



# NAFSA 2016

ANNUAL  
CONFERENCE  
& EXPO

MAY 29 - JUNE 3  
DENVER, CO USA

**BUILDING CAPACITY  
FOR GLOBAL LEARNING**

NAFSA

Association of  
International Educators



## 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...

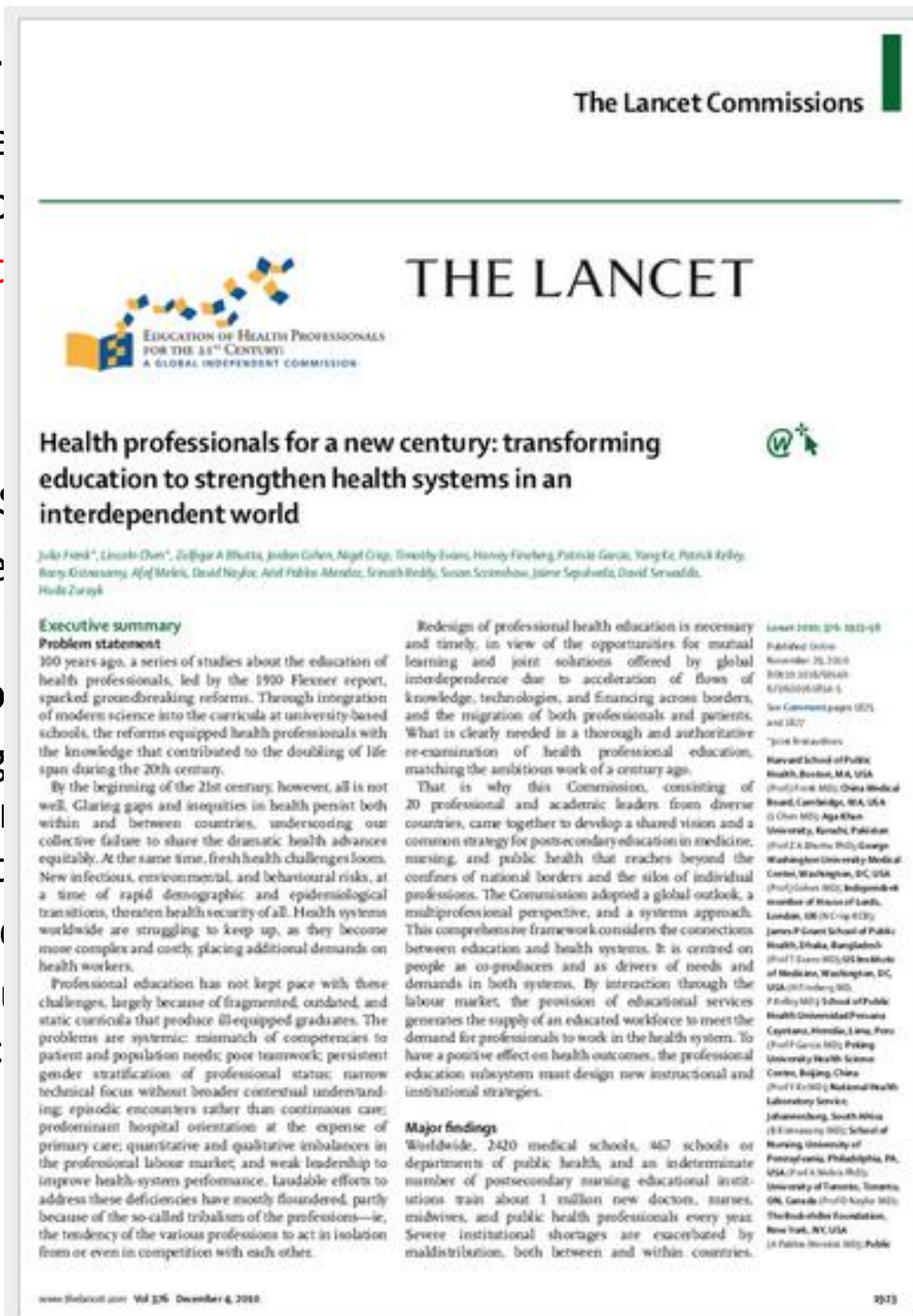
- More than ever, in the health professions there is a shift toward global interdependence...mutual dependence at a global level.
- We ARE educating “global health professionals”, and addressing health issues that transcend geographic boundaries
- We need to close the gaps re: global learning in health 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 framework must address:
  - Burgeoning internationalization
  - We must incorporate global health into all health professions education
  - Compliance with accreditation standards
- Global learning is a key component of health professions education
  - It's a hugely measurable outcome
  - It is purposeful and intentional
  - It addresses workforce needs
  - It's "...nurturing a common human future in an active global citizenry"
  - It incorporates social determinants of health
  - It's where the real work of health professions education happens



essions  
to a  
and  
glob



# Are we training global health professionals?...



\*survey of 49 global health project directors



# ARE we training global health professionals?...

## CLOSING THE GAPS IN GLOBAL HEALTH PROFESSIONALS' EDUCATION



### IMPORTANCE OF NON-CLINICAL SKILLS



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

### GAPS IN DOMESTIC-ONLY PREPARATION

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



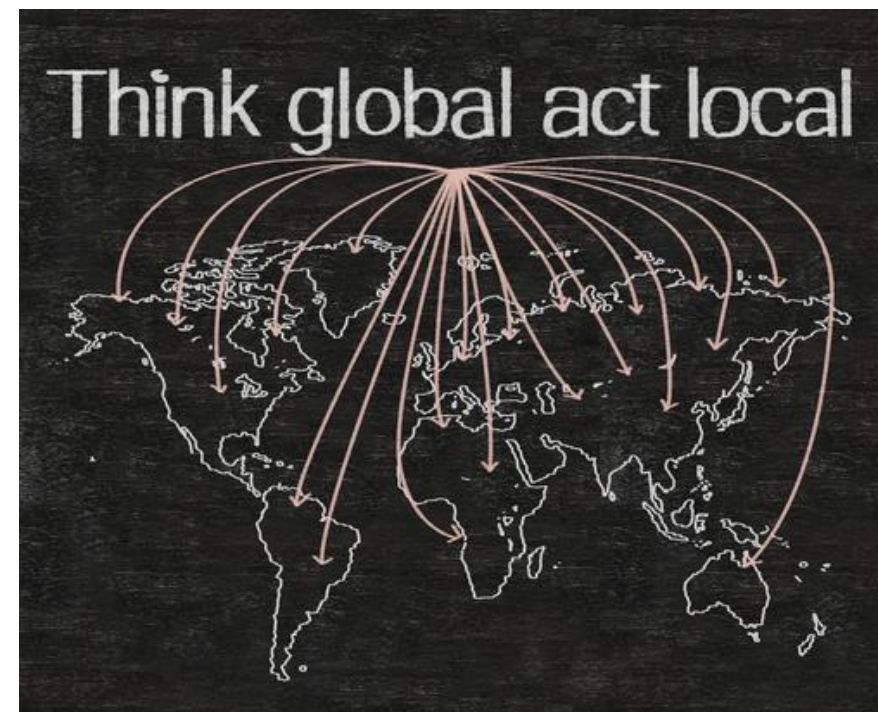
**USAID**  
FROM THE AMERICAN PEOPLE

GLOBAL HEALTH  
FELLOWS II



# 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)





# DORNSIFE SCHOOL OF PUBLIC HEALTH AT DREXEL UNIVERSITY



DREXEL UNIVERSITY  
**Dornsife**  
School of Public Health

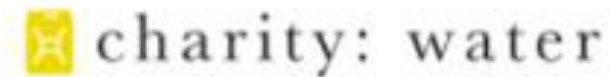
# Opening Doors Health Disparities Research Training

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/N  
GO Partner

World Vision

# 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)

## DRI & Drexel WASH Capacity Building Program

### Drexel University

#### The Problem:

Insufficient human resource capacity in developing countries across disciplines related to water, sanitation and hygiene (WASH) remains one of the most significant barriers to effective and sustainable service provision. In most developing countries, there are large experienced international non-governmental organizations (NGOs) operating in the WASH sector but their local field staff often lack the necessary technical human resource capacity to effectively implement WASH interventions. To help World Vision, and ultimately other NGOs, address these human resource capacity needs, the Desert Research Institute (DRI) and Drexel University are collaborating to provide technical capacity training and action research through a series of competency-based training modules to field staff across Africa.

#### The Program:

The DRI and Drexel courses will all be for academic credit and will be taught online as well as in the field; each course will include a 7-10 day module, which will be taught in person in Africa. There are two tracks for the program – a certificate in International WASH at DRI/University of Nevada, Reno and a certificate in Global Health (WASH track) at Drexel University. Upon admission into a bachelors, masters or PhD program, credits earned from the Drexel certificate program, with a grade of "B" or higher, can be applied toward undergraduate or graduate degree program requirements. Drexel University will offer the following courses in the program: 1) Monitoring & Evaluation; 2) Sanitation; 3) Hygiene Promotion; 4) Behavior Change, Social and Software Aspects of WASH; and 4) Health Aspects of WASH.

#### 1) Monitoring and Evaluation (M&E):

Monitoring and evaluation (M&E) is an essential tool to collect and provide evidence of outcomes in development practice. WASH M&E initiatives provide insightful, field-level information and analysis that drives accurate and timely project oversight, informative reports to donors and stakeholders, and tracking and evaluation of project efficacy. The goal of this 3-credit course is to guide students in understanding the theories, methods, and application of design of monitoring and evaluation frameworks, including gender-sensitive, mixed methods approaches to M&E at the nexus of WASH and global health. This course addresses both theory and practice; students will be able to put into practice the key steps for designing an M&E plan. Case studies to gain M&E practical experience, including engendered M&E project frameworks, will also be employed during the course.

#### 2) Evidence and Practice in Global WASH: Hygiene Promotion:

The primary and direct impact of WASH is on health and of all health impacts, the most significant is the prevention of water-related disease, including diarrheal disease. Primary barriers to water related disease transmission include both physical infrastructure (e.g. wells and latrines), and hygienic practices and behaviors. The goal of this 3-credit course is to explore the fundamentals of hygiene promotion and behavior change in WASH, including the main methods and approaches, as well as the community engagement aspects of WASH programming. Upon completion of this course, students will be able to analyze the importance of community hygiene promotion in WASH projects, demonstrate how to implement participatory community hygiene promotion campaigns, define approaches used to hygiene promotion and behavior change in successful WASH projects, and recognize practical hygiene promotion and behavior change strategies used at the nexus of WASH and global health.

#### Program Costs

The cost of the program is being subsidized by donations from the Dornsife Family, Drexel University Online and the Drexel University School of Public Health.

#### Contact Information

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DREXEL UNIVERSITY

Dornsife Global  
Development Scholars

# OPPORTUNITIES FOR UNDERGRADUATE AND GRADUATE STUDENTS FROM ALL MAJORS AND DISCIPLINES AT DREXEL (3-6 months in the field)

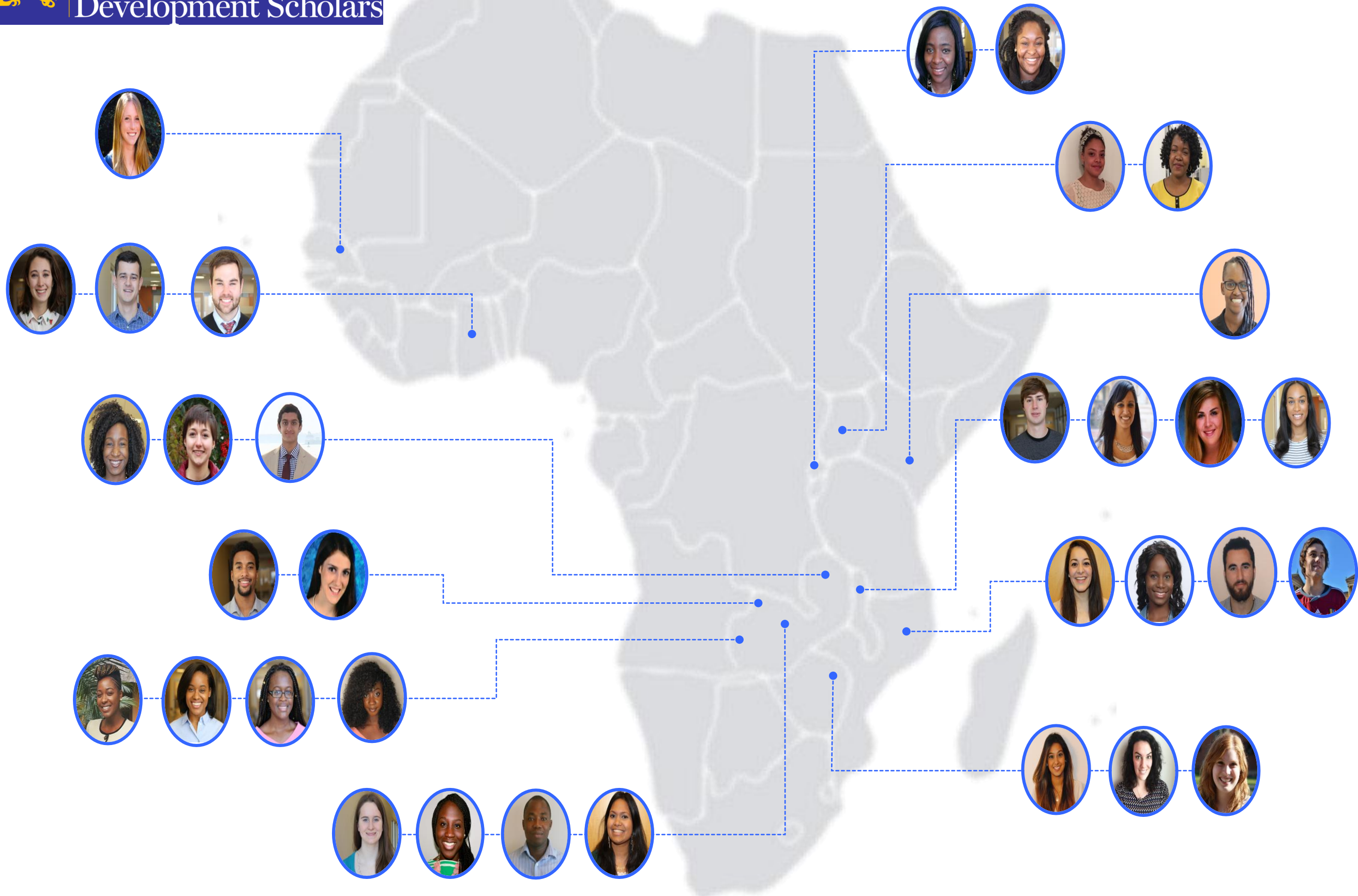


Valerissa Baker (Undergrad, Biology/Public Health)  
**Zambia**, 6 months, Co-op



Reeti Sharma (Grad Student, MPH Epidemiology)  
**Malawi**, 3 months, Summer







# Global Health Certificate - Online PBL Interactive Video with Global Partners & Students

The screenshot shows a Blackboard Collaborate session titled "PBHL 600ES- WEEKEND 1 - SEPT 20 2013". The interface includes a video window in the top left showing a group of people in a meeting room. Below the video is a "PARTICIPANTS" list with Raymond Lum as the Moderator and five other participants. A "CHAT" window on the left shows messages about joining and leaving the room. The main area displays a presentation slide titled "Figure 6: New York State and National Hospital Length of Stay, 1994-2004". The slide contains a line graph showing the average length of stay over time for New York State and the National average. A "Page Explorer" window at the bottom shows the current slide is Slide 20 of 26. The Windows taskbar at the bottom shows the Start button, Firefox, Drexel Sacramento..., Blackboard Collabor..., Java Setup, and SplitCam.

Year	New York State	National
1994	8.4	5.7
1995	7.8	5.5
1996	7.4	5.4
1997	7.1	5.3
1998	6.9	5.2
1999	6.8	5.1
2000	6.7	5.0
2001	6.6	4.9
2002	6.5	4.8
2003	6.4	4.8
2004	6.2	4.8



High-impact intensive field course  
(integration module and field practicum)  
Faculty-led in West Africa & Cuba





## Reflective Writing

***"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, TI International Foundation

**T**his 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

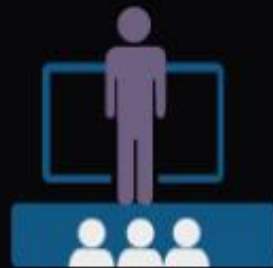


# GLOBAL CLASSROOMS

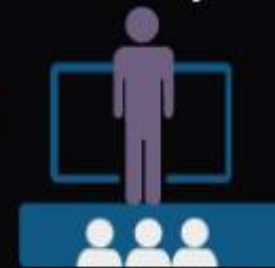
Drexel University



Drexel faculty



International faculty



Collaborative  
classes and  
activities



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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#NAFSA16

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## Next Steps: How to Recruit Others to Your Cause

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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

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

*\*Source: World Health Organization*

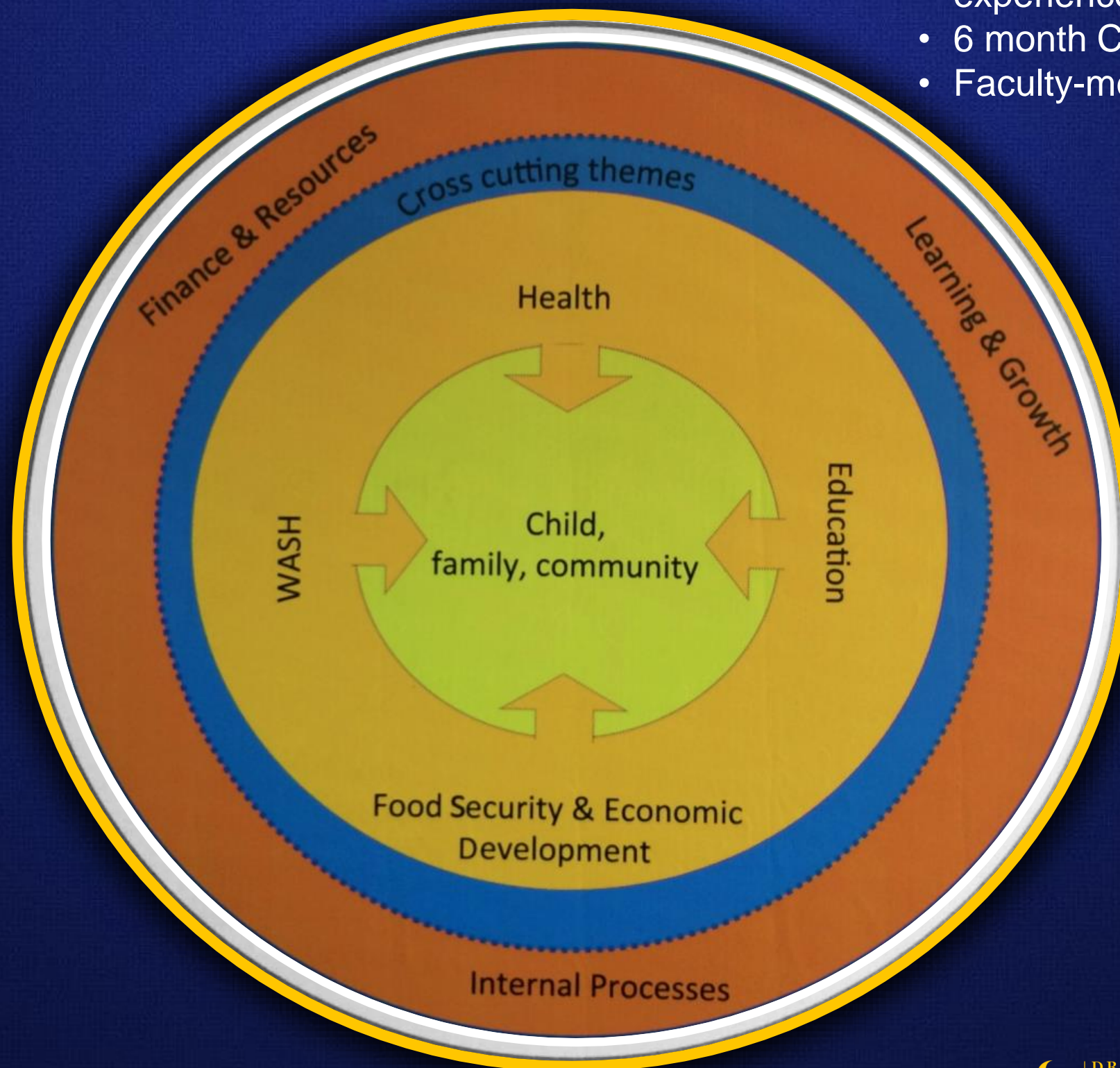


# DORNSIFE GLOBAL DEVELOPMENT SCHOLAR FRAMEWORK

- ANGOLA
- **ETHIOPIA (Center)**
- **GHANA (Center)**
- KENYA
- LESOTHO
- MALAWI
- MALI
- NIGER
- MOZAMBIQUE
- NIGER
- **RWANDA**
- **SENEGAL**
- SIERRA LEONE
- SOUTH AFRICA
- SWAZILAND
- TANZANIA
- UGANDA
- **ZAMBIA (Center)**
- ZIMBABWE

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

Year	# of Scholars	
2014	2	2 countries
2015	12	8 countries
2016	20	19 countries



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# 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

September 30, 2015

## \$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....



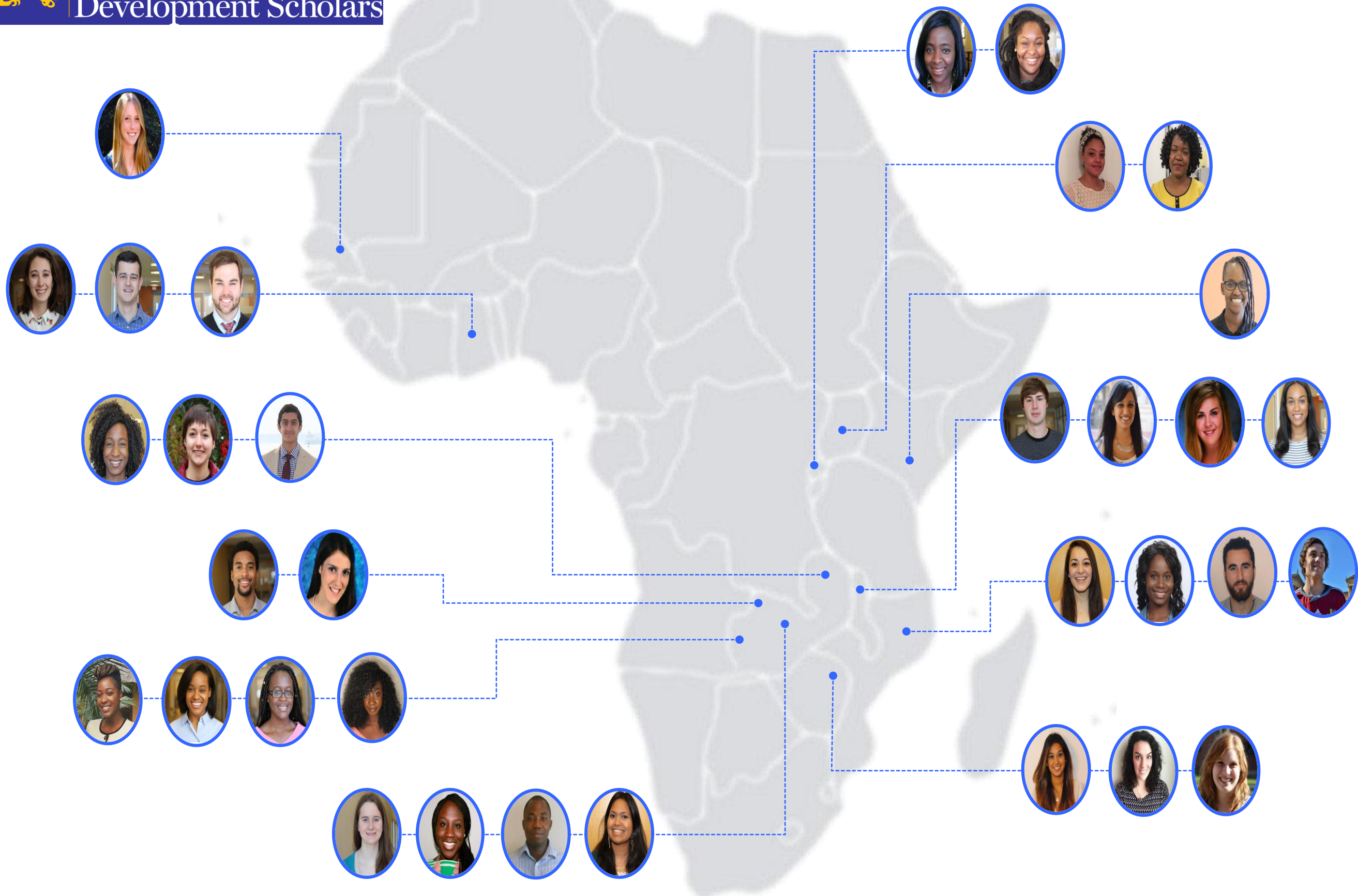
DREXEL UNIVERSITY

Dornsife Global  
Development Scholars



DREXEL UNIVERSITY

Dornsife  
School of Public Health





# 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



DREXEL UNIVERSITY


Office of

Global Health and  
International Development



**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

Continue the conversation....



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#NAFSA16

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