Global Health Experiences: Who Benefits?

2016 Combined Sections Meeting

Speaker(s):  
James Carey, PhD, PT  
Cheryl Footer, PT, PhD  
Jeff Hartman, DPT, MPH  
Lorna Hayward, PT, EdD, MPH  
Michel Landry, BScPT, PhD  
Dawn Magnusson, PT, PhD  
Nancy Mulligan, PT, DPT, OCS  
Karen Sawyer, PT, DPT, MA

Session Type:  
Educational Sessions

Session Level:  
Multiple

This information is the property of the author(s) and should not be copied or otherwise used without the express written permission of the author(s).

February 17-20, 2016  
Anaheim, California

HPA The Catalyst  
is the Section on Health Policy & Administration of the American Physical Therapy Association

www.aptahpa.org
Global Health Experiences: Who Benefits?

APTA Combined Sections Meeting
February 19, 2016
Anaheim, CA

COURSE DESCRIPTION: The increasing interest and engagement of physical therapists, physical therapy assistants, and students in global health experiences requires a set of guidelines, supported by research, for working in culturally diverse settings. More students are seeking global health content in their curricula and global health experiences in the United States (US) and abroad. Faculty in physical therapy programs in the US are working to provide such content and opportunities, and many clinicians are looking to share their expertise in resource-limited settings. However, the potential benefit of global health experiences for students, academic programs, clinicians and host communities must be weighed against the burden placed on each stakeholder. As a profession we have an obligation to make thoughtful programming decisions based on outcomes that are meaningful to multiple stakeholders. This educational session will provide participants with: 1) a framework for examining the ethical and logistical challenges associated with global health experiences and identifying meaningful outcomes for multiple stakeholders; and 2) a core set of guidelines for promoting socially responsible global health experiences and ensuring benefit to all participants.

COURSE LEARNING OBJECTIVES: After participating in the first of this two-part educational session, attendees will be able to:

1. Develop a rational for global health ethics and highlight key ethical considerations encountered in global health
2. Identify and prioritize strategies to enhance the planning, design, implementation, and evaluation of socially responsible global health experiences using evidence-informed guidelines
3. Identify meaningful outcomes for multiple stakeholders involved in global health experiences (i.e., communities, students, academic institutions, faculty and clinicians)

SPEAKER INFORMATION:
Michel D. Landry, BScPT, PhD
Duke University, Durham NC
mike.landry@duke.edu

James R. Carey, PT, PhD, FAPTA
University of Minnesota, Minneapolis MN
carey007@umn.edu

Dawn Magnusson, PT, PhD
Johns Hopkins University, Baltimore MD
dmagnus1@jhmi.edu

Cheryl Footer, PT, PhD
Regis University, Denver CO
cfooter@regis.edu
OUTLINE:

I. Introduction – Michel Landry

II. Ethical Considerations – Dawn Magnusson
   a. Case Study - Jasmine just completed her 2nd year of PT school and is spending 6 weeks in South America (partial fulfillment of a 12-week clinical experience). A few days into the rotation she learns that her preceptor will be unavailable for the remainder of the week. Community screenings are scheduled to take place over the next two days, and the local supervisor suggests that Jasmine step in to complete the screenings and provide brief interventions. Jasmine complies. On the first day of screenings Jasmine encounters a woman, and suspects her knee and hip pain are the result of poor arch support. Jasmine prescribes a few exercises (the woman does not appear to understand the purpose of these), and because the woman has no shoes, Jasmine offers her own extra pair.
   b. Ethical Issues
   c. Principles of Bioethical Frameworks
      i. Beneficence: doing good
      ii. Non-maleficence: doing no harm
      iii. Autonomy: respecting the rights of individuals to live their own lives and make their own decisions
      iv. Justice/Social Justice: seeking fairness in the distribution of benefits and burdens in society
      v. Solidarity: fostering relationships around common responsibilities and interests; aligning goals and values with those of the community
      vi. Introspection: reflecting on one’s own motivations, power, privilege and limits
      vii. Humility: assessing one’s limitations, acknowledging gaps in one’s knowledge, and relating to different cultures
   viii. Resources

III. Evidence-Informed Guidelines – James Carey
   a. Working Group on Ethics Guidelines for Global Health Training (WEIGHT)
   b. Conceptual Models of International Service Learning and Clinical Education


c. Guidelines for International Service Learning and Clinical Education
   i. Pechak CM, Black JD. Proposed Guidelines for International Clinical Education in US-Based Physical Therapist Education Programs: Results of a Focus Group and Delphi Study. *Phys Ther.* 2014;94(4)

IV. Measuring Global Health Outcomes – Cheryl Footer
   a. Center for Strategic and International Studies: Program Sustainability and Growth

   b. Methods
      i. Quantitative
      ii. Qualitative

   c. Measurement Tools
      i. Students
      ii. Community partners and Host Institution
      iii. Sending Institution

V. Lessons Learned – Jeff Hartman, Lorna Hayward, Nancy Mulligan, Karen Sawyer
   a. Reciprocity
   b. Relationships
   c. Structural Processes
   d. Sustainability

VI. Discussion