Framing Session Part I: Educating the Next Generation of Global Health Professionals

Shannon Marquez, Associate Vice Provost for Global Health
Drexel University, Philadelphia, PA
Global Learning in the Health Professions

Globalization is reshaping education worldwide...

• More than ever, in the health professions there is a shift toward global interdependence...mutual dependence at a global level.

• We ARE educating “global health professionals”, and addressing health issues that transcend geographic boundaries

• We need to close the gaps re: global learning in health professions education

• Health professions education is global by design
  • And community based, particularly for underserved populations
Educating the Next Generation of Global Health Professionals: Educational Frameworks

- Our education frameworks must be globally attuned
- Burgeoning interest by high-quality students
- We must incorporate "non-traditional" learning strategies
- Compliance with accreditation and licensing standards

- Global learning is:
  - "...nurturing respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens." (UNESCO)
  - It incorporates diversity and intercultural competence
  - It’s where the rubber meets the road…we live and work in a global and diverse society
  - It’s a hugely meaningful context across the health professions
  - It is purposeful and progressive learning
  - It addresses workforce development needs in the health professions
Are we training global health professionals?...

85% of employers surveyed agreed that academia could better prepare students in non-clinical skills.

*survey of 49 global health project directors*
ARE we training global health professionals?...

CLOSING THE GAPS
IN GLOBAL HEALTH PROFESSIONALS' EDUCATION

The most important non-clinical skills successful for GH careers are:

- **57%** Program Management
- **39%** Monitoring and Evaluation
- **37%** Communication with Client, Counterpart and Community
- **33%** Strategy and Project Design
- **27%** Collaboration and Teamwork

*survey of 49 global health project directors*
Are we training global health professionals?...

*CLOSING THE GAPS IN GLOBAL HEALTH PROFESSIONALS’ EDUCATION*

The most significant perceived learning gaps in domestic-only preparation:

- **43%** Understanding the context and realities of global health
- **30%** Characteristics like flexibility, adaptability, and creativity
- **30%** Cultural sensitivity
- **20%** Cross-cultural communication skills
- **13%** Knowledge of key players, systems, and processes

*survey of 49 global health project directors*
Key challenges faced by the institution....

• Students are demanding more global learning...it’s hard to keep up!
• Student/health professional migration
• Program quality & ethical concerns
• Risk management, safety & security (international and community engagement)
• Institutional priorities/resource needs
• Requires curricular changes/re-alignment (accreditation requirements)
  • High-Impact Global Learning Experiences/Curricular Design
• Many stakeholders involved (interprofessional education)
• Drive for revenue vs balance for teaching excellence/research
• Maintaining a healthy balance of international vs “glocal” engagement
High-impact Global Learning at Drexel University?

About Drexel University
Philadelphia, Pennsylvania (Urban University)
28,000 students; 12 colleges/schools

• 1891: Anthony J. Drexel founds the Drexel Institute in Philadelphia

• 1919: Curriculum incorporates Co-operative education
  (at Drexel, undergrads: 1-3 co-ops, 6-18 months of work experience)

• 2002: Drexel acquires the College of Nursing and Health Professions, the College of Medicine, and the School of Public Health from MCP Hahnemann University

• 2014: SPH moves to University City Campus

• 2015: Dana and David Dornsife School of Public Health (transformative gift)
DORNISFE SCHOOL OF PUBLIC HEALTH AT DREXEL UNIVERSITY

Committed to reducing health disparities, and improving the health and well-being of urban communities.

Is a leader in the integration of social justice and human rights in academic public health, and promotes interdisciplinary collaboration and civic engagement in its education, research, and service.
The Opening Doors Program is designed to provide undergraduates (from any accredited college/university), Drexel SPH master’s and doctoral students, and Drexel medical students with education and training to pursue advanced study and careers as health disparities researchers.
Partnerships: Critical to success

Corporate/NGO Partner

World Vision

Conrad N. Hilton Foundation

P&G

charity: water

UNC Water Institute

The Coca-Cola Foundation

Messiah College

USAID FROM THE AMERICAN PEOPLE

Desert Research Institute

U.S. Water Partnership

GRUNDFOS

Drexel University

Clinton Global Initiative

Sesame Street

Drexel University
Partnership

- 49 NGO staff enrolled in online global health certificate (WASH cohort)
- Participants from 19 countries across Sub-Saharan Africa
- Mentoring Drexel University Dornsife Global Development Scholars
- (3-6 month field experiences)
OPPORTUNITIES FOR UNDERGRADUATE AND GRADUATE STUDENTS FROM ALL MAJORS AND DISCIPLINES AT DREXEL (3-6 months in the field)

Valerissa Baker (Undergrad, Biology/Public Health) Zambia, 6 months, Co-op

Reeti Sharma (Grad Student, MPH Epidemiology) Malawi, 3 months, Summer
Global Health Certificate - Online PBL
Interactive Video with Global Partners & Students

High-impact intensive field course
(integration module and field practicum)
Faculty-led in West Africa & Cuba
"It’s what you see, as well as what you don’t see that gives way to proper understanding of issues beneath the surface."

Dr. Tererai Trent, TT International Foundation

This section focuses on water, sanitation, hygiene, waste disposal (WASH), and gender roles in Senegal and The Gambia. Concluding with a brief reference to the relationship between WASH and continued gender discrepancies faced by women in both countries.

WASH

As of May 2014 in The Gambia about 85% of the population had improved drinking-water access and 60% had improved sanitation facilities (WHO, 2014a). In Senegal the conditions are worse, about 65% and 50% of the population has access to the above listed categories respectively (WHO, 2014b). Water in rural Senegal can be accessed from 1000 electric pumps, 1500 manual pumps, and more than 4600 modern wells. In both countries the effectiveness of the available pumps and wells is limited by contamination due to a lack of proper coverings. Furthermore the water can evaporate for up to two months in the winter or dry season (Dankelman et al., 2008).

The Gambia has taken measures to improve WASH. Operation Clean the Nation or Set Settal, encourages citizens to clean public areas. The drainage of sewage is outdated in areas of The Gambia. In the town of Cachikaly, in the city of Bakau the drainage is an outflow system mostly seen in low land regions. The litter is thrown into a canal that runs parallel to the sidewalk and flows to the ocean. As of 2012 the main cause of death in The Gambia and Senegal in children under 5 was Malaria. Influenza, Pneumonia, and Diarrheal disease are also main causes (WHO, 2014a). With proper WASH conditions Malaria and
GLOBAL CLASSROOMS
Drexel University

Drexel faculty

Collaborative classes and activities

International faculty

Drexel students

International students

(Drexel University Office of International Programs)
Questions to consider today....

• What is “Global Learning” in the health professions? At your institution?

• What are high-impact global learning experiences?

• What are the challenges and the opportunities?

• How can we design curricula to better incorporate high-impact global learning experiences?

• How do you know how effective these experiences are?

• How do you recruit others on campus to “your cause”?

• How do we nurture diverse global health leaders?
THANK YOU

Continue the conversation....

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Next Steps: How to Recruit Others to Your Cause

Shannon Marquez, Associate Vice Provost for Global Health
Drexel University, Philadelphia, PA
Global Water Crisis: Multidimensional
A Critical Health Issue

“Every 20 seconds someone in the world will die from a water-related problem” – United Nations
Sustainable Health

Health
Healthy children for a healthy world

Food Assistance
A hunger-free world

WASH
Every child deserves clean water
## How WASH contributes

<table>
<thead>
<tr>
<th>Health and Nutrition</th>
<th>Literacy</th>
<th>Self-reported well-being</th>
</tr>
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<tbody>
<tr>
<td>88% of diarrheal disease is caused by unsafe WASH*</td>
<td>Reduced school absenteeism by half or more among girl students</td>
<td>Provided the entry point to gain community support and ownership of projects</td>
</tr>
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<td>Reduced chronic malnutrition rates by 40%</td>
<td>Dramatically improved teacher deployment and retention rates</td>
<td>Removed the heavy burden and threats on women and children from walking long distances</td>
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<tr>
<td>Increased food security allowing communities to grow nutritious vegetables and reduce hunger</td>
<td>Increased student test scores by one full letter grade</td>
<td>Enabled parents to better care for their children with the time saved fetching water</td>
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*Source: World Health Organization*
**Dornsife Global Development Scholar Framework**

- Summer international experiences
- 6 month Co-ops
- Faculty-mentored research

<table>
<thead>
<tr>
<th>Year</th>
<th># of Scholars</th>
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<tbody>
<tr>
<td>2014</td>
<td>2</td>
</tr>
<tr>
<td>2015</td>
<td>12</td>
</tr>
<tr>
<td>2016</td>
<td>20</td>
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</tbody>
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- Angola
- Ethiopia (Center)
- Ghana (Center)
- Kenya
- Lesotho
- Malawi
- Mali
- Niger
- Mozambique
- Niger
- Rwanda
- Senegal
- Sierra Leone
- South Africa
- Swaziland
- Tanzania
- Uganda
- Zambia (Center)
- Zimbabwe
Partnership

- 49 NGO staff enrolled in online global health certificate (WASH cohort)

- Participants from 19 countries across Sub-Saharan Africa

- Mentoring Drexel University Dornsife Global Development Scholars (3-6 month field experiences)
World Vision announces pledge to provide one new person with clean water every 10 seconds by 2020

Philanthropists Dana and Dave Dornsife announced their intentions to provide $40 million over five years to support World Vision water, sanitation, and hygiene programs (WASH) in Africa.

By World Vision Staff
Published September 29, 2015 at 06:15pm PDT

$45 million, new name for Drexel public health school

Philadelphia, September 30, 2015-

An idea that started in the back of a car in Ethiopia a few years ago culminated Wednesday with a $45 million gift to Drexel University's public health school and a new name: the Dana and David Dornsife School of Public Health....
2014-16 Dornsife Global Development Scholar Placements
Discuss the Challenges and Opportunities at Your Institution

• Be sure to articulate challenges within the context of resource needs

• Align opportunities with strategic plan/institutional priorities
  • e.g. advancing the research enterprise; accreditation requirements
    • Discuss the ROI
    • Show data
Next Steps: How to Recruit Others to Your Cause

• Leverage and align local experiences/opportunities for global learning

• Highlight and address the “pipeline” issues; interprofessional educational opportunities

• Seek out colleagues/stakeholders with overlapping and mutual interests..eg intercultural competency and diversity, experiential learning, community/population health, one health/planetary health, health disparities, service learning, assessment and evaluation of learning

• Collaboration and partnership!
Next Steps: How to Recruit Others to Your Cause

• Show where the “rubber meets the road”
  • Where theory is put into practice
  • Marketing/social media campaigns
  • Enlist students/alumni as “ambassadors” for your cause
  • Showcase and inventory global learning
  • Use global classrooms and other online learning strategies
Questions?

Discussion?
Next Steps....the survey

Please participate in the NAFSA survey...be open to sharing results
Results will be compiled and shared with the community

• Why were you interested in the event?
• What did you learn?
• What do you plan to do as your next steps?
• What are the challenges you face? Did you find solutions?

For more information, contact Heather MacCleoud
THANK YOU

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