Global Health Experiential Learning Skills
Leadership skills and opportunities
- Community engagement, education and advocacy
- Improved networking and collaboration
- Decision making and critical thinking
- Teamwork, problem solving
- Analyses of physical, social, economic, and political factors
- Culturally-appropriate planning, evaluation and research

Selected Competencies for Global Experiential Learning
- Capacity Building
  - Identity and apply program sustainability methods
- Collaborating and Partnering
  - Build trust in partnerships and teambuilding
- Socio-Cultural and Political Awareness
  - Describe and practice roles and relationships with community entities
  - Ethical Training and Professional Practice
  - Analyze ethical and professional issues and protect human rights
- Health Equity and Social Justice
  - Implement strategies to engage vulnerable populations
- Strategic Assessment and Analysis
  - Conduct a community health needs and assets assessment
- Program Implementation and Management
  - Plan and implement sustainable strategies, monitor, evaluate and disseminate

Standards for Global Health Education
- Student Learning and Development: Organization has educational objectives that foster student learning
- Academic Framework: Organization maintains clearly stated and publicly available policies on academic matters
- Program Preparation for the Learning Environment Abroad: The organization has processes in place to ensure student needs, provide appropriate advising and orientation support
- Student Preparation for the Learning Environment Abroad: The organization has processes to assess student needs, and provides advising and orientation support
- Student Selection and Code of Conduct: Fair policies for student selection and code of conduct
- Organizational and Program Resources: Organization provides adequate financial resources
- Health, Safety, Security and Risk Management: Organization assesses health, safety and security of its students and faculty
- Ethics and Integrity: Organization and its students and faculty adhere to its code of ethics

Key Components of a Global Health Experiential Learning Initiative
Preparation
- Create shared program goals and objectives
- Develop and maintain reciprocal partnerships and exchanges with in-country organizations and communities
- Provide adequate funding for students/professionals
- Include orientation meeting (online or on site) with in-country personnel
- Conduct community-based and/or clinical projects based on community and/or clinical needs
- Develop language/communication issues, training as needed
- Establish evaluation criteria and continuous assessments
- Consideration of ethical issues and standards
- Link experience to instruction, community-based and/or clinical learning components
- Establish timelines - in-country considerations
- Plan for in-country personnel to come to US for reciprocal training in university/healthcare settings
- Plan for logistics - MOUs, visas, immunizations, flights, housing, etc.

In-Country Experience
- Logistics and contingencies
- Ongoing communication, de-briefing, and reporting
- Documentation and sharing of experiences (photos, stories, journaling, etc.)
- Integrate health promotion in traditional cultural and social activities

Post-In-Country Experience
- Student journal, paper, presentation sharing lessons learned and applications (knowledge, attitudes, cultural issues, skills, etc.) in U.S.
- Internal and external communication and marketing
- Education/training of next group of students or professionals who will continue the work
- Preparing for reciprocal students/professionals from the host country
- Fundraising as needed

Jeff HEALTH (Helping East Africans link to Health) - Rwanda

Global Health Nursing Practicum, University of Pennsylvania School of Nursing - Botswana
- Seven-year partnership between the Universities of Botswana and Pennsylvania, School of Nursing
- Practicum in Botswana each summer at various clinical and community sites

Student Reflections
- Provided a unique clinical experience
- Challenged creativity, flexibility and humility
- Increased scope of clinical competencies
- Viewed health in a patient setting
- Developed adaptability
- Expanded Marinabaye culture
- Improved cultural sensitivity
- Broadened global perspective

Future Challenges and Opportunities
- Long-term community partnerships
- Ethical considerations
- Sustainability funding
- Administrative support
- Continuation partnerships with in-country universities, government agencies, NGOs
- True exchange programs, training in-country personnel to serve as leaders in their own countries

Take Away Messages for Global Health Experiential Learning
- Global health experiential opportunities provide an important vehicle for interdisciplined learning and impact knowledge, attitudes, beliefs, skills, and career development
- Experiential education must be considered a global, ethical and systematic context
- Global health experiential education requires strategic and diligent planning and assessment
- Global health experiential education initiatives should be reciprocal to include training and capacity building in-country and abroad
- Students in both countries should be the drivers of the experiential learning process
- Global health education should meet standards of good practice
- Global health experiential learning can also be done locally

Local Health is Global Health - Philadelphia children in front of one of its over 3000 murals

Experiential Global Health Education for the Health Professions: Students, Healthcare and Population Health Professionals
Rob Simmons, DrPH, MPH, MCHES, CPH,1, James Plumb, MD, MPH,2, Lucille Pilling, EdD, MPH, RN,1,3 Ellen Plumb, MD2
Thomas Jefferson University, School of Population Health1, Dept. of Family & Community Medicine2, University of Pennsylvania, School of Nursing3, Philadelphia, PA

Jeff HEALTH (Helping East Africans link to Health) - Rwanda

Where we started...

Community Partner: Bawolel Artists
- Lily Yeh, Village of Arts and Humanities, North Philadelphia
- Mission: "bring the transformative power of art to the most impoverished communities in the world"
- Kenya, China, Syria, Ecuador, DR Congo, Ghana, Rep. of Georgia, Ivory Coast

The Rwaida Health Project

Thomas Jefferson University Medicine, Public Health and Allied Health Students conduct community health assessments, education, and infrastructure development initiatives

• To gain self awareness
• To grow in resilience, adaptability, flexibility
• To gain a sense of confidence

What is the health experience?

Why students are interested in a global health education?
- Expanded partnership opportunities for global health education

Why Invest in Experiential Global Health Education?
- Growth need for workers in global health, particularly in low income countries
- Need for comprehensive training of local people and in-country faculty through collaborative research and educational opportunities
- Enhance student ability to work in cross-cultural settings
- Growing interest of undergraduate and graduate students in global health experiences
- Expanded partnership opportunities for global health research

- 10 participating Jefferson students, 21 Rwandan students
- Disciplines: Medicine, Public Health, Nursing, Physical Therapy, Occupational Therapy, Pharmacy
- Career Path: founder of non-profit (PARE), PHI (Rwanda), Global Health Faculty Development Fellowships (GHDF)
- Fundraising: over $50,000 in travel grants, $50,000 in foundation grants
- Numerous student research and professional presentations

Building Local Partnerships

Rwanda Village Concept Project
- Non-governmental organization run by students at National University of Rwanda
- Community development
- HIV/AIDS awareness, reproductive health
- Maternal care
- Hygiene, Water, and Sanitation
- Gender empowerment

Accomplishments
- Over 300 assessments and screenings of young children (adolescents, seniors, and staff)
- Community-based workshops for staff, caregivers and clients on:
  - Hypertension, Diabetes, Nutrition, breast and cervical cancer, oral health, TB prevention, HIV and wound care, among other topics
- Upon return to Philadelphia:
  - Oral presentations
  - 6 students with recommendations for future clinical practice
  - Poster presentation
- Meet with other nursing students for program sustainability

Jeff HEALTH Rwanda Medical Exchange Program

Global Health Nursing Practicum, University of Pennsylvania School of Nursing - Botswana
- Seven-year partnership between the Universities of Botswana and Pennsylvania, School of Nursing
- Practicum in Botswana each summer at various clinical and community sites

Student Activities
- UPHS students staff community clinic with University of Pennsylvania students
- Physical and developmental assessments of children
- Educational workshops for adolescents
- Physical and community assessments at a palliative care center
- Educational seminars for staff and caregivers
- Detecting and treating cervical cancer at Women’s Centre

Experiential Global Health Education Reference:


5. Ibid