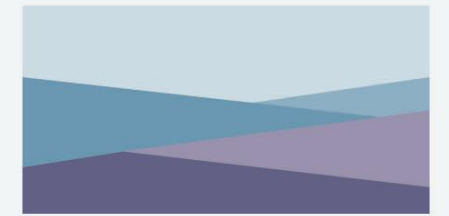


NEW HORIZONS
IN INTERNATIONAL
EDUCATION



NAFSA
2015

Annual
Conference
& Expo

MAY 24-29, 2015
BOSTON, MA USA

Teaching, Learning and Knowing Global Health: Opportunities and Challenges

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What is Global Health?

- Global health implies that we consider health problems from a global perspective and not a view of any individual country. Tarantola (2005)
- Health problems, issues and concerns that transcend national boundaries and may be best addressed by cooperative actions...IOM (2005)
- Julio Frenk: *Let us be clear, global is not the opposite of domestic. We recognize that the local and the global are united. [Get out of your comfort zone.]*

What tools do we have to address global issues, locally and globally?

- Education
 - Public health education
 - Professional (pre-licensure | post-licensure) and lay health workforce
- Capacity strengthening
 - Workforce
 - Infrastructure; access |quality |cost
- Civil society
 - NGOs
- Transnational Global Health Professional organizations
- Research | Monitoring & Evaluation
 - Bench/novel therapies | Clinical best practices | Translating evidence to practice
 - Tracking data, country statistics
- Policy
 - Health as a human right
 - Policies that promote health
 - The role of government

2007: *Based on your work with minority Americans, can you help the people in my country who are dying from diabetes and strokes?*

Kenya *Heart and Sole* Afya Njema Project



- University of Massachusetts Boston, US
- University of Nairobi, Kenya
- Tumutumu Hospital School of Nursing, Kenya
- Kijabe Hospital School of Nursing, Kenya



Service learning | Research | Policy

KHAS: Service Learning | Research | Policy

- Academic-community-policy partnership
 - Collaboration between US/Kenyan students, nurses and the Ministry of Health to carry out the project in community health centers
 - NCD training of CHC health nurses
 - NCD advocacy
 - Nursing Council of Kenya – scope of practice
- Service-learning
 - CV/metabolic/pain screening and treatment at the community level (1:1 US/Kenyan students/faculty/clinicians)
- Research
 - focused on identifying prevalence, risk prediction, treatment and capacity building for NCD.
- Policy
 - Capacity and resources to prevent, detect and treat NCD



KHAS Deliverables/Outcomes: 2008 - 2015

■ Service Learning

- Over 6,000 individuals screened and treated
- On-going follow-up between US visits through the Kenyan partners
- 8 CHC partners are now enrolled
- 115 US students (UG/MS/PhD)/ faculty/clinicians have participated
- 435 Kenyan students/faculty/clinicians
- Peer-led, nurse directed NCD self-management group (50 pts enrolled)

■ Policy and Advocacy

- 7 Debriefing conferences with Kenyan policy leaders and KHAS team
- Annual, joint presentations to CNO MOH and NCD; Kenya Nursing Council, NNCK
- Presentation to Kenyan Prime Minister and Parliament in advance of the UN NCD summit

■ Research

- Findings: High prevalence and clustering of cardiovascular metabolic physiologic risk factors. | Atherogenic lifestyle factors vary from western models. | Global Risk Stratification. | Group Medical Visits
- 18 grants funded (12 research; 5 program grants, 1 AHA pre-doc)
- 28 data based abstracts presented locally, nationally, internationally
 - Co-authors; 79% had Kenyan faculty, 7.9% had Kenyan policy makers, 3% had Kenyan clinicians, 100% had US students
- 4 peer-reviewed publications
- 4 Dissertations (3 UMB, 1 UoN)
- 5 Masters Capstones

■ Reciprocity

- 2 Kenyan faculty now UMB BS to PhD students. 9 Kenyans to UMB 2015

What tools do we need to assist students in becoming effective team members, community members, and global citizens.

- Addresses empirical knowing, personal knowing and skills. [experiential as well as didactic including cultural competence and transformational learning]
- Experiences global/local; population health, clinical, research, policy and service delivery
- Simulation (simulated patient encounters)
- Integrated into all aspects of the curriculum
- Interdisciplinary
- Authentic, respectful global partnerships with reciprocity and bi-directional benefits



Are we doing enough to educate the next generation of global health providers?

At home or
away “Get
out of your
Comfort Zone”

*Be mindful of
reciprocity and
bidirectional
benefits; What
is the common
purpose?*

*Be bold but
respectful,
don't wait for
permission.*

Heart and Sole Roxbury MA Nairobi Kenya



GLOBAL HEALTHNURSING: AROUND THE WORLD | AROUND THE CORNER

Asante Sana!

*We are the
future and
there is much
to be done.*

*Give us the
tools and we
will live up to
the promise.*

*Reflection, Kenyan
student June 2013*

