Building Social Responsibility via Global Engagement

AAC&U’s Global Engagement and Spaces of Practice: Global Challenges across Disciplinary Boundaries conference.

October 2018

Facilitators: Diana Venskus, Jennifer Tripken, Faith Claman & Clara Hauth
Marymount University
Welcome
Global Health

• The distance between here and there is getting smaller. The time it takes people and ideas to traverse the globe is rapidly shrinking. And the thoughts and actions of individuals carry more impact than ever. Thus, exchanges between peoples are as important as exchanges between diplomats.

• Global engagement is one of the most important issues facing higher education today. Citizens in the US must develop a broad understanding of the world and knowledge of other cultures. Higher education is thus responsible for preparing citizens to function in a diverse global environment.
Institute of Medicine (2013)

- transform and scale-up health professionals’ education and training in order to meet a critical deficit of available health professionals across more than 50 countries, worldwide. The report calls on the education community to present the right mix of skills and competencies of health professionals who can respond to the ever changing and evolving needs of populations around the world and advocates for implementation considerations in efforts to involve communities and countries collectively for this transformational change in health professionals’ education.
• A little Backdrop – IPE
• Working in small groups – roundtables
• 1. Global engagement marries well with Interprofessional education at the graduate and undergraduate levels equipping students with unique skills, which advantages them in competitive employment and/or postgraduate applications; IPE constructs. DIANA
• 2. Study abroad vs. Global Engagement: Stepping up in the academic setting to champion global engagement and preparing students for professional practice; CLARA
• 3. How are we informed by the data? JEN
• 4. Establishing and valuing partners: the foundation for sustaining successful global engagement. FAITH

• Questions and Wrap up

THANK YOU
Global engagement marries well with Interprofessional education at the graduate and undergraduate levels equipping students with unique skills, which advantages them in competitive employment and/or postgraduate applications. Investigating the IPE constructs.

Table 1 - Diana
Study abroad vs. Global Engagement: Stepping up in the academic setting to champion global engagement and preparing students for professional practice.

- Table 2 - Clara
- Study Abroad vs IPE and global engagement
- Course development – Class site
- Syllabus components
  - Learner outcomes
  - Clarity in the planning
  - Projects
  - Co-teaching models
- Assignments – choice by design
- Engagement – Building teams
- Reflection and implications for practice
How are we informed by the data?

- Table 3 – Jennifer

- Use the Learning Continuum of interprofessional education to chart the markers for planning, implementation, and evaluation.

- Evaluate not only the learning outcomes of IPE (attitudes, knowledge, values) but performance in practice (health outcomes).

- Review theories and evaluation models of IPE to identify best practices for assessment.
“We measure what we value”

• “The literature focusing specifically on IPE activities has so far not shown conclusive proof that such learning together does in fact enhance the quality and outcomes of working together.” (Gittell, Godfrey, & Thistlethwaite, 2013)
The interprofessional learning continuum (IPLC) model

(National Academies Press, 2015)
Overview of Kirkpatrick’s Four-Level Training Evaluation Model

- **Levels**
  - Level 1
  - Level 2
  - Level 3
  - Level 4

- **Result**
  - The degree to which targeted outcomes occur as a result of the training and the support and accountability package

- **Behavior**
  - The degree to which participants apply what they learned during training when they are back on the job

- **Learning**
  - The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training

- **Reaction**
  - The degree to which participants find the training favorable, engaging and relevant to their jobs

Source: Donald Kirkpatrick
<table>
<thead>
<tr>
<th>Kirkpatrick’s Expanded Outcomes Typology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reaction</td>
</tr>
<tr>
<td>2a. Modification of attitudes/perceptions</td>
</tr>
<tr>
<td>2b. Acquisition of knowledge/skills</td>
</tr>
<tr>
<td>3. Behavioural change</td>
</tr>
<tr>
<td>4a. Change in organizational practice</td>
</tr>
<tr>
<td>4b. Benefits to patients/clients</td>
</tr>
</tbody>
</table>

(Reeves et al., 2015)
International Evaluation

CGS-NSF-DFG Workshop

2016

• What to assess
  • Value Added
  • Career Impact
  • Barriers to Participation
  • Timing and Duration

• How to assess
  • Mixed Methods
  • Formative & Summative
  • Pre/Post Surveys
  • Reflections
International Evaluation Recommendations (CGS-NSF-DFG)

- Institutions should incorporate **long-term participant career tracking** into their formative and summative assessment activities.

- Principal Investigators should **embed assessment and evaluation protocols** for measuring the impact of international activities on participant career development, future leaders’ personal development, and global citizenry.

- Students should be prepared to participate in **long-term evaluation projects**.

- Students should also **share their experiences** with their peers and colleagues in formal and informal settings.
How to Measure: Considerations

• Do you evaluate your projects? If no, why not?

• What measures have you used to evaluate your projects?

• What have been the outcomes of this?

• What are your challenges with evaluation?
Jennifer L. Tripken, EdD, CHES
jtripken@marymount.edu
Establishing and valuing partners: the foundation for sustaining successful global engagement.

- Selecting community partners – the vetting process
- Needs analysis
- Establishing an MOU and identifying roles and responsibilities.
- Working with the community
- Sustaining partnerships
- Table 4 - Faith
Integration into community
- Identify local contact to teach and model community values and behaviors
- Linkages to communities in need
- Partner with local and national officials with ability to influence change

Needs Assessment
- Faculty-global partner interview: goal setting
- Determine target patient population diagnoses and equipment needs
- Determine global partner staff training needs.

Preparation
- Academic and cultural preparation of students
- Targeted education/intervention development by students with faculty support

Immersion
- Provision of targeted interventions at partner site
- Training on physical therapy interventions provided to global partner staff

Outcomes Evaluation and Report
- Evaluation of student performance: reflections and performance data
- Summary report for global partner: outcomes achieved and future directions
Final Thoughts
Questions
THANK YOU
Works cited


