



Physician Assistant Education Association

Annual Education Forum – 2010

Session 1031 - FOCUSED DISCUSSION

10/22/10

11:00-11:50am

Salon IX/X

## **Global Warning:**

**How Can We Adequately Prepare PA  
Students for Participation in  
International Clinical Rotations?**

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# Session Objectives

## **At conclusion of this session, participants will:**

- Recognize how adequate student preparation may contribute to more successful participation in international clinical rotations
- Identify the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) standards for student participation in international rotations
- Discuss components of student preparation related to transportation, pre-travel medical evaluation, cultural orientation, and an introduction to global health topics
- Describe educational formats and strategies for delivering preparatory content related to international rotations within program curricula
- List resources and organizations related to international rotation content areas that can be utilized to promote adequate student participation



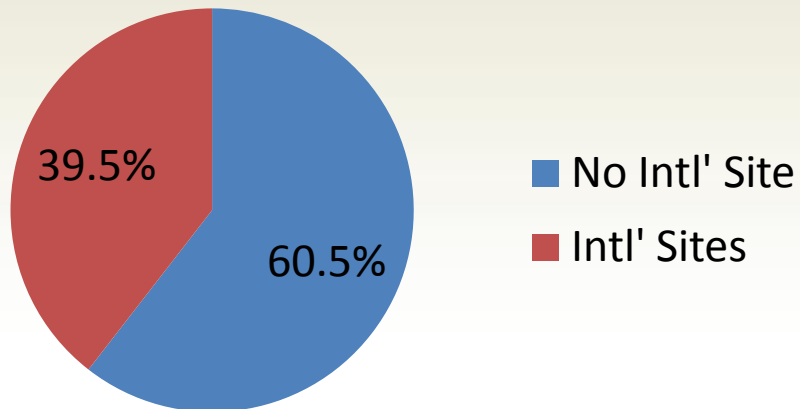
# Session Outline

- Topic Rationale
  - Survey & Research Outcomes
- Established Rules
  - ARC-PA Standards, 4<sup>th</sup> Ed.
- Established Guidelines:
  - Association of Physician Assistant Programs (APAP) Ad Hoc Committee on International PA Education
  - PAEA International Affairs Committee
  - American Academy of Physician Assistants (AAPA)
- Focused Discussion
  - Small Group Discussion
  - Large Group Discussion
- Faculty & Program Resources

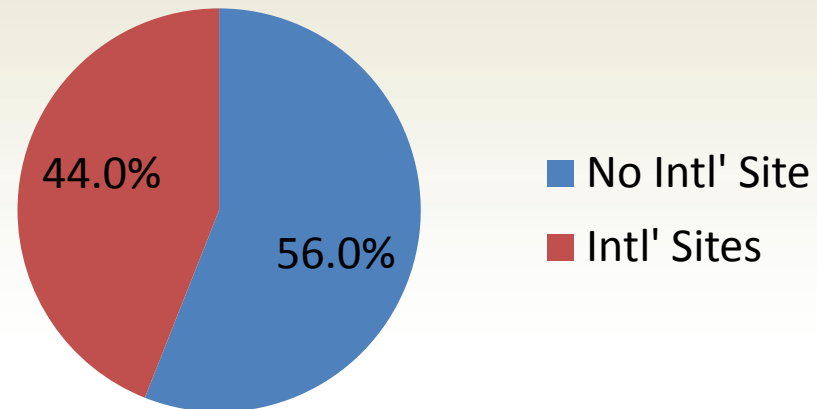
## Topic Rationale

# PAEA Program Survey Data

- **25<sup>th</sup> PAEA Annual Report on PA Educational Programs in the United States [2008-2009]**
  - 52 of 132 Respondents



- **PAEA International Affairs Committee International Clinical Rotation Survey [2009]**
  - 47 of 107 Respondents





## Topic Rationale

# **A Report on the Findings of the APAP Ad Hoc Committee on International PA Education (2003)**

## Benefits of International Rotations: Students

- Learn About Endemic Disease
  - Broaden Cultural Competency
  - Changes in Social Values
  - Strategies to Provide Care with Limited Resources
  - Non-Western, Alternative Treatments
  - Foreign Health Care Policy and Impact on Care
  - Gain Global Perspective on Health Care
- 
- Note: Potential Benefits have also been Identified for PA Program and the Clinical Sites



## Topic Rationale

# Journal of Physician Assistant Education

*Global Clinical Experiences for Physician Assistant Students. (2007)*

“Overall, an international rotation can be a benefit for both the students and the program, provided **adequate preparation** is completed prior to the rotation, **adequate communication** maintained during the rotation, and an **evaluation of the experience** completed after the rotation.”

## ARC-PA Standards (4<sup>th</sup> Edition)

### Directly Related to International Rotations

**A3.07:** The program *must have and implement a **policy on immunization** of students and such policy must be based on current Centers for Disease Control recommendations for health professionals.*

**ANNOTATION:** Programs offering *rotations at international sites are expected to have policies that **include information on CDC recommendations for international travel.***



## Established Rules

### ARC-PA Standards (4<sup>th</sup> Edition)

#### Pertinent to Orienting Students Prior to International Rotations

**A3.08:** The program *must inform students of written policies addressing student **exposure to infectious and environmental hazards** before students undertake any educational activities that would place them at risk.*

**ANNOTATION:** Policies related to infectious and environmental hazards are expected to address methods of prevention; procedures for care and treatment after exposure, including definition of financial responsibility; and the effects of infectious and environmental disease or disability on student learning activities.





## Established Rules

### ARC-PA Standards (4<sup>th</sup> Edition)

#### Pertinent to Orienting Students Prior to International Rotations

**A3.10:** The program *must have written policies that provide for **timely access and/or referral of students to services addressing personal issues** which may impact their progress in the PA program.*



## Established Rules

### ARC-PA Standards (4<sup>th</sup> Edition)

#### Pertinent to Orienting Students Prior to International Rotations

**A3.14:** The program *must define, publish and make readily available to enrolled and prospective students general program information to include:*

**f) estimates of all costs** (tuition, fees, etc.) related to the program,

**B1.05** The curriculum *must include instruction about **intellectual honesty and appropriate academic and professional conduct.***



## Established Rules

### ARC-PA Standards (4<sup>th</sup> Edition)

#### Pertinent to Orienting Students Prior to International Rotations

**B1.06:** The curriculum *must include instruction to prepare students to provide medical care to patients from **diverse populations**.*

**ANNOTATION:** Quality health care education involves an ongoing consideration of the constantly changing health care system and the impact of racial, ethnic and socioeconomic health disparities on health care delivery. Instruction related to medical care and *diversity prepares students to evaluate their own values and avoid stereotyping. It assists them in becoming aware of differing health beliefs, values and expectations of patients and other health care professionals that can affect communication, decision-making, compliance and health outcomes.*



## Established Rules

### ARC-PA Standards (4<sup>th</sup> Edition)

#### Pertinent to Orienting Students Prior to International Rotations

**B1.09:** For each didactic and clinical course, the program *must define and publish **instructional objectives** that guide student acquisition of required competencies.*

**ANNOTATION:** *Instructional objectives stated in measurable terms allow assessment of student progress in developing the competencies required for entry into practice. They address learning expectations of students and the level of student performance required for success.*



## Established Guidelines

# **A Report on the Findings of the APAP Ad Hoc Committee on International PA Education (2003)**

“Minimizing the risk to the student while providing an enriching cultural and medical experience is a priority for an international rotation.”

“Students must be adequately prepared for and understand the risks associated with the rotation.”

“Programs are encouraged to develop an orientation program to prepare students for international rotations.”



## Established Guidelines

# **A Report on the Findings of the APAP Ad Hoc Committee on International PA Education (2003)**

“Some issues programs must consider when preparing students for international rotations include safety and security, the health care and social infrastructure of the host country, and cultural differences.”

“The student should understand prevalent social and community beliefs in the host country that may affect health care.”

“Students and faculty on rotation should have a clear plan for ongoing communication with the PA program and a special means of contacting the program in case of emergencies.”



## Established Guidelines

### **A Report on the Findings of the APAP Ad Hoc Committee on International PA Education (2003)**

“Student orientation should include a review of common illnesses and diseases that may be encountered; availability of medication and medical resources; clinics’ hours of operation; climate; availability of refrigeration, electricity, purified water, and toilet facilities; meals; anticipated expenses; student lodgings; and appropriate dress.”



## Established Guidelines

# AAPA Ethical Guidelines

- PA students on international rotations are expected to adhere to AAPA's Guidelines for PAs Working Internationally.

### Guidelines for Physician Assistants Working Internationally Policy of the American Academy of Physician Assistants

Adopted May 2001, Reaffirmed 2006

- PAs should establish and maintain the appropriate physician/PA team.
- PAs should accurately represent their skills, training, professional credentials, identity or service both directly and indirectly.
- PAs should provide only those services for which they are qualified via their education and/or experiences, and in accordance with all pertinent legal and regulatory processes.
- **PAs should respect the culture, values, beliefs, and expectations of the patients, local health care providers, and the local health care systems.**
- **PAs should take responsibility for being familiar with, and adhering to the customs, laws, and regulations of the country where they will be providing services.**
- When applicable, PAs should identify and train local personnel who can assume the role of providing care and continuing the education process.
- All PAs working internationally need to adhere to the above guidelines, as well as the Guidelines for Ethical Conduct for the Physician Assistant Profession.



## Focused Discussion

### *How Can We Adequately Prepare PA Students for Participation in International Clinical Rotations?*

- Focus on Student Preparation, Rather Than Program or Clinical Site Preparation
- Share Past Experiences and New Ideas
- Write Realistic, Meaningful Objectives
- Identify Potential Content Resources
- Develop Methods for Delivering Content within the Larger Curriculum



## Focused Discussion

### *How Can We Adequately Prepare PA Students for Participation in International Clinical Rotations?*

#### Proposed Content Areas for Small Groups

- 1) Practical, Travel-Related Preparation Activities
- 2) Public Health Knowledge Base
- 3) Host Country Health System & Clinical Site
- 4) Professionalism, Ethics, & Privacy Considerations
- 5) Culture & Adjustment
- 6) Evaluation Measures



# Small Group Discussion

## 15 Minutes

### Proposed Content Areas for Small Groups

- 1) Practical, Travel-Related Preparation Activities
  - 2) Public Health Knowledge Base
  - 3) Host Country Health System & Clinical Site
  - 4) Professionalism, Ethics, & Privacy Considerations
  - 5) Culture & Adjustment
  - 6) Evaluation Measures
- **Objectives**
    - *What are your group's objectives for promoting positive learning experiences?*
  - **Resources**
    - *What resources will your group utilize as a source for content?*
  - **Content Delivery**
    - *How will your group deliver the content to students?*



# Large Group Discussion

## 20 Minutes

### Proposed Content Areas

- 1) Practical, Travel-Related Preparation Activities
- 2) Public Health Knowledge Base
- 3) Host Country Health System & Clinical Site
- 4) Professionalism, Ethics, & Privacy Considerations
- 5) Culture & Adjustment
- 6) Evaluation Measures

- **Objectives**

- *What are your group's objectives for promoting positive learning experiences?*

- **Resources**

- *What resources will your group utilize as a source for content?*

- **Content Delivery**

- *How will your group deliver the content to students?*



# Faculty & Program Resources

## Organizations

- Physician Assistant Education Association (PAEA)
- American Academy of Physician Assistants (AAPA)
- Global Health Education Consortium (GHEC)
- Global Health Council (GHC)
- Bureau of Consular Affairs, U.S. Department of State
- Centers for Disease Control (CDC)
- World Health Organization (WHO)



# Faculty & Program Resources

- Health Sciences or Medical Library & Librarians
- Other Academic Departments
- Liaisons at International Clinical Site or Host Country
- Travel Books
- Journal Articles
- Other PA Programs & Educators



# Questions for Future Discussion & Research

- What is “adequate” student preparation?
- What other content areas should be considered for student preparation?
- What are potential solutions for common challenges to adequately preparing students?

**Other Questions???**



# References

Physician Assistant Education Association (PAEA) Data and Research Work Group. *Twenty-fifth annual report on physician assistant programs in the United States 2008-2009*.

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American Academy of Physician Assistants (AAPA). *Guidelines for Physician Assistants Working Internationally Policy of the American Academy of Physician Assistants*. <http://www.aapa.org/advocacy-and-practice-resources/practice-resources/international/practicing-internationally#Ethical%20Guidelines>. Adopted May 2001, Reaffirmed 2006. Accessed October 4<sup>th</sup>, 2010.





***“The will to win is important,  
but the will to prepare is vital.”***

- Joe Paterno

**Thank You for Your Participation!**

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## **Global Warning: How Can We Adequately Prepare PA Students for Participation in International Clinical Rotations?**

### **Post Session – Small Group Discussion Notes**

**NOTE:** ALL CONTENT IS DIRECTLY QUOTED FROM THE SMALL GROUP WORKSHEETS COLLECTED AT THE COMPLETION OF THE SESSION.

#### **Practical, Travel-Related Preparation Activities**

- Objectives: “Students must obtain passport, VISA (PRN), travel insurance; Students arrange transportation – flights, onsite travel; cultural/language issues; currency exchange; travel meds; deadlines.”
- Resources: “CDC website; state department (embassies, medical care).”
- Methods for Content Delivery: “Meetings with small groups; Monitor progress on checklist.”

#### **Public Health Knowledge Base**

- Objectives: “After the Global Health Orientation Session, the PA Student will: 1) described the epidemiology of the most common disease at the host country, 2) describe a profile of the host country, 3) describe the epidemiological transition in the host country (from accidental disease to chronic disease), 5) describe health disparities in host country.”
- Resources: “Host site; CIA Fact Book; Travel Clinic Resources; WHO; CDC; Medline Search; Local people from host country; Lonely Planet travel books.”
- Methods for Content Delivery: “Presentations and web-based.”

#### **Host Country Health System & Clinical Site**

- Objectives: “Exposure to International Health and Tropical Medicine; Understanding of Other Culture; Students Write Their Own Objectives.”
- Resources: “Host Hospital/Clinic Websites; Host Country Website, Health Care System; State Department Website; CDC; AAPA Website on Intl Rotations.”
- Methods for Content Delivery: “Clinical Orientation; 1 on 1 Discussion; Post Info in Blackboard (Online Management System)”
- Other Notes: “Travel Insurance”

### **Professionalism, Ethics, & Privacy Considerations**

- Objectives: “respecting culture; do no harm – know your scope; no photography of people during rotation; may not be privacy – respect they might not have our tools; 1) Students will demonstrate respect for the culture surrounding their rotational site, 2) Students will be familiar with the laws, customs, and scope of practice within their clinical site locations.”
- Resources: “AAPA statement; Center for Global Health – tag on to sites used for other medical students; Checklist of necessities to work off of/preparation checklist.”
- Methods for Content Delivery: “Preceptor evaluation (assess respect, ethics); signed document – agree to abide laws/customs within your assigned location; meeting with other who have gone before; outline info regarding rotations for students who are consideration int’l rotations.”
- Other Notes: “AAPA statement; conditions of participation; sign formal agreement.”

### **Culture & Adjustment**

- Objectives: “Language Preparation – students participate in elective courses (Chinese, Spanish); Use self-directed learning; Describe in an essay what they know about the culture.”
- Resources: “Use movies to prepare students; students to watch ER and learn DVDs; textbooks on history of the Middle East; students to read local newspapers; government websites (CIA/WHO/CDC).”
- Methods for Content Delivery: “Reflection journal each night; post briefing; evaluation measures.”

### **Evaluation Measures**

- Objectives: “Students will prepare a pre-trip paper discussion outlining their expectations of what they will experience and encounter on their rotation; compare to a post-trip paper, presentation, identify differences in healthcare in different countries, including attitudes and disease processes.”
- Resources: “Clinical log/Typhon; journals; public/classroom presentation (including language, culture, system, food, technology, relief systems); preceptor evaluation.”
- Methods for Content Delivery: “Site evaluation for housing, safety, sanitation, health, evacuation, language, culture, legal, embassy; Evaluation of student – emphasis on new culture, flexibility, adaptability; Presentation.”

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