

All Aboard?: Student Selection for International Learning Experiences

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- None

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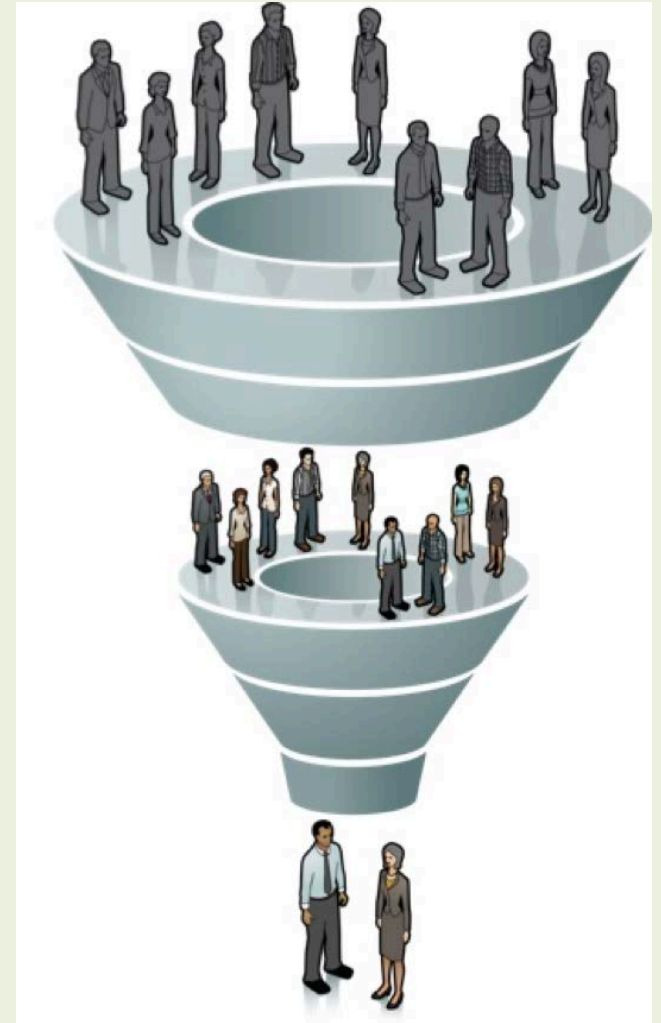
Session Objectives

At the conclusion of this session, participants will be able to:

- 1. Recognize students' knowledge, skills, and attitudes that may predict success during international experiences that may be identified during the selection process**
- 2. Describe how the application process can inform students about the requirements and expectations of the international learning experience**
- 3. Discuss various methods for application review, student selection, and requirements for maintaining eligibility for participation in international learning experiences**
- 4. Compare and contrast the applicability of the student selection process for international experiences for other educational experiences that involve student selection**

Session Outline

- I. Introduction
- II. Small Group Discussion
- III. Large Group Discussion
- IV. Conclusions



International Learning Experiences (ILE) in PA Education

- International Clinical Rotations
- Service-Learning Experiences
- ~ Other elective or selective experiences

Flash Poll

- *How many educators here are at programs that offer international clinical rotations?*
- *How many educators here are at programs that offer international service-learning experiences?*

What We Know

- **Described benefits of ILE for health students**
 - Self serving
 - Altruism
- **Limited information on best practice guidelines to maximize benefits and manage challenges of ILE**

Perceived Incentives and Barriers of ILE

Incentives

- Students' interests
- Unique learning experience/perspective
- Exposure to other country's health care experience
- Exposure to underserved areas
- Global health interest
- Successful past experience
- Cultural experience/cultural diversity
- Keeping with mission of institution
- Expand program's visibility internationally
- Medical mission work

Barriers

- Difficult to arrange site visits to students on rotation
- Student safety issues
- Lack of funding
- Increased costs/requirements
- Lack of structure at sites
- Lack of control over quality of the clinical experience
- Lack of uniform malpractice and licensing requirements
- Ethical and legal challenges

Relevant when considering determinants of student selection?

Elective versus Selective

- **Elective Rotations**

- To further pursue specific interest or skills in a field
- To make up for perceived academic deficiencies in a certain area
- To or acquire skills in an unexplored area

International learning experiences are elective opportunities

- *When students are admitted to a PA Program with International Electives, is such an opportunity treated as a right or a privilege?*
- *Do all students have the right to entry independently of any and all their qualifications?*

- **Rationale for Selectivity**

- Supply and demand
- Maximize risk and benefits

Tales of Impact of Selection on ILE Outcomes

Where in the World?



Misperceptions of Safety

When you travel abroad, the odds are you will have a safe and incident-free trip!

Dealing with the Unexpected



Personal risks

Travel expenses

What is Unexpected?



CLEAN UP + ACT

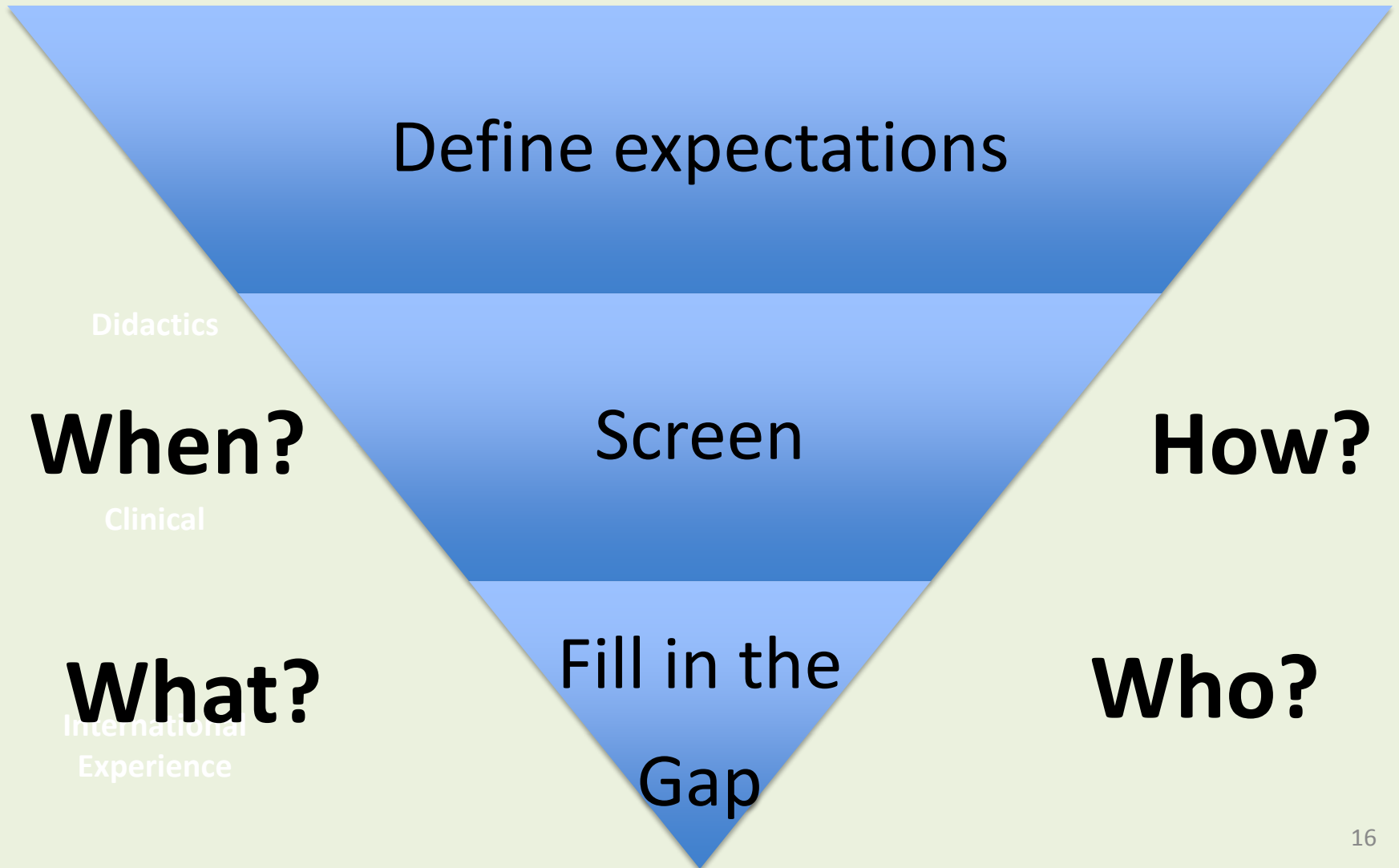
Student with Misaligned Goals for ILE

Student primarily interested in ILE in South American country so partner could visit family

Students as First Ambassadors to a New Site

First students to participate in ILE in South Asia

Student Selection Framework for IE



Small Group Discussion

15 Minutes

- Instructions
 - Discuss *General* Questions
 - Discuss Small Group's *Unique* Questions
 - Select one member of your group to report the small group's *Unique* questions and responses to the large group
 - If time allows...Share specific learning experiences from student selection and ILE
- Other considerations
 - Sit at a table with participants from other programs

General Questions

1. What type(s) of international learning experiences or other selective opportunities does your program offer?
 2. What student characteristics are important to identify prior to participation in these experiences?
 3. What are “red flag” characteristics that indicate a student is not acceptable to participate?
- Then discuss your group’s *Unique* questions and plan to report responses to large group

Large Group Reporting

15 Minutes

1. State the *Unique* questions
2. Share the group's responses to the questions
3. Opportunity for feedback from the large group

Unique Questions #1

- **What information should students know about the international experience prior to application?**
- **How can this information be obtained?**
- **How can student understanding of this information be verified in an application?**

Unique Questions #2

- **What types of questions would help faculty identify important student characteristics that are criteria for selection?**
- **What question formats would be appropriate in an application and/or interview?**

Unique Questions #3

- **What faculty member(s) should be involved in student recommendation and selection?**
- **How are criteria for selection communicated to faculty involved with selection?**

Unique Questions #4

- **How can faculty provide feedback on applications and/or interviews?**
- **How can various faculty recommendations exchanged and discussed to determine application status?**

Unique Questions #5

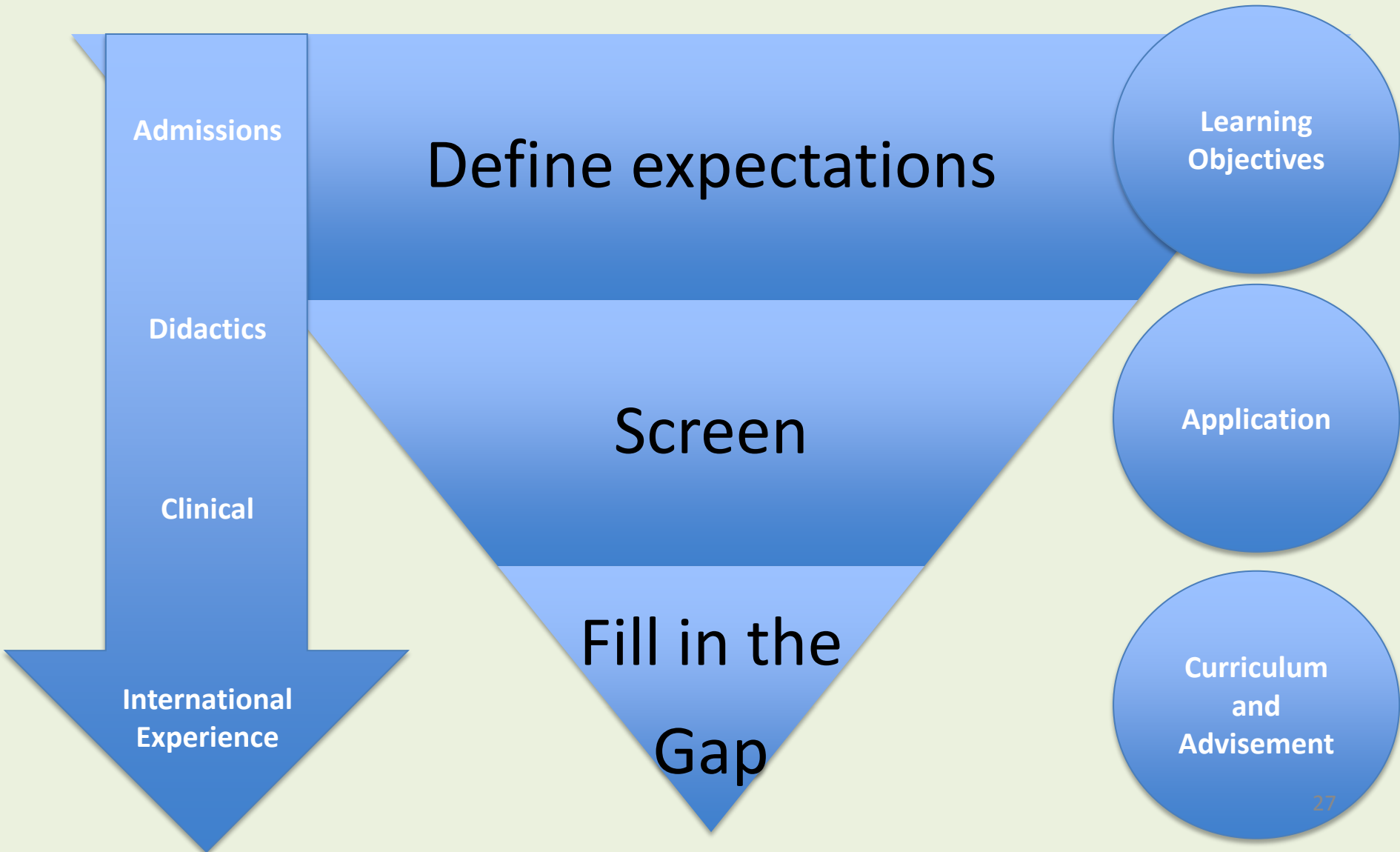
- **How can accept and reject statuses be reported to students?**
- **What factors or precautions need to be considered when providing these notifications?**

Unique Questions #6

- **How can accepted applicants continually be monitored for appropriateness for participation throughout the pre-clinical and clinical phases education?**
- **How can concerns regarding participation be addressed after the start of the clinical phase of training?**

Conclusions

Student Selection Summary



Alignment of Goals

- **Expectations**
 - How do you expect your **learning** will be at **each site**?
- **Motivations**
 - What are your **own objectives** for your international rotation?
- **Rights and Responsibilities**
 - **Learn** as much as you can
 - **Communicate** effectively with everyone
 - **Represent** the University and the Program
 - **Teach your peers** once you come back

Thoughts for the Path Ahead

- Develop a plan for student selection
- Inform students and faculty of qualities and qualifications for participation
- Assess for positive and negative outcomes via feedback from students and involved persons at the international site
- Modify your process each year to solidify your program's best practice
- Gaps in the literature can only be filled through future educational research

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Snapshot of Duke Selection Process

Attend Information Session



Application



Application Review



Notification of Application
Status



Notification of Clinical Site

Application Content

- Advisor Recommendation
- Sites in Rank Order
- Language Skills
- Past International Experience
- Estimated Expenses
- Verify Review of Course, Site, and Country Information
- Essay Questions
 1. Goals, Plan to Achieve Them
 2. Challenges, Skills to Manage
 3. Impact on Site & Self; Sharing Lessons with Others

Snapshot of Yale Selection Process

