

Serving the Greater Good: Introducing Students to Global Health and Underserved Populations

Pearls and Pictures

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Pearls: Principles of Partnership

1. Agree upon mission, values, goals and measurable outcomes for partnership
2. Characterized by mutual trust, respect, genuineness, commitment
3. Builds upon strengths and assets, but also address needs
4. Balance power among partners and shares resources
5. Clear, open, accessible communication, common language
6. All partners agree on roles, norms and processes
7. Feedback to, among and from all stakeholders
8. Share credit for accomplishments
9. Partnerships take time to develop and then evolve over time

Community Campus Partnership for Health. Principles of Good Community-Campus Partnerships Adopted by the CCPH board of directors, October 1998 <http://www.ccpb.info>

Pearls: Challenges of Partnerships Across Cultures

- Language, jargon, comfort with speaking
- Social status, privilege (town-gown)
- Organizational missions and constituencies
- Funding sources, legal requirements and other controlling mandates
- Organizational management approaches (hierarchical, bureaucratic, collaborative)
- Work styles (formal, informal, small group)
- Continuity

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Pearls: Criteria for Selecting a Partnership Site

1. Match the content of the course
2. Activities at site should have the potential to meet course-relevant academic and service-learning goals
3. Duration of time at site should correlate with academic learning objectives
4. Participate in projects that meet real needs in the community as determined by the community

Howard J. editor. Service-learning course design workbook, Michigan Journal of Community Service Learning. University of Michigan. Ann Arbor, MI. 2001.

Pearls: Accountability to Partner/Host

Debriefing post-experience:

1. Revisit the objectives in the contract
2. What was successful?
3. Ask/answer questions
4. Discuss unexpected events, activities
5. Plan for future
6. Celebrate partnership

Pearls: IRB Approval: What is Research?

DHHS regulations define *research as a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge*. Activities that meet this definition constitute research even if they are a component of a larger non-research activity (e.g., instruction, demonstration).

Pearls: Respect Toward Ethic and Culture- Student Quote

“I was able to be pharmacist in charge when in Xicotepec, giving me the opportunity **to be a leader** and make sure the clinic process was running smoothly. Even more important I was able to interact with all the children from Xicotepec and it allowed me to realize how fortunate I really am and my desire to help the others. Professionally, it has made me realize the need to **be aware and use assistance programs** in the United States for those who are in need.”

Pearls: IRB Approval

Faculty members who assign or supervise research conducted by students have an obligation to consider carefully whether those students are qualified to safeguard adequately the rights and welfare of subjects.

Pearls: IRB Approval: Multiple Institutions

In the conduct of **cooperative research** projects, each institution (or entity) is responsible for safeguarding the rights and welfare of human subjects and for complying with any applicable regulations.

Pearls: Exempt Research

Research conducted in established or commonly accepted educational settings, involving **normal educational practices**, such as:

- (i) research on regular and special education instructional strategies, or
- (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods

Pearls: Assessment

- Reframe your thoughts on assessment. Sometimes you can learn as much during what seems to be a leisure activity as you can from a “test”.
- Peer evaluation is underutilized. Learning communities develop quickly on medical outreach trips.
- Assessment of programs should not be saved for the “end” of the trip

Pearls: Academic Framework

- Assigning course credit to a medical outreach trip changes the dynamics
- Reframe your thoughts about learning. Students are always learning something; even if you wish it was something they didn’t
- Reflection by students, peers, and faculty before, during, and after a trip can provide valuable information for determining outcomes

Pearls: Management of Drug Supply

- Work with local contacts to determine medication needs
- Determine acute care (antibiotics) needs versus chronic care (antihypertensives) needs
- Bring educational materials such as labels, medication guides, and measuring devices in native languages
- Inventory medications to be left with host and provide a formulary in native language

Pearls: Shipping Medications

- Investigate Customs rules about shipping medications into the Country and obtain proper authorization as needed
- Local contacts are helpful to smooth the way
- A letter from the team primary provider addressed to Customs is helpful
- Avoid injectable and controlled substance items if possible
- Do **NOT** bring expired medications or products

Pearls: Supplies and References

- Pill cutters, oral syringes, measuring devices, and liquid/chewable medications are essential due to large pediatric populations
- Zip top baggies are the typical dispensing container. They keep air and moisture out but not light
- General references with international and pediatric information are essential, e.g. Drug Information Handbook International

Pearls: Record Keeping and Follow Up

- Make a plan for record keeping before the trip, e.g. paper forms or electronic database on laptop computer
- Records should include number and type of medications dispensed per day or per village
- Dispensing records help with future planning
- Make duplicate copies of records and leave a copy with local host to facilitate follow up

Pearls: Scholarship

- Global activities, medical missions, outreach, by any other name, can still be scholarship
- People ARE interested, publish your accomplishments, success, "do-overs", etc.

Pearls: Health and Safety

- If English is not the primary language at the trip location, consider involving students who speak the native language or arrange for a local translator
- Incorporating local health providers benefits patients and students by allowing for better patient follow up and education on local health care practices

Pearls: Health and Safety

- Medex travel insurance is strongly recommended for trips abroad
www.medexassist.com
- Review US State Department Travel Advisory and Warnings at <http://travel.state.gov>
- Early in the planning process, review checklist of items from CDC for necessary vaccinations and prophylactic medications
www.cdc.gov/travel/contentstudyabroad.aspx