

Outcomes and Assessment of Virtual Global Health Experiences

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Objectives

- Learn how virtual study abroad experiences can provide students with increased intercultural and interprofessional competence.
- Review ways student learning through virtual study abroad can be assessed.
- Learn how virtual experiences expand access to students who otherwise may not be able to travel.

Background – Virtual Education Abroad

- Virtual Education Abroad existed long before Covid-19.
- Field of Virtual Study Abroad is diverse and growing quickly (Levinson and Davidson, 2015).
- Many benefits to virtual opportunities
 - Expands access (Rotoli, 2021).
 - Increases students perceived intercultural competence (Liu and Shirley, 2021).
 - Provides an opportunity for international engagement even when travel may be difficult or not possible

About Des Moines University

➤ Graduate Health Professions University

➤ 2nd oldest Osteopathic Medical School

➤ 9 programs

➤ Osteopathic Medicine

➤ Podiatric Medicine

➤ Physician Assistant

➤ Physical Therapy

➤ Public Health

➤ Healthcare Administration

➤ Anatomy

➤ Biomedical Sciences (MS and PhD)

➤ Located in Des Moines, IA

➤ 1500 students



Global Health at DMU

- International Rotations/internships (for credit)
- Short-term trips (no credit)
- Approximately sixteen international partnerships in twelve countries
- Creation of virtual experiences with international partners in 2020.
 - Offered 6 virtual experiences in 4 countries between 2020-2022
 - 4 of these virtual opportunities are continuing this year

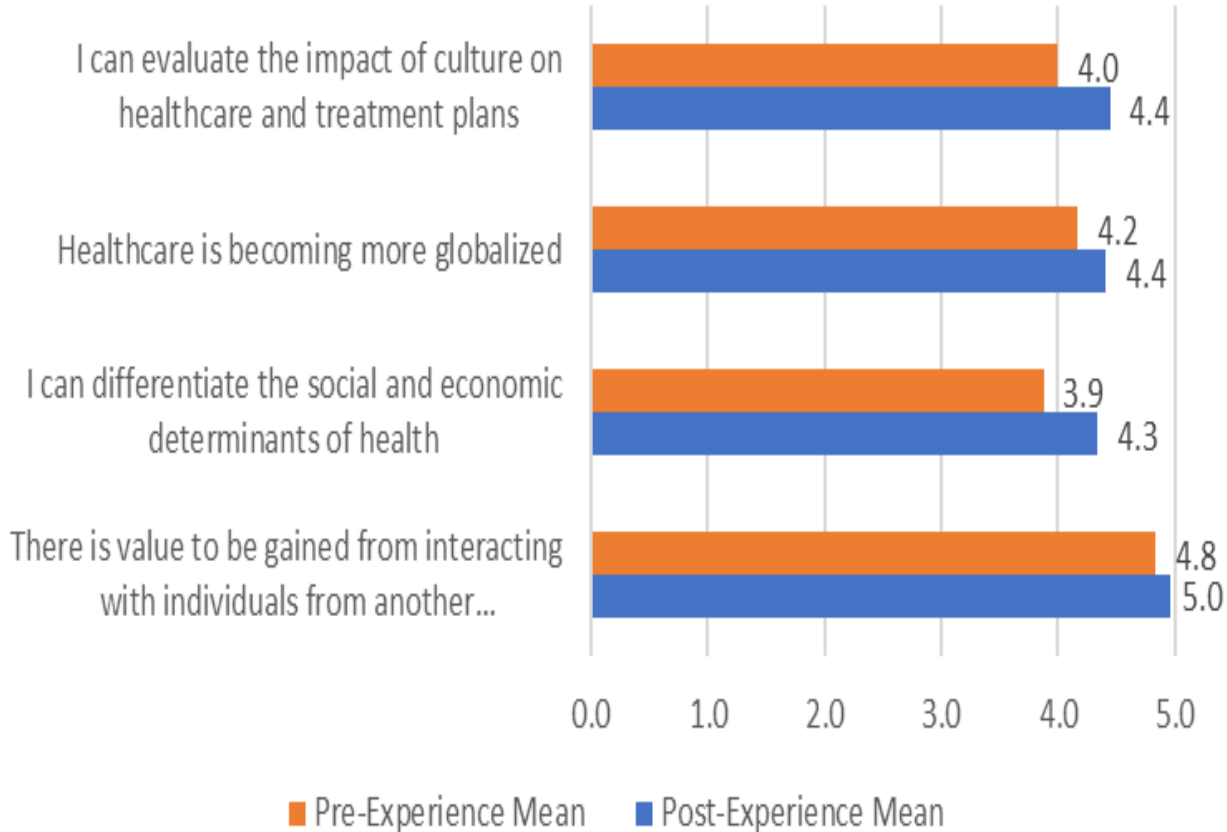
Methodology

- Purpose: Determine if virtual international experiences increase cultural and interprofessional competency
- Qualtrics survey
 - 2020-2021 – 73%-82% response rate
 - 33 unique rotations
 - 2021-2022 – 78% response rate
 - 41 unique rotations
- Pre- and Post-experience surveys sent to students
 - General experience questions
 - Statements presented on 5-point Likert Scale
 - Cultural Competency statements
 - Interprofessional Education statements
 - Post-experience survey only
 - Means calculated (Strongly Agree = 5, Strongly Disagree = 1)
- Approved by the DMU IRB

Globalization of Healthcare

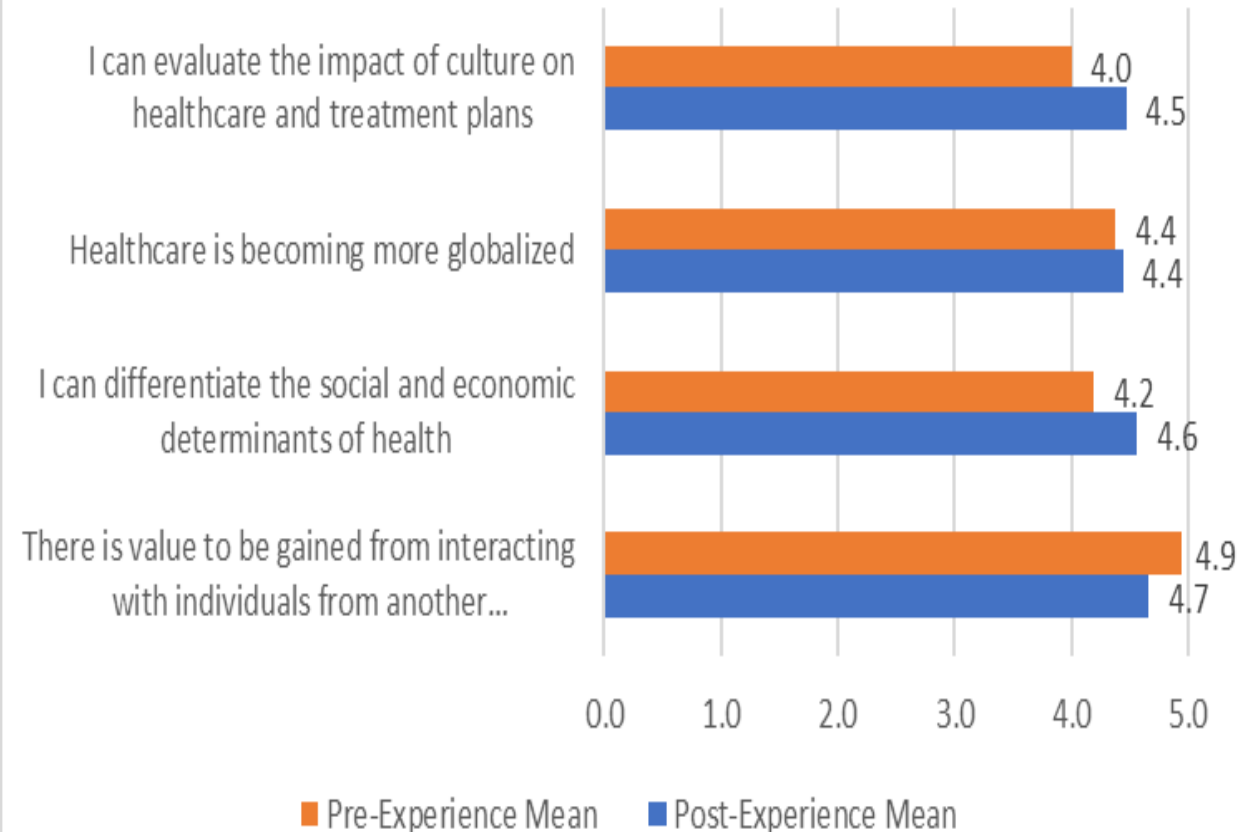
➤ 2020-2021

Pre-Experience and Post-Experience



➤ 2021-2022

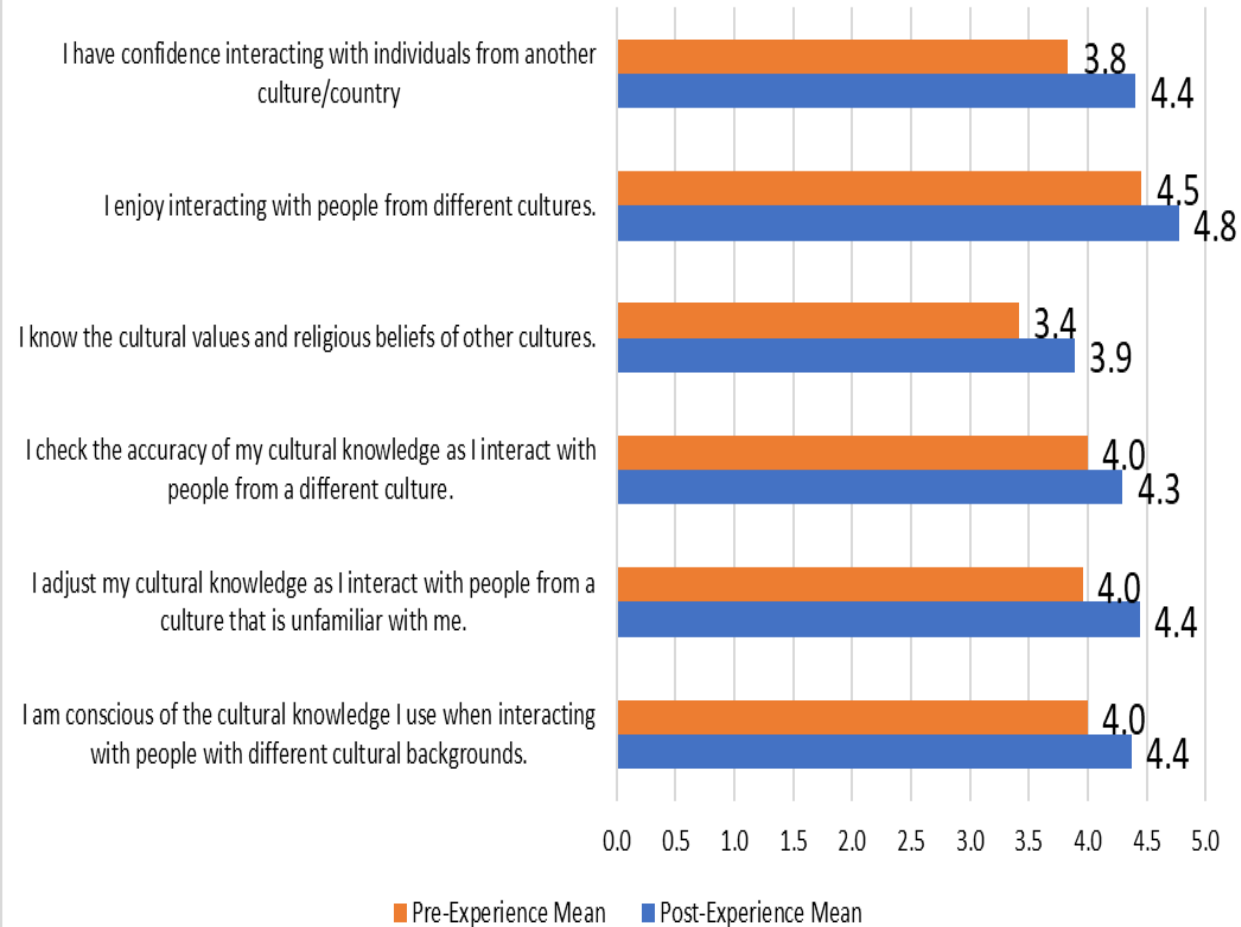
Pre-Experience and Post-Experience



Cultural Competency

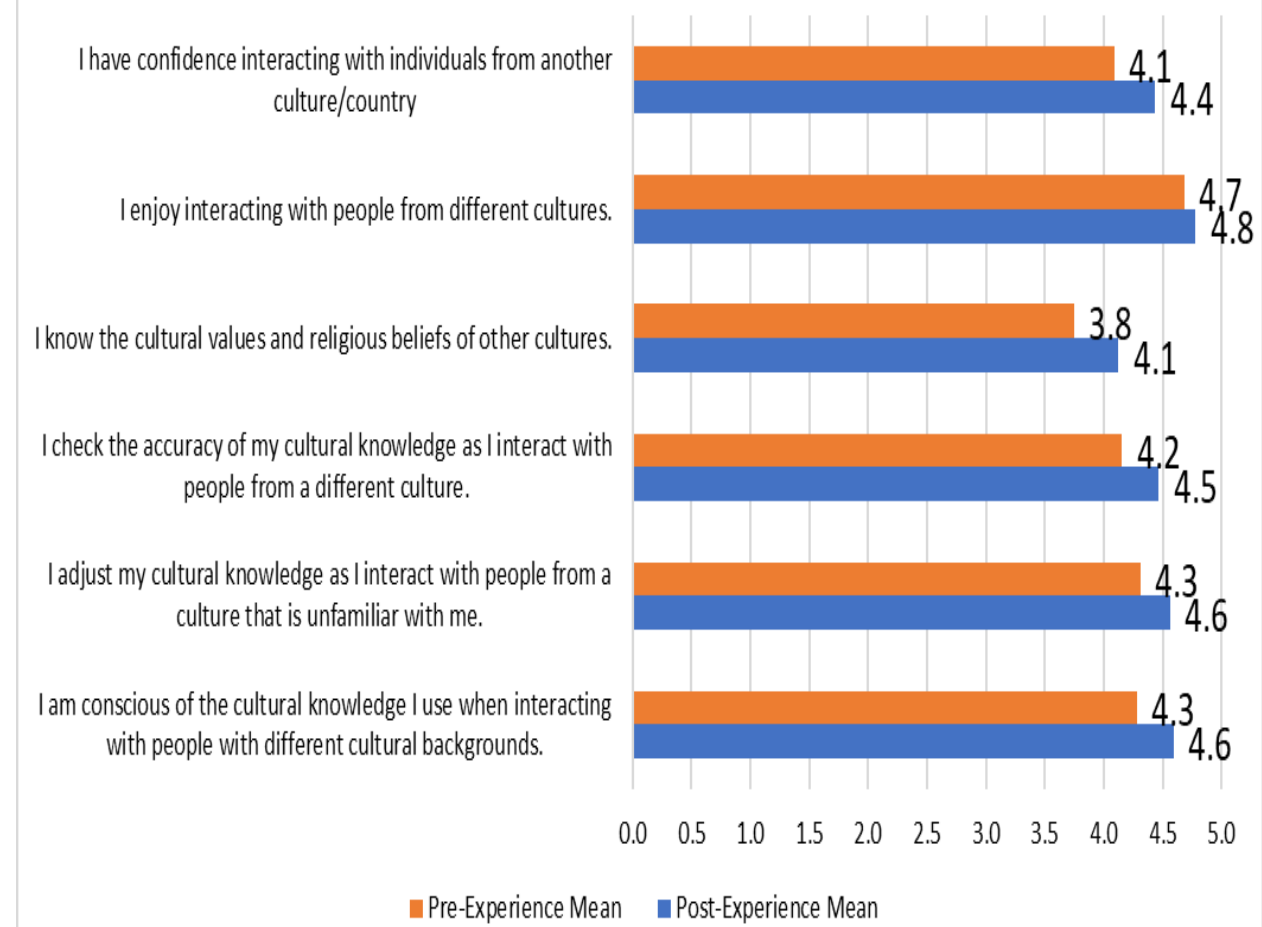
➤ 2020-2021

Pre-Experience and Post-Experience Means Comparison



➤ 2021-2022

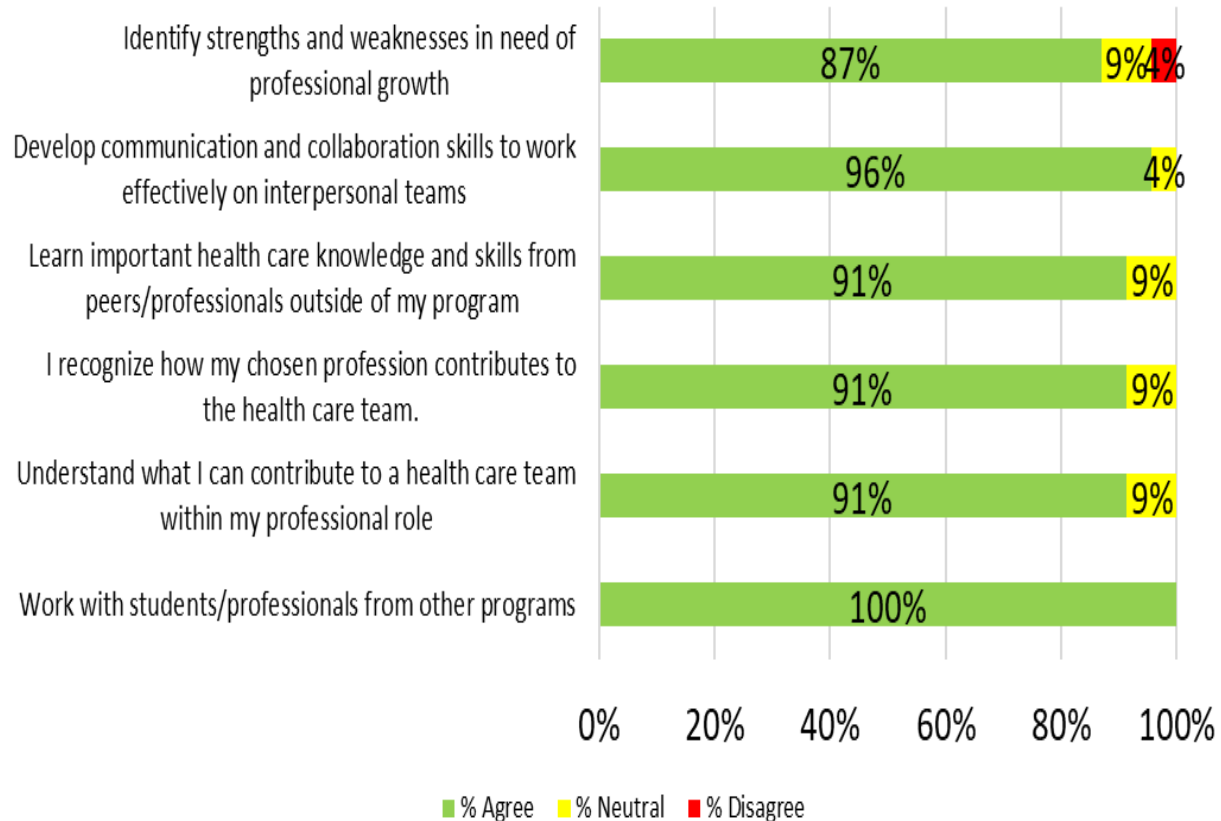
Pre-Experience and Post-Experience Means Comparison



Interprofessional Growth

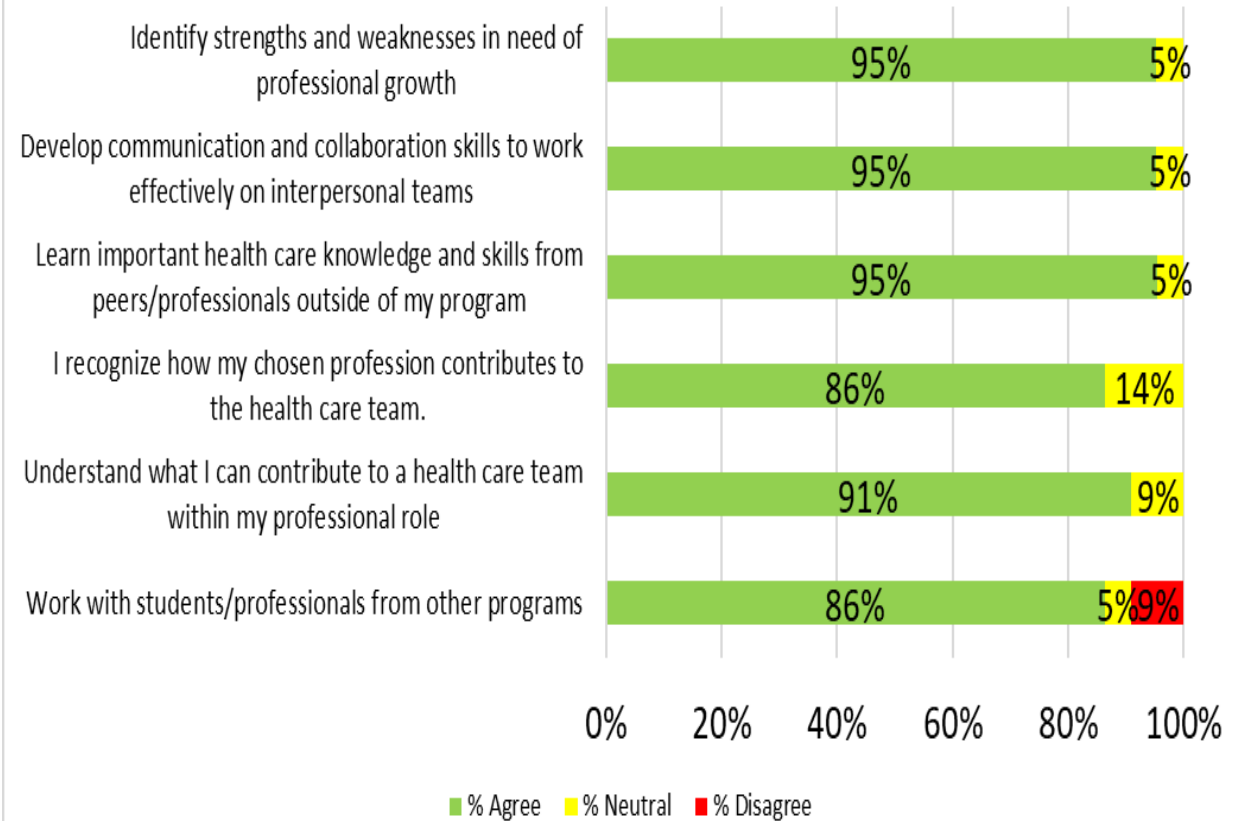
➤ 2020-2021

Post- Experience: In general, participation in the virtual global health experience this year helped me to:



➤ 2021-2022

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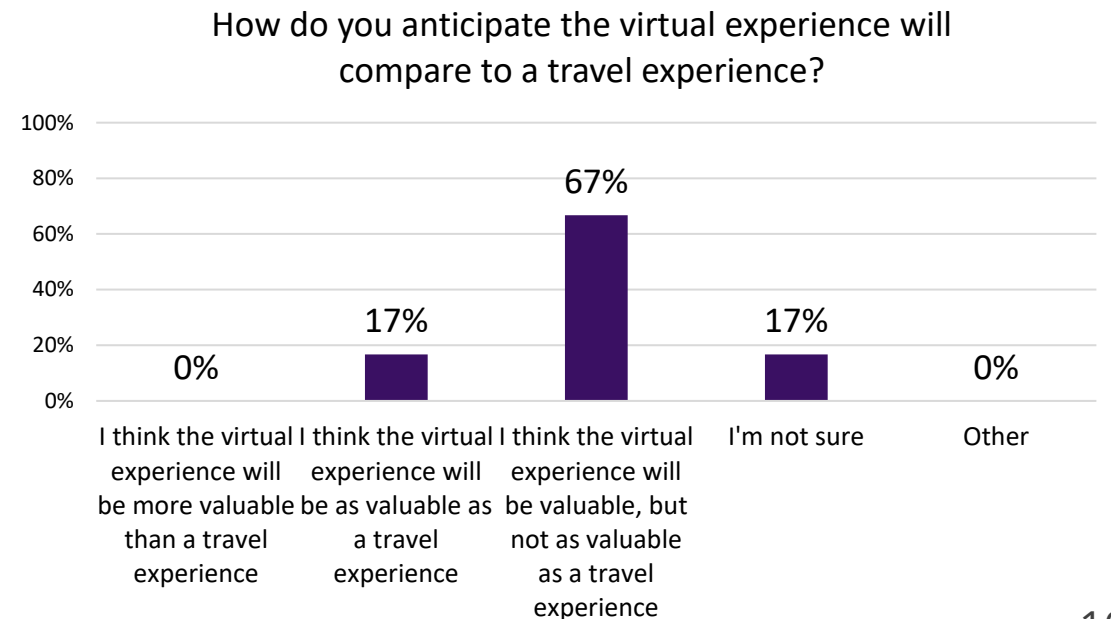
Perceived value of experience

➤ I think the virtual experience will be valuable, but not as valuable as a travel experience

- 20-21 AY – 89% students
- 21-22 AY – 67% students

➤ Overall virtual experience increased students' cultural competency and understanding of healthcare globalization

➤ Strongly agreed that experience increased interprofessional skills



Expanded Access for Global Health

- In 2020-2021, 63% of students who filled out the pre-experience survey indicated that they were not planning to travel abroad.
- In 2021-2022, 83% of students who filled out the pre-experience survey indicated that they were not planning to travel abroad.
- Cost was the number one reason cited for not planning a travel rotation
 - Family obligations
 - Scheduling issues
 - Covid-19 concerns
 - This choice was added the second year

Reflection/Looking Ahead

- Effect of student costs
 - In 2020-2021, Global Health paid 100% of the virtual experience costs
 - In 2021-2022, Global Health paid 50% of the virtual experience costs
 - In 2022-2023, Global Health is not paying any portion of the virtual experience costs
- Effect of resumption of travel
 - Will we see virtual participation continue to go down as more international sites open up for travel?
 - 2020-21 – 33 virtual rotations, 0 travel rotations (canceled)
 - 2021-22 – 41 virtual rotations, 13 travel rotations
 - 2022-23 – 10 scheduled virtual rotations, 50 scheduled travel rotations
- Department of Global Health future plans
 - Continuing with both virtual and travel options

Literature Cited

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Global Engagement Institute. Cultural Intelligence: Pre- and Post-program Assessment

Levinson, N. and Davidson, K. E. (2015) "Linking Trajectories: On-line Learning and Intercultural Exchanges," *International Journal for the Scholarship of Teaching and Learning*: Vol. 9: No. 2, Article 3. Available at: <https://doi.org/10.20429/ijsotl.2015.090203>

Liu, Y. and Shirley, T. (2021). Without crossing a border: Exploring the impact of shifting study abroad online on students' learning and intercultural competence development during the COVID-19 pandemic. *Online Learning*, 25(1), 182-194. <https://files.eric.ed.gov/fulltext/EJ1286986.pdf>

Rotoli, A. (2021). "The Pandemic Rattled Study Abroad – then Transformed it for the Better," *Harvard Business Publishing Education*. Available at: <https://hbsp.harvard.edu/inspiring-minds/the-pandemic-rattled-study-abroad-then-transformed-it-for-the-better>



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