| **Line** | **Type** | **What has been inserted or deleted** |
| --- | --- | --- |
| 25 | Inserted | the |
| 25 | Deleted | Professor of Medicine at the University of Ottawa and a member of the Division of Infectious Diseases at the Ottawa Hospital. She is the |
| 27 | Inserted | at the |
| 27 | Deleted | and previous Director of the Office of Global Health for the Faculty of Medicine, |
| 28 | Inserted | . She is also |
| 28 | Deleted | . In addition, she is |
| 28 | Inserted |  |
| 28 | Inserted | d |
| 28 | Deleted | D |
| 30 | Deleted | She is in charge of tropical medicine teaching at an UGME and PGME level. |
| 31 | Inserted | especially |
| 32 | Deleted | particularly |
| 32 | Inserted | . Her exceptional dedication was recognized by the “Department of Medicine Education Award” in 2011. In this interview, Dr. McCarthy shared her invaluable experiences working in the field of global health over the years as well as details of the Global Health Program at the University of Ottawa. |
| 33 | Deleted | . Her clinical work includes many new Canadians, including many refugees. She has a large educational commitment, including undergraduate, postgraduate medical and continuing education teaching in infectious disease, travel medicine, tropical medicine and global health. |
| 33 | Deleted | I graduated long time ago and worked in the military for a long time. I first started as a general practitioner for 2 years, then |
| 39 | Inserted | After completing my residency |
| 39 | Deleted | I went back and completed my residency |
| 40 | Deleted | m |
| 40 | Inserted | with the Canadian military, |
| 40 | Deleted | . |
| 40 | Inserted | I decided to enroll in infectious diseases to become a tropical medicine specialist. |
| 40 | Deleted | The military decided they needed a tropical medicine specialist, so I enrolled in infectious diseases. |
| 41 | Inserted | provides exceptional background on global health related diseases |
| 41 | Deleted | lands itself very well in Global Health |
| 41 | Deleted | While I was in military |
| 41 | Inserted | The military also exposed me to a variety of experiences that I would not have gotten otherwise. |
| 42 | Deleted | , |
| 42 | Deleted | often, |
| 42 | Inserted | often |
| 42 | Deleted | got |
| 42 | Inserted | took part in |
| 42 | Deleted | to do |
| 43 | Inserted | . These unique experiences ranged from looking after orphans in Rwanda, establishing a family medicine program in South Africa, to providing medical training courses in Thailand and Cambodia. Over the years, |
| 43 | Deleted | as part of the deployment. Because I did my training in Ottawa, |
| 43 | Inserted | also got |
| 43 | Deleted | got |
| 43 | Inserted | with |
| 43 | Deleted | with the people that used to run the office of |
| 45 | Inserted | the |
| 45 | Inserted | team |
| 45 | Inserted | F |
| 45 | Deleted | f |
| 45 | Inserted | of Medicine at the University of Ottawa |
| 45 | Inserted | Initially, |
| 45 | Deleted | They brought me in |
| 45 | Inserted | I was invited |
| 45 | Inserted | ; |
| 45 | Deleted | and |
| 45 | Deleted | involved |
| 45 | Inserted | here |
| 45 | Deleted | I also had an unofficial |
| 45 | Inserted | Part of my role also included |
| 46 | Deleted | role at the university to |
| 46 | Inserted | ing |
| 46 | Inserted | ing |
| 46 | Inserted | who are going on international electives |
| 46 | Inserted | . |
| 46 | Deleted | , which eventually became mandatory. |
| 51 | Deleted | To me |
| 51 | Inserted | My view of global health aligns with the |
| 51 | Deleted | , global health has to do with equity. As |
| 51 | Inserted | ’s doctrine: |
| 51 | Deleted | says, |
| 52 | Inserted | The clinicians must look beyond delivering one-on-one healthcare by exploring the social determinants related to their patients, such as their |
| 52 | Deleted | It includes looking at social determinants of health. I am a clinician, but when you talk about global health, it’s more of a public health role. It’s a higher view than one on one medicine because you are looking at |
| 54 | Inserted | living conditions |
| 54 | Deleted | where people are living, whether or not it is safe for children |
| 55 | Deleted | what kind of food they are eating |
| 55 | Inserted | diet and |
| 55 | Deleted | what their |
| 55 | Deleted | is |
| 55 | Deleted | , and just basic things which help to inform what their health is like. |
| 56 | Inserted | Global health means more than just |
| 56 | Deleted | Then you address the healthcare as well. So it’s not just about |
| 60 | Deleted | What do you think is the most pressing global health issue right now?  I think the biggest issue in global health is security. It is very important to make sure it’s safe for people to get healthcare and get help in different parts of the world. If we look at where our refugees are coming from, there are a lot of places with a lot of conflict – I think that’s a big global health issue. |
| 69 | Inserted | these individuals |
| 69 | Deleted | people |
| 69 | Inserted | to be healthy as they can be |
| 69 | Deleted | so that they can live productive lives |
| 69 | Inserted | to improve their quality of lives |
| 69 | Inserted | like the Royal College |
| 69 | Deleted | Part of that is making sure that they are healthy as they can be and practicing preventative medicine with them. In Canada, we have guidelines for refugee and migrant’s health. There is a lot of support by the Royal Collage, and Collage of Family physicians. |
| 73 | Deleted | people |
| 73 | Inserted | the public |
| 73 | Deleted | making sure we are |
| 73 | Inserted | securing |
| 73 | Deleted | providing |
| 74 | Inserted | access |
| 74 | Deleted | people |
| 74 | Inserted | individuals |
| 75 | Inserted | r |
| 75 | Deleted | R |
| 78 | Inserted | I would encourage medical students to get involved at o |
| 78 | Deleted | O |
| 78 | Inserted | local |
| 78 | Inserted | , which |
| 78 | Deleted | quite |
| 78 | Inserted | very |
| 78 | Inserted | excellent |
| 78 | Deleted | good |
| 79 | Deleted | In addition, |
| 79 | Inserted | T |
| 79 | Deleted | t |
| 80 | Inserted | is also the |
| 80 | Deleted | are also online courses and |
| 80 | Inserted | Refugee Health |
| 80 | Deleted | interest group |
| 80 | Inserted | and the Global Health Interest Group |
| 80 | Deleted | s |
| 80 | Inserted | that organize |
| 80 | Deleted | . We have |
| 80 | Deleted | the |
| 80 | Inserted | refugee |
| 81 | Inserted | medical |
| 81 | Deleted | different |
| 81 | Deleted | and help them go through the healthcare system |
| 82 | Inserted | is not only a huge aid to the families but also |
| 82 | Inserted | allows the students to |
| 82 | Deleted | lets you guys |
| 82 | Deleted | how to |
| 82 | Deleted | navigat |
| 82 | Inserted | how to navigate our healthcare system |
| 83 | Deleted | e the |
| 83-85 | Deleted | system because many of us are fortunate enough to not have to do that. There is also a new-comer’s clinic where a number of students can help to perform medical assessment and help the family out. |
| 88 | Deleted | We really started to have an official office and presence at the time when they were doing |
| 89-90 | Inserted | Our Global Health curriculum was recently updated to add 12-14 hours of introductory lectures in the spring for 2nd year pre-clerkship students. |
| 89-90 | Deleted | curriculum revision. The MD 2019 class will have an introductory lecture to global health in the spring, where they will have 12-14 hours incorporated to their curriculum exploring global health. |
| 93 | Inserted | lso |
| 93 | Deleted | re |
| 93 | Inserted | ed |
| 93 | Deleted | ing |
| 93 | Deleted | for people |
| 94 | Inserted | that provide recognition for students who partake in extra global health education outside of the curriculum. This concentration provides self-directed learning and group activities over the 4 years of medical school. Please stay tuned for more details regarding this. |
| 94-5 | Deleted | with a special interest in doing extra learning in global health and getting recognition over the 4 years of medical school. Part of that will be self-directed learning and group activities. |
| 95 | Deleted | really trying |
| 96 | Inserted | doing our best |
| 98 | Deleted | hard |
| 98 | Inserted | students |
| 98 | Deleted | people |
| 98 | Deleted | to do things |
| 98 | Inserted | to be involved in global health |
| 98 | Inserted | Specifically, we are putting effort to make t |
| 99 | Deleted | T |
| 99 | Deleted | must be |
| 99 | Deleted | they serve |
| 101 | Inserted | as well as |
| 101 | Deleted | , and also |
| 101 | Deleted | You certainly don’t need to travel to do global health – you can do global health in Ottawa or any community very easily. |
| 100-101 | Deleted | Some people want to do things internationally, and some people don’t. |
| 104-110 | Deleted | What are the strengths of the global health curriculum and concentration?  The strength with respect to the concentration is the ability to interact with other people interested in global health within the faculty and within the city. Through things like journal clubs, and having an interest group to help to bring in speakers or share opportunities. There are also a lot of things going on in Ottawa, you get to learn about it and take part in it. There are many people within the faculty who are interested in Global Health & refugee health. As a student, you can get involved by finding someone to help you along and mentor you. |
| 114 | Inserted | individuals |
| 114 | Deleted | people |
| 115 | Deleted | We did that t |
| 115 | Inserted | We recently did a scoping review t |
| 116 | Inserted | help |
| 115 | Deleted | training and |
| 116 | Inserted | and training |
| 116 | Deleted | , we also did a scoping review of the literature to see what we should do for debriefing |
| 117 | Deleted | weeks |
| 117 | Inserted | months |
| 129 | Inserted | almost identical |
| 120 | Deleted | 5 or 6 |
| 121 | Deleted | . I think even in pre-departure training similar things happen. |
| 13 | Deleted | We try to evaluate |
| 124 | Inserted | s are evaluated |
| 124 | Deleted | people |
| 124 | Inserted | individuals |
| 124 | Deleted | people |
| 124 | Inserted | they |
| 125 | Inserted | . We hope these evaluations will reflect the benefits of these modules in the near future. |
| 125 | Deleted | , and hopefully we will show that it’s effective. |
| 128 | Deleted | I love most of the things I do |
| 129 | Inserted | What I love the most is the diverse group of individuals I interact with during my job |
| 129 | Inserted | exactly |
| 129 | Inserted | For example, |
| 128 | Deleted | I’m always learning, and there is a lot of interaction with people. If you are doing some work in another country, you learn in terms of the culture and the healthcare system there. |
| 129-132 | Inserted | when I was in Thailand our main collaborator was with Maidal university in Bankok. We established a training course for physicians about global health with many local instructors as well as Western teachers. I’m always learning from my interaction with such individuals from different cultures and I love every part of it. |
| 130-1 | Deleted | Just like how you are learning from each other, faculty members, and residents. |
| 132-8 | Deleted | I also love the collaboration aspect of my job. Ottawa is really a good place to collaborate for people interested in global health. We just received funding for a project to help faculty supervise trainees as they go abroad. I don’t want for the faculty to go first time and realize the things they could have done different. We can avoid them going in naively and train them about what they may face. My goal is to provide platform and foundation so that people do it safely and ethically. So many people have done so much or have different experiences that helps us all to understand more about Global Health. |
| 142 | Inserted | there is |
| 142 | Inserted | my job |
| 142 | Deleted | it |
| 142 | Inserted | believe |
| 142 | Deleted | think |
| 142-5 | Deleted | I think if people really don’t like what they are doing, they should change it. You may not get to do what you want right away, but it does not mean it can’t be part of what you want. I sort of fell into the job and I do many different things that I enjoy. |
| 145 | Deleted | People said you should concentrate, but fortunately I didn’t. |
| 146 | Deleted | stuff |
| 149 | Inserted | work |
| 149 | Inserted | I would advice medical students to explore their interests in global health early |
| 149 | Deleted | The |
| 149 | Inserted | on. The |
| 149 | Deleted | to do |
| 149 | Inserted | be a part of |
| 149 | Deleted | stuff |
| 149 | Deleted | you guys |
| 149 | Inserted | students |
| 149 | Deleted | do |
| 149 | Inserted | engage in |
| 149 | Inserted | later |
| 150 | Deleted | your |
| 150 | Inserted | their |
| 150 | Inserted | due to other commitments, such as |
| 150 | Deleted | with kids and |
| 150 | Inserted | I know of |
| 150 | Deleted | There are |
| 150 | Deleted | a lot of people |
| 1 | Inserted | any physicians |
| 151 | Deleted | again |
| 152 | Deleted | There are different ways, but I think you can contribute the whole way along. |
| 154 | Inserted | It is always important to k |
| 154 | Deleted | keep open ears, |
| 154 | Deleted | You |
| 154 | Inserted | Students |
| 154 | Inserted | have specific expectations when they are going on a global health elective |
| 155 | Deleted | think you are going somewhere to do something |
| 155 | Deleted | happen |
| 155 | Inserted | go as they have planned |
| 155 | Inserted | they |
| 155 | Deleted | you |
| 156 | Deleted | like you are not doing anything |
| 156 | Inserted | lost or helpless especially when they are only in those communities for 2 to 3 weeks |
| 156 | Deleted | , especially for students when they only have 2-3 weeks. Sometimes it just doesn’t work out for one reason or another |
| 157 | Deleted | there is always something that you can do s |
| 156 | Inserted | ven in such circumstances, |
| 158 | Inserted | they |
| 158 | Deleted | you |
| 158 | Deleted | find |
| 157 | Inserted | always find |
| 160 | Deleted | . It may not be what you thought you would end up with, but just go with the flow. |