

Developing a Novel Global Healthcare Partnership through Service-driven Study Abroad Experiences



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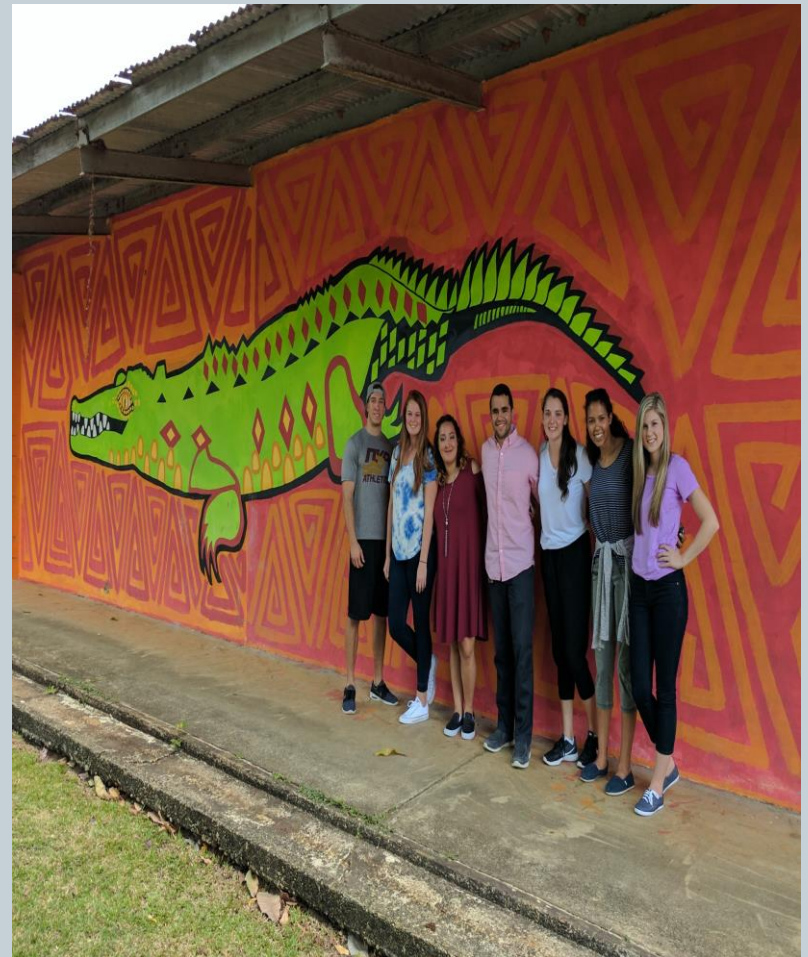
Presentation Objectives

1. Assess key benefits of a short-term study abroad service trip in Panama on students' learning and professional growth;
2. Define inter-professional education (IPE) and explain how a short-term study abroad experience can foster IPE opportunities for health science disciplines;



Presentation Objectives

3. Identify appropriate health care interventions in a multi-cultural environment with collaborative service oriented work;
4. Identify critical steps useful to developing international partnerships.





Background

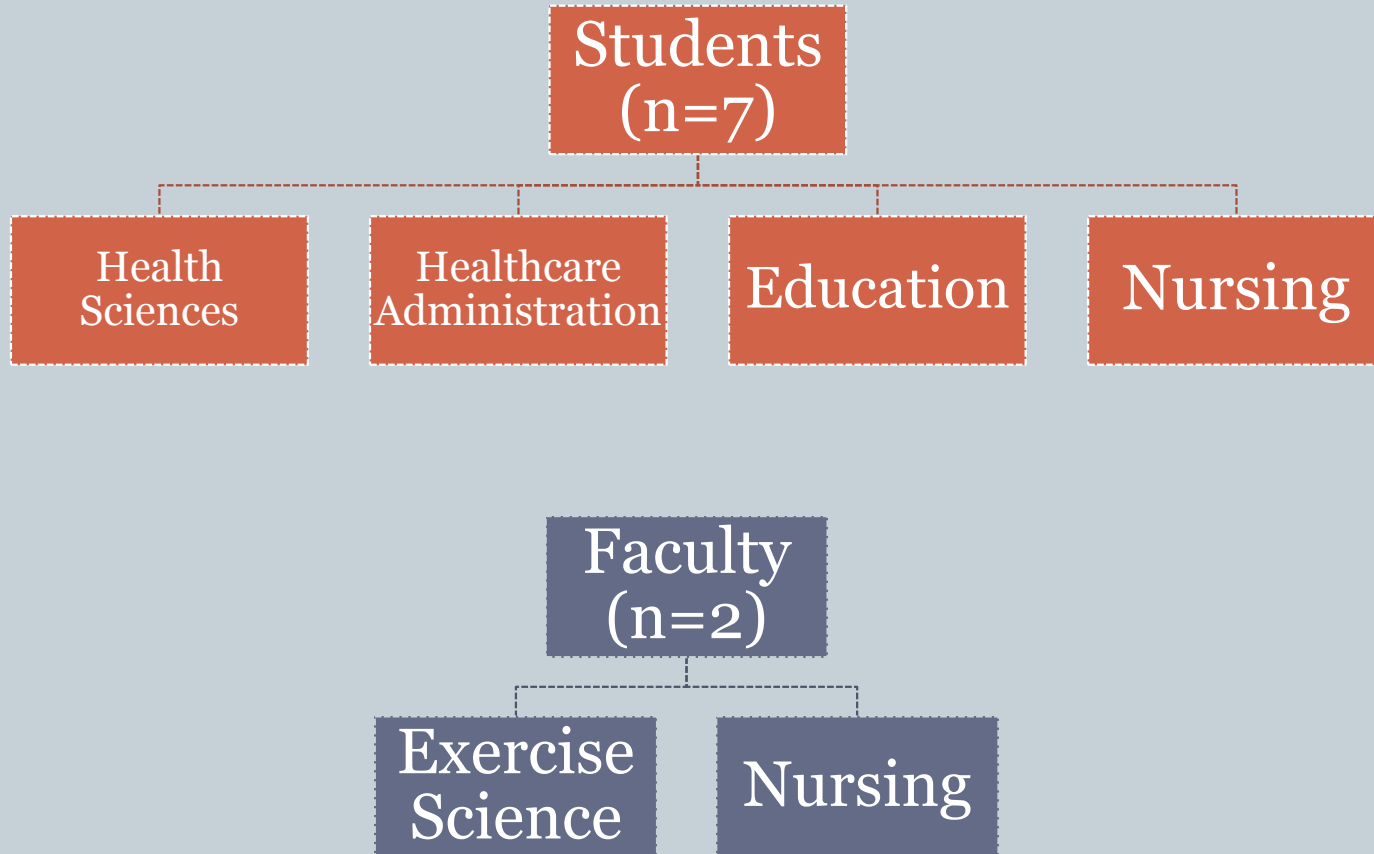


- FSC Junior Journey Program
- Eight (8) day study abroad trip to Panama (March, 2017)





Background





Background



- Special needs orphanage (private mission agency)





Background



- Pre/Post trip questionnaire
- Course requirements (NUR/HSC 4550 – 2 credits):
 - *Daily written logs/ photo journals*
 - *1 excursion – expand into a paper*
 - *Final summary paper*



Background



Casa Providencia

- Completing extensive physical labor
- Assessing medical supply donations
- Developing care plans

Orphanages

- Interacting with children of various ages & skills
- Assessing for possible match to Casa Providencia

Casa Providencia -Getting our hands dirty...



Casa Providencia - Assessing & organizing medical supplies...



Casa Providencia – Developing care plans...



Nursing Care Plans



Orphanages- Interacting with children and assessing for appropriateness to Casa Providencia



...that just reassured me on the purpose of this trip.

Following orientation, we packed back up into our van and went to Malambo Orphanage. I did not know what to expect. I had never been to an orphanage before this point. Driving into the gated center I felt my heart racing. I did not know if I was strong enough to see what was coming next. We pulled up and a couple of teenage girls were curiously eyeing us from behind another car, not getting too close. We were first taken over to the clinic which housed children up to age six with HIV/AIDS and heart conditions. There are six children that reside here at this time, and we had an opportunity to just sit and play with five of the six. I will never forget the faces that greeted us at this house. Jasmina was the youngest that we met. A precious little girl that just loved to dance and steal the other children's crayons. Miguel was five years old, and the happiest boy I have seen in my entire life. His smile stretched across his entire face, and his eyes lit up when we walked in. We played with cars and trucks, and completed half of a coloring book, all the while his grin not leaving his face. Sitting there watching Miguel laugh and play, I thought, if this little boy that is living in an orphanage with HIV/AIDS can be this happy, anyone can be. We soon said, "Chao" to our new friends and headed over to the two and three year old house. There was at least 20 children running around playing in this house. I made wonderful connections with these kids, and I cannot get their little faces out of my head. These children are so behind developmentally, still stuck in a babbling phase, when they should be progressing, knowing their name, letters, numbers, etc.

Jose Malambo Noestra Casa



Presentation Objective #1:

Assess key benefits of a short-term study abroad service trip in Panama on students' learning and professional growth.





Presentation Objective 1: *Benefits*



- Develop *global literacy*: Ability to function effectively in the global community; concern with the condition of all human beings, no matter where they live (Schuerholz-Lehr, 2007; Gaia, 2015; Harrell et al., 2017).
- Foster personal maturation, professional growth, intellectual development (Koskinen & Tossavainen, 2003; Gaia, 2015; Pope et al., 2014).



Presentation Objective 1: *Benefits*



- **Cultivate cultural competency** (Koskinen & Tossavainen, 2004; Gaia, 2015).
- **Promote learning outcomes that go beyond the impact of traditional campus based instruction** (Tarrant et al., 2011; Wilson et al., 2014).
- **Prepare students for employment** (Harrell et al., 2017; Hart & Associates, 2013).



Student Responses - Benefits



Presentation Objective #2:

Define inter-professional education (IPE) and explain how a short-term study abroad experience can foster IPE opportunities for health science disciplines.



Presentation Objective 2: *IPE connection*



- **Inter-professional Education (IPE):** When 2 or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.
- Patient centered care as part of an **interdisciplinary** team.



Presentation Objective 2: *IPE connection*



Encouraging collaboration across a university through development of inter-department and multidisciplinary programming is valued as an **innovative teaching and learning practice** (Henard & Roseveare, 2012).

Presentation Objective 2: *IPE connection*



- Effective collaboration skills applicable to health care professions can be cultivated within higher education settings in both traditional and non-traditional classroom settings (Musser et al., 2016; Jones & Phillips, 2016).



Presentation Objective 2: *IPE connection*



Pre-Trip Questionnaire:

Have you worked with other program majors (i.e. Health care administration, nursing, exercise science, health sciences, education?).

If yes, please describe in what context:

Student responses (n=7)

No student had worked with anyone in the other respective majors on the trip.

Presentation Objective 2: *IPE connection*



Post-Trip Questionnaire:

Student response (n=6)

Describe, if and how, the trip afforded opportunities to work with other majors outside of your own major.

- Orphanages
- Discovered how each discipline could influence Casa Providencia

Presentation Objective 2: *IPE connection*



Post-Trip Questionnaire:

Student response (n=6)

What did you learn about other majors while completing this experience?

- Possibility to integrate internships
- How to collaborate for a shared outcome
- Learned to think differently

Presentation Objective 2: *IPE connection*



- IPE – take away from this experience...



Presentation Objective #3:

Identify appropriate health care interventions in a multi-cultural environment with collaborative service oriented work.



Presentation Objective 3: *Healthcare Interventions*



- The role of the faculty mentor(s).
- Clear communication between the needs of the organization and the skill set of the students & faculty.



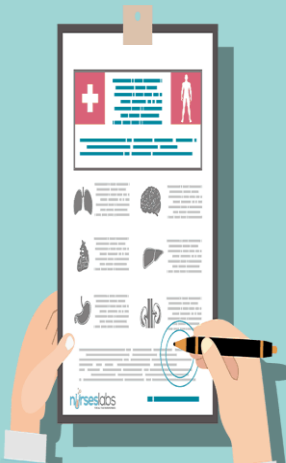
Presentation Objective 3: *Healthcare Interventions*



- First task:
 - ✓ Assessed, sorted and organized appropriate medical supplies.

Presentation Objective 3 – *Healthcare Interventions*

Nursing Care Plans



- Next task:
 - Designed individualized and developmentally appropriate *health care plans*:
 - ✦ Assessed facility resources & proposed safe, quality care interventions;
 - ✦ Integrated belonging and de-institutionalization lifestyle concepts with care regimen.

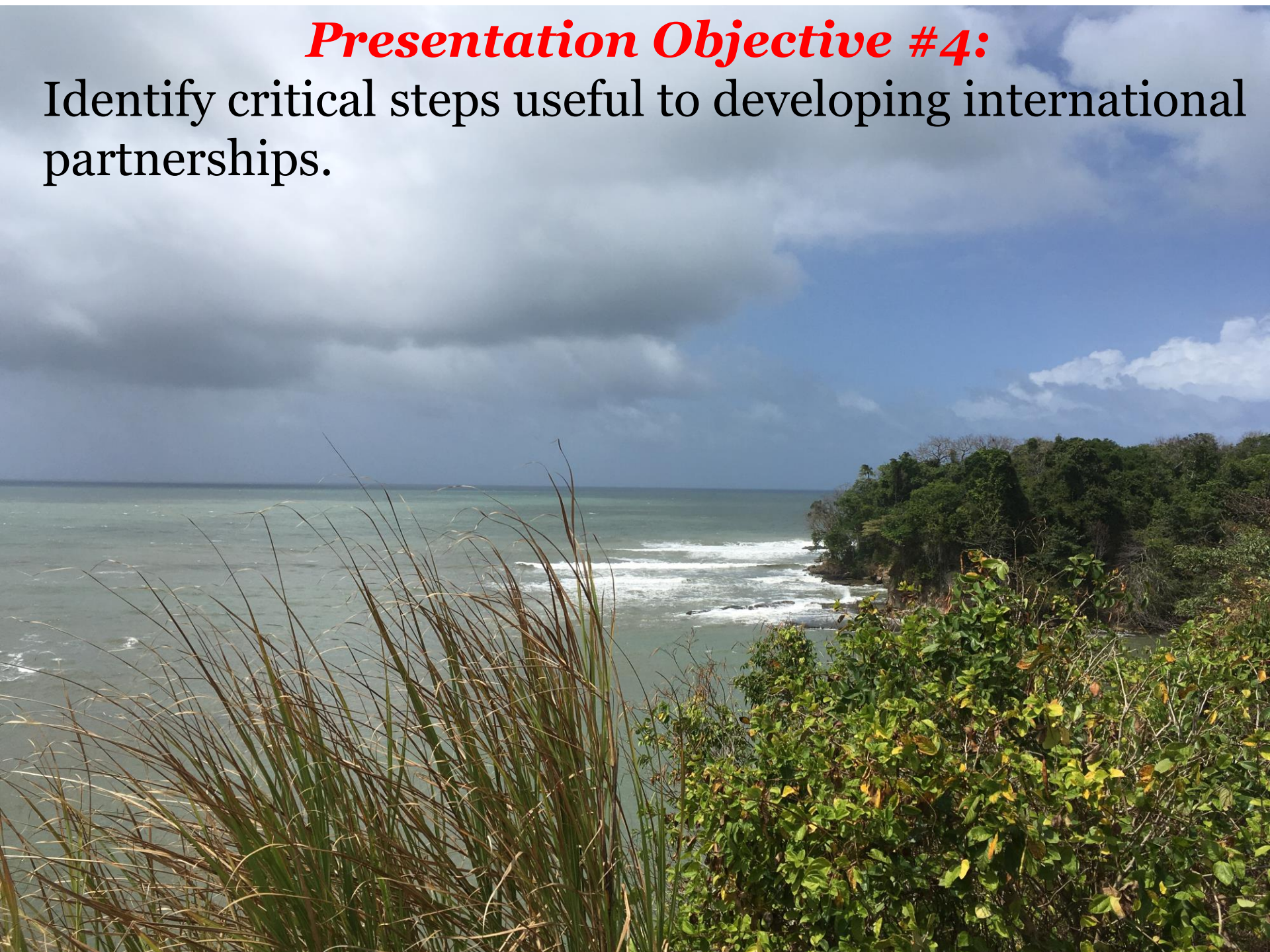
Presentation Objective 3: *Healthcare Interventions*



- Future opportunities in providing health care interventions at Casa Providencia...

Presentation Objective #4:

Identify critical steps useful to developing international partnerships.



Presentation Objective 4: *International partnerships*



- Critical steps to consider...





Final Thoughts



- ✓ Assess key benefits of a short-term study abroad service trip in Panama on students' learning and professional growth;
- ✓ Define inter-professional education (IPE) and explain how a short-term study abroad experience can foster IPE opportunities for health science disciplines;
- ✓ Identify appropriate health care interventions in a multi-cultural environment with collaborative service oriented work;
- ✓ Identify critical steps useful to developing international partnerships.

Final Thoughts



- *Model global citizen* – how would you define this concept?



Final Thoughts



- Adding up a winning equation...



Final Thoughts



Thank You!



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