



Experiential Global Health Education for the Health Professions: Students, Healthcare and Population Health Professionals

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Why Invest in Experiential Global Health Education?

- Growing 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

Why students are interested in a global health experience?

- To learn about new or different cultures
- To gain a sense of confidence
- To grow in resilience, adaptability, flexibility
- To gain self awareness
- To test one's comfort zone
- To gain language skills
- To obtain new experiences in the health professions

Global Health Experiential Learning Skills

Leadership skills and opportunities
 Community engagement, education and advocacy
 Interprofessional partnering 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**
Identify 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 Reasoning 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
- **Student Preparation for the Learning Environment Abroad:** The organization has processes in place to assess student needs, provides advising and orientation support
- **Student Preparation for the Learning Environment Abroad:** Organization assures health, safety, and security of its students and faculty
- **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 assures 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 support reciprocal partnerships and exchanges with in-country organizations and communities
- Provide adequate funding for students/professionals
- Hold Preparation meetings (onsite or electronic) with in-country personnel
- Create community-based and/or clinical projects based on community and/or clinical assessments
- Addressing 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, competencies
- Establish timeframe – 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.)
- Infuse health promotion in traditional cultural and social events

Post In-Country Experience

- Student journal, paper, presentations 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

Where we started...

Community Partner: Barefoot 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, D.R.C, Ghana, Rep. of Georgia, Ivory Coast

The Rwanda Healing Project



- Expanding the boundaries of art as a vehicle for healing
- Genocide Memorial Park: healing through remembrance
- Transformation of Survivors Villages (Rugerero, Gisenyi)

Jeff HEALTH Impact - 2007-2015

- 90 participating Jefferson students; 21 Rwandan students
- Disciplines: Medicine, Public Health, Nursing, Physical Therapy, Occupation Therapy, Pharmacy
- Career Paths: founder of non-profit (PURE), PIH (Rwanda), Global Health Faculty Development Fellowships (EM, FM)
- Fundraising: over \$60,000 in travel grants, \$30,000 in foundation grants
- Numerous student research and professional presentations

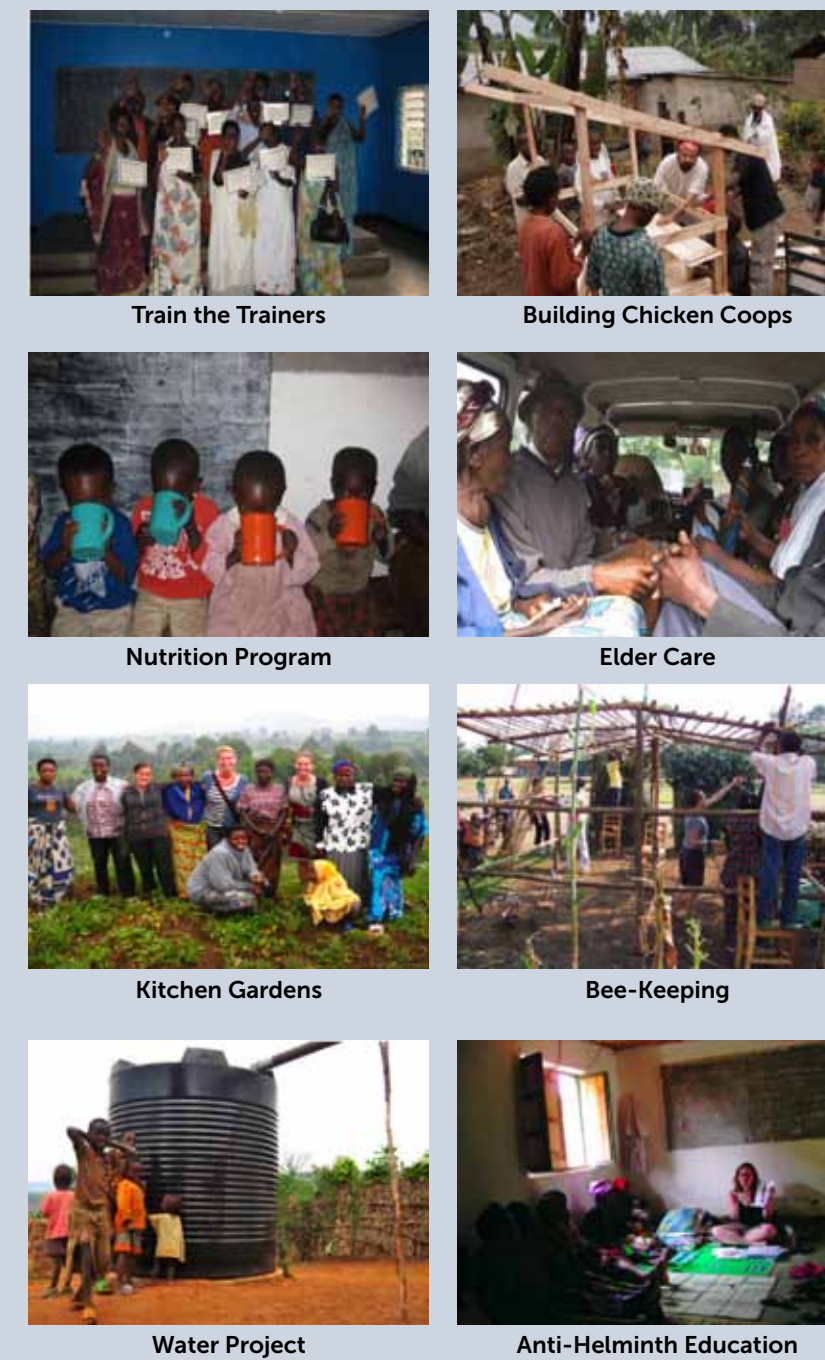
Building Local Partnerships

Rwanda Village Concept Project

- Non-governmental organization run by students at National University of Rwanda
- Community development
- HIV AIDS awareness, reproductive health
- Malaria prevention
- Hygiene, Water, and Sanitation
- Gender empowerment



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



Jeff HEALTH Rwanda Medical Exchange Program



University of Rwanda Medical Students spend 8 weeks at Jefferson attending Family Medicine, Pediatrics and Public Health clinical and didactic programs and participate in community health initiatives in Philadelphia

Global Health Nursing Practicum, University of Pennsylvania School of Nursing - Botswana

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



Student Activities

- UPENN students staff community clinics with University of Botswana 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 Center

Accomplishments

- Over 300 assessments and screenings of young children, adolescents, seniors, and staff
- Competency based workshops for staff, caregivers and clients on:
- Hypertension, Diabetes, Nutrition, breast and cervical cancer, oral health, TB prevention, first aid and wound care, among other topics

Upon return to Philadelphia:

- Oral presentations
- Evaluations with recommendations for future clinical practicums
- Poster presentation
- Met with other nursing students for program sustainability

Student Reflections

- Provided a unique clinical experience
- Challenged creativity, flexibility and humility
- Increased scope of clinical competencies
- Fostered resilience and resourcefulness
- Developed adaptability
- Embraced Botswana's culture
- Promoted cultural sensitivity
- Broadened global perspective

Future Challenges and Opportunities

- Long-term commitment
- Ethical considerations
- Sustainable funding
- Administrative support
- Continuing partnerships with in-country universities, government agencies, NGOs
- True exchange programs, training of 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 interdisciplinary learning and impact on knowledge, attitudes, beliefs, skills, and career development
- Experiential education must be considered in 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 of in-country individuals
- Students in both countries should be the drivers of the experiential learning project(s)
- 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



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