Service-Learning and Local/Global Health

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VIEWPOINT

Service Learning as a Framework for Competency-Based Local/Global Health Education

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San Jose, Santa Barbara, San Francisco, CA

INTRODUCTION

Service learning is a field that can provide the foundation for emphasizing the relevancy and realities of local/global health. Service learning is now widely accepted as a form of experiential education in which students “engage in activities that address
Framework for Global Health Education in Postgraduate Family Medicine Training

Available online at: http://globalhealth.ennovativesolution.com

Global service-learning (GSL)

Global service-learning (GSL)
a community-driven service experience that employs structured, critical reflective practice to better understand self, culture, positionality, social and environmental issues, and social responsibility in a manner that highlights the impact of global structures in local context. (Hartman, Kiely, Friedrichs, and Boettcher, 2017)

Incorporates both domestic and international experiences that aim to increase global learning (Whitehead, 2015).

Learner outcomes – global learning
- Global citizenship
- Intercultural competence
- Civic engagement
- Critical reflection
- Tools / resources

Community outcomes
- “Community”
- Intended project outcomes
- Additional perceived outcomes
- Risks and negative outcomes
- Tools / resources

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<table>
<thead>
<tr>
<th>Table 1. Required Components of Global Service-Learning Initiatives</th>
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<tbody>
<tr>
<td>Community-driven service</td>
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<tr>
<td>Intercultural learning and exchange</td>
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<tr>
<td>Consideration of global citizenship</td>
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<tr>
<td>Continuous and diverse forms of critically reflective practice</td>
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<tr>
<td>Deliberate and demonstrable learning</td>
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<td>Ongoing attention to power and privilege throughout programming and coursework.</td>
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<td>Safe programs²</td>
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• **Civic engagement** – “working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference.”

• **Ethical reasoning** – “requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.”

• **Intercultural knowledge & competence** - "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.”
Research & tools: Global learning

International education

Bennett, 1993, 2012

Braskamp, Braskamp, & Engberg, 2014

Intercultural Development Inventory (IDI)

Global Perspectives Inventory (GPI)
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Measure/ theoretical contribution</th>
<th>Population &amp; intervention</th>
<th>Outcome(s) measured</th>
<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bennett, 1993, 2012</td>
<td>Developmental Model of Intercultural Sensitivity (DMIS)</td>
<td>College students exposed to study abroad; also employed in corporate and other settings</td>
<td>Intercultural competence</td>
<td>Developed out of the international education literature with limited focus on civic engagement</td>
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<tr>
<td>Braskamp, Braskamp, &amp; Engberg,</td>
<td>Global Perspectives Inventory (GPI)</td>
<td>Primarily college students, primarily study abroad</td>
<td>Global learning development – cognitive (knowing &amp; knowledge),</td>
<td>Developed out of international education literature with limited focus on</td>
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Research & tools: Global learning

- Civic engagement
  - Lough, McBride, & Sherradan, 2012
  - Morais & Ogden, 2011
  - Niehaus, 2012; Niehaus & Crain, 2012

- International Volunteering Impacts Survey (IVIS)
- Global Citizenship Scale
- National Survey of Alternative Breaks
<table>
<thead>
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<th>Author(s)</th>
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<th>Population or intervention</th>
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<th>Limitations</th>
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<tr>
<td>Lough, McBride, &amp; Sherraden, 2012</td>
<td>International Volunteering Impacts Survey (IVIS)</td>
<td>International volunteers who participated in placements between 2 &amp; 52 weeks</td>
<td>International contacts, open-mindedness, international understanding, intercultural competence, civic activism, &amp; community engagement</td>
<td>Data limited to two volunteer programs; not all constructs were fully validated</td>
</tr>
<tr>
<td>Morais &amp; Ogden, 2011</td>
<td>Global Citizenship Scale</td>
<td>College students participating in study</td>
<td>Social responsibility, global competence (including intercultural competence), &amp; global</td>
<td>Social responsibility was an unclear dimension in the</td>
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Multi-institutional assessment tool that employs **quantitative and qualitative** methods to better understand relationships among **program variables** and student learning, specifically in respect to **global learning** goals identified by the Association of American Colleges and Universities (AAC&U, 2014)

<table>
<thead>
<tr>
<th>Seven Scales</th>
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<tbody>
<tr>
<td>Intercultural Competence – Communication</td>
<td>ICC</td>
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<tr>
<td>Intercultural Competence – Self-awareness</td>
<td>ICSA</td>
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<tr>
<td>Civic Engagement – Efficacy</td>
<td>CEE</td>
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<tr>
<td>Civic Engagement – Political Voice</td>
<td>CEPV</td>
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<tr>
<td>Civic Engagement – Conscious Consumption</td>
<td>CECC</td>
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<tr>
<td>Civic Engagement – Values</td>
<td>CEV</td>
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<tr>
<td>Critical Reflection</td>
<td>CR</td>
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<td>Community outcomes</td>
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<tr>
<td><strong>GSL</strong></td>
<td></td>
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<td>(Reynolds, 2014)</td>
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<td>(Larkin, 2015)</td>
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<td><strong>International Volunteering</strong></td>
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<td>(Lough &amp; Mathews, 2014)</td>
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<td><strong>Global Health</strong></td>
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<td>(Kung et al, 2016)</td>
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<td>(Friedman, 2016)</td>
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<td>(DeCamp, 2014)</td>
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“Measuring & conveying the added value of international volunteers” (Lough & Mathews, 2014)

“Complementary contributions”

- Inclusiveness and equity
- Social capital
- Cultural understanding and exchange
- Trust
- Inspiration and optimism
“Host community perspectives on trainees participating in short-term experiences in global health” (Kung et al, 2016)

Benefits for hosts included...
improvements in job satisfaction,
local prestige, global connectedness,
local networks,
leadership skills,
resources and sense of efficacy within their communities

Host collaborators called for improvements in...
HIC trainee attitudes and behaviors
& asked that trainees not make promises they would not fulfil.
WHAT TO LOOK FOR IN GLOBAL SERVICE LEARNING
6 STANDARDS OF PRACTICE TO GUIDE YOUR DECISIONS

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1. ORGANIZATIONAL ALIGNMENT
Do the sending, intermediary, and host community entities really share the same mission, commitment and capacity to collaborate? Or is one using another to achieve their own goals? Do the people involved have the proper credentials to deliver what they promise? Or are they working in an uncoordinated and complex space without proven competencies?

WHAT TO LOOK FOR
- Aligned missions, equitable relations, critical thinking, and dialogue among stakeholders
- Evidence of long-term commitment to collaborative practices and common goals
- Professionals with related academic preparation and professional experience in international education and community development

WHAT TO AVOID
- Organizations that are aimlessly jumping on a trend of internationalization without purpose
- Confusing academic, commercial, cultural, or community visions, values, and methods
- Amateurs with an abundance of enthusiasm and a shortage of pertinent qualifications

WHY IT MATTERS
Aligned sponsoring, intermediary, and community organizations produce more defined reciprocal public benefits and less vague mutual private benefits that advance the overall aims of global education and community development.

2. SUSTAINABLE MANAGEMENT
Are the organizations ethically managing their legal, financial, administrative, and human resource functions in compliance with formal requirements and best practices? Or are they taking advantage of unregulated spaces to operate informally? Is there openness and in-depth transparency or reluctance and superificial sharing?

WHAT TO LOOK FOR
- Civic licences to operate and written partnership agreements with communities and stakeholders
- Proactive disclosure and explanation of financial statements and access to substantive information
- Staffing policies and manuals, codes of conduct, fair remuneration, and professional development

WHAT TO AVOID
- Organizations that are operating without any public status or established local partnerships
- Simplicity and one-time financial reporting that boasts of low overhead and impressive high impact
- Exploitation of people in uneven power relationships with less access to resources

WHY IT MATTERS
Sustainable and ethically operated sponsoring, intermediary, and community organizations have a long-term, accountable presence that engages local authorities, extends public networks, develops local capacity, and supports collective initiatives.

3. RESPONSIBLE MARKETING
How are words, images, and symbols used to promote engagement and outcomes? Respectfully, realistically, accurately, and consensually? Or do they perpetuate stereotypes, reinforce clichés, provoke pity, glorify individuals, exaggerate claims, or misuse cultural icons? Does content analysis lead to clear and mission-relevant messaging? Or to faulty assumptions and slactivism?

WHAT TO LOOK FOR
- Text that uncovers assumptions about power, privilege, outcomes, and personal agency
- Images that are genuine, balanced, and dignified that provide context and perspective
- Modest and qualified use of short and long-term claims reflective of both success and limitations

WHAT TO AVOID
- Text that presents short and easy solutions and predicts grand outcomes and amplified impact
- Images that gratuitously use or idealize children and vulnerable populations without consent
- Symbols or unverifiable statistics that over-simplify complex issues and wicked problems

WHY IT MATTERS
Responsible marketing materials inform and inspire local and global engagement rooted in reality not illusion, and invite multi-faceted collective participation not one dimensional individual solutions.
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4 INTEGRATED IMPLEMENTATION

Is the program and/or project identified, designed, prepared, and implemented within a shared theory of change and operationalized in a logic model? Or is it segmented solely by function and convenience based on assumed roles? Are there common strategies, resources, and decisions? Or unrelated independent activities?

WHAT TO LOOK FOR

✓ Shared processes, roles, responsibilities, and solutions across organizations
✓ Comprehensive pre/during/post experience materials and itineraries for all parties
✓ Connection between systemic local and global issues; interdependence not independence

WHAT TO AVOID

✗ Northern organizations assuming substance, Southern ones relegated to logistics
✗ One-sided attention to broadening the participants, but not communities, service learning experience
✗ Adventure-destination and consumer-oriented international travel that appropriates cultures

WHY IT MATTERS

Integrated design and implementation reduces neo-colonial tendencies while challenging and raising the capacity of all entities to demonstrate true partnership and a more equitable distribution of responsibilities, risks, and rewards.

5 PROTECTION OF PEOPLE & PLANET

What safeguards are in place to protect children, vulnerable populations, and the environment from harm? Is the need for them articulated and reflected in policies, procedures and training? Or are boundaries and obligations forgotten in the excitement of travel and absence of regulation?

WHAT TO LOOK FOR

✓ Protocols for contact with children and vulnerable populations that protect privacy, prevent interference, exploitation or abuse
✓ Codes of conduct for photography that honor cultural norms and require respectful use of images by individuals and organizations
✓ Health, safety, and conservation practices for visits to urban, rural, natural, wildlife and heritage sites
✓ Carbon offset mechanisms for air travel

WHAT TO AVOID

✗ Unrestricted access, contact, and voyeurism of children and vulnerable populations
✗ Unbounded photography of people as objects, posting of images without consent, and use of images in marketing materials without recognition
✗ Lack of evidence of due diligence, health and safety risk mitigation, and carbon offset strategies

WHY IT MATTERS

The rights of children and vulnerable populations merit respect and legal and moral obligations exist to protect all people and our planet from harm.

6 REALISTIC EVALUATION

How are inputs, activities, outcomes, and indicators chosen to be monitored, evaluated and shared effectively? Is reliable and valid quantitative and qualitative data collected? Or are reports mostly anecdotal and episodic? What metrics are employed and who benefits from analysis? Or do feedback loops appear self-serving?

WHAT TO LOOK FOR

✓ Data collected by a variety of means over time from a sufficient number and scope of consenting sources
✓ Recognition of the complexity of evaluation and the limitations of findings – for example, deadweight, displacement, and drop-off effects
✓ Credibility gained from failure reporting, external evaluators and on-going research efforts

WHAT TO AVOID

✗ Findings derived from unreliable or invalid data
✗ Organizations that invest a lot in evaluation and a lot in promoting simplistic results as impact
✗ Resistance to external critique or performance analysis

WHY IT MATTERS

Realistic evaluation measures allow organizations to incrementally improve their efficacy and efficiency in a credible and constructive context.

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