to expand our networks and friendships as well as research and publication opportunities this year. Visitors have brought useful equipment for our university while exposing our students to new cultures and ideas. Our faculty find

supervising global health participants beautifully rewarding, and enjoy imparting to them not only clinical knowledge but also insights into our way of life. It is this "hidden curriculum" that makes global health education so valuable - the relaying of information that cannot easily be found in a textbook. To adequately transmit these perspectives, we are dedicated to being resourceful and knowledgeable about our country, its political landscape, and global health competencies.

There have been shifts in leadership this year, as we welcomed the new dean, Professor Rangarirai Masanganise, and Deputy Dean Professor Jephath Chifamba. Tendai Machingaidze was appointed the associate clinical site director. I was honored to be

## Frameworks for the Future



TENDAI MACHINGAIDZE, M.D., ASSOCIATE  
SITE DIRECTOR FOR UNIVERSITY OF  
ZIMBABWE COLLEGE OF HEALTH SCIENCES

The impact of the University of Vermont Larner College of Medicine/Western Connecticut Health Network Global Health Program in Zimbabwe goes far beyond what can be quantified in charts and graphs. Rooted in mutual respect and

bidirectionality, it is a program that builds frameworks for the future. It empowers Zimbabwean students, doctors, and patients to tell their own stories, in their own voices, from their own perspectives of healthcare in their country. In so doing, it helps to better chart a viable and sustainable course from where they are into the uncertainties of the future.

In past decades, Zimbabwe was a leader in healthcare and education in Africa. Recent political and economic turmoil has resulted in a "brain drain" of qualified doctors and nurses seeking jobs over-

seas where they get better pay. Despite these unfortunate setbacks, Zimbabwean healthcare workers have continued to strive to help, heal, and comfort, and the Zimbabwean commitment to educating and training medical students is strong. Due to financial constraints and shortages of specialized equipment, an impressive emphasis is placed on history-taking and physical examination in diagnosis making—a lost art in modern medicine. There are few places in the world where one is faced with the reality of both the art and the science of medicine than in a country like Zimbabwe. Global healthcare goes far beyond lab tests and prescriptions. It encompasses the socio-economic, postcolonial, racial, and religious realities that influence if and how a patient will receive the appropriate treatment.

In the future, I hope our college will set up a global health office to help accommodate the growing program. Currently, we are working on utilizing simulation for our medical education curriculum. After training at UVMLCOM/WCHN sites in September, UZCHS Senior Lecturer Dr. Shalote Chipamaunga took an interest in advancing simulation experiences at our university where our Clinical Skills Laboratory is largely underutilized.

The Global Health Program has given us a lot this year. The unfortunate part of our story is the political unrest that has arisen in our nation. We plan to continue sending our Global Health Scholars to UVMLCOM/WCHN for training, but must take a hiatus from hosting global health participants until we regain economic and political stability. We are honored to be part of this meaningful collaboration and friendship.

As you engage with Zimbabwean students, doctors, and patients with cultural humility and a willingness to learn and not just to fix, Zimbabweans are reassured that they too have a role to play on the global health stage. They learn that they are not only the object, but more importantly also the subject of a reciprocal relationship whose heart is our shared humanity and a love of medicine.