



Contents lists available at ScienceDirect

Currents in Pharmacy Teaching and Learning

journal homepage: www.elsevier.com/locate/cptl

Experiences in Teaching and Learning

Criteria for evaluating global health partnerships in colleges of pharmacy and health sciences

Ellen Schellhase^{a,*}, Frank Caligiuri^b, Monica L. Miller^c^a Purdue University College of Pharmacy, 575 Stadium Mall Drive, West Lafayette, IN 47906, United States^b Drake University College of Pharmacy and Health Sciences, Cline Atrium 008, 2507 University Avenue, Des Moines, IA 50311-4505, United States^c Internal Medicine Clinical Specialist, Eskenazi Health Department of Pharmacy Service, 640 Eskenazi Ave, Indianapolis, IN 46202, United States

ARTICLE INFO

Keywords:

International partnerships
Global health
APPE
Assessment
Pharmacy

ABSTRACT

Background and purpose: The demand for international experiences as part of education and training for healthcare providers continues to increase. As schools/colleges of pharmacy increase training opportunities in global health, there is a demand for a strategic way to evaluate opportunities. Evaluation tools can be utilized to facilitate this type of assessment.

Educational activity and setting: The purpose of this article is to highlight two different international experiential education site evaluation tools, discuss lessons learned when applying these tools in the field, and outline steps for a college of pharmacy to create their own tool to meet institution specific needs.

Findings: The involvement of key stakeholders is important to developing an evaluation tool. Identification and prioritization of key criteria for assessing partnerships is essential. There are many criteria and each institution may consider a unique set of criteria, the most appropriate way to evaluate these, and who should be completing this evaluation.

Discussion and summary: An evaluation tool may serve as a framework of discussion for new and existing international partnerships. The use of a global partnership evaluation tool allows for a more consistent discussion when deciding if the partnership is appropriate for both parties, helps the involved faculty know what criteria are required to be evaluated and outlines what resources should be considered.

Background and purpose

As globalization increases, healthcare providers are increasingly tasked with understanding and addressing health and disease throughout the world.¹ The demand for international experiences as part of education and training for healthcare providers continues to increase.^{2,3} As this demand has increased, higher education institutions continue to identify ways to incorporate global health and international education into the curriculum.^{1,4–8} While the most observable trends have been in medical training programs, there is also growing interest from the allied healthcare professions, including pharmacy.^{3,9} The Foundation for Advancement of International Medical Education and Research (FAIMER) has reported that almost every medical school in the United States (US) offers some type of global education opportunity.¹⁰ More than 25% of graduates from US medical schools enter residency having completed an international experience.¹¹ There are limited data regarding global health education within schools/

* Corresponding author.

E-mail addresses: frank.caligiuri@drake.edu, ellschell@purdue.edu (F. Caligiuri), mille355@purdue.edu (M.L. Miller).<http://dx.doi.org/10.1016/j.cptl.2017.01.008>

Table 1
Drake University College of Pharmacy and Health Sciences (CPHS) International Advanced Pharmacy Practice Experience (APPE) Evaluation Tool.

Criteria and Questions	Criteria for Consideration	Inadequate	Neutral	Meets	Exceeds	Comments
<p>* Addressed by CPHS ^ Addressed by Drake University International Office</p> <p>Academic Compatibility of Institutions *</p> <ul style="list-style-type: none"> Does your model offer reciprocity for partner faculty, staff and trainees? Who is your local partner? Are they in tune with community needs? 	<p><i>Must consider how to measure community needs. Partner may not be aware of specific community needs. Partner may confuse needs with hopes/ desires.</i></p> <p><i>Evaluate as part of a site evaluation process for proposed partner. Review as part of a strengths, weaknesses, opportunities, threats(SWOT) analysis. Need to do a needs analysis of proposed site and how well it is integrated with local community needs.</i></p> <p><i>Can be evaluated via email, conference calls, or during an in person site visit. Consider what opportunities fit Drake needs to move forward. (e.g. Do partner's skills and needs fit with CPHS goals for experiential learning.)</i></p> <p><i>We must not underestimate the importance of this item. Without this, is no framework to generate and support for ideas. Partner needs an infrastructure to grow and facilitate partnership. Must be mutually beneficial. Need to consider administrative support and preceptor support of partner. This will require preceptor development. (Q: How will partner supervise CPHS students?)</i></p> <p><i>Need to determine if partner wants to evaluate students – they may not. We will need to evaluate student experience overall, not just completion of learning objectives and tourism related issues.</i></p> <p><i>Much of the above is inherent in this. If not mutually designed, it's not sustainable.</i></p> <p><i>Need to keep focus on long term – continue to update and renew 5 year MOUs. Need to find external funding to assist with sustainability. (e.g.U.S. Embassy and Carnegie Foundation, etc.) Funding may be for particular research collaboration or a given project and expire. Need to consider what happens if</i></p>	No areas of academic compatibility	One area of compatibility	More than one area of compatibility	Multiple areas of academic compatibility across colleges	
<p>Engagement Opportunities*</p> <ul style="list-style-type: none"> What are the identified skills and needs of your partner institution? Do members from your partner institution have an active role in the leadership and design of the partnership? Who are the key people on the ground for implementation of the partnership and how are they included from the beginning? How will you evaluate the impact of your partnership? 		Unclear at this time	Mutual interest in one type of engagement (i.e. faculty exchange, joint teaching, research, travel seminar, rotations, student teaching)	Mutual interest in more than one type of engagement	Mutual interest in multiple types of engagement	
<p>Partner Human Resources^</p> <ul style="list-style-type: none"> Do members from your partner institution have an active role in the leadership and design of the partnership? How will you be able to sustain the institutional partnership? Is there a plan in place to adapt or end the partnership when needs have changed or goals have been met? 		Little or no evidence of faculty or administrative support for international engagement	Administrative interest, but no faculty commitment or connections and some faculty interest	Faculty commitment and some identifiable administrative support	Strong evidence of faculty commitment + administrative infrastructure dedicated	

(continued on next page)

Download English Version:

<https://daneshyari.com/en/article/4938057>

Download Persian Version:

<https://daneshyari.com/article/4938057>

[Daneshyari.com](https://daneshyari.com)