

Triangulating Interprofessional & Intercultural Education within Public and Global Health

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Expected Learning Outcomes

- Develop role—emerging placements for MSc Public Policy & Global Health
- Introduce students to ‘real politic’ of public and global health challenges and their management
- Develop empathy with/for recipients of policy initiatives
- Provide students with interprofessional and intercultural learning experiences in public health oriented organisations

Objectives

Extend and Consolidate Skills

- Team working and self-management
- Interprofessional working
- Assess local impact of global issues (where relevant)
- Cultural competency
- Problem solving
- Reflective management and policymaking skills

Placement Characteristics

- Four week long 'deep immersion'
- Bespoke placements in varied settings
- Held after taught modules and before dissertation
- 2014/15, 2015-16 and 2016/17 academic years

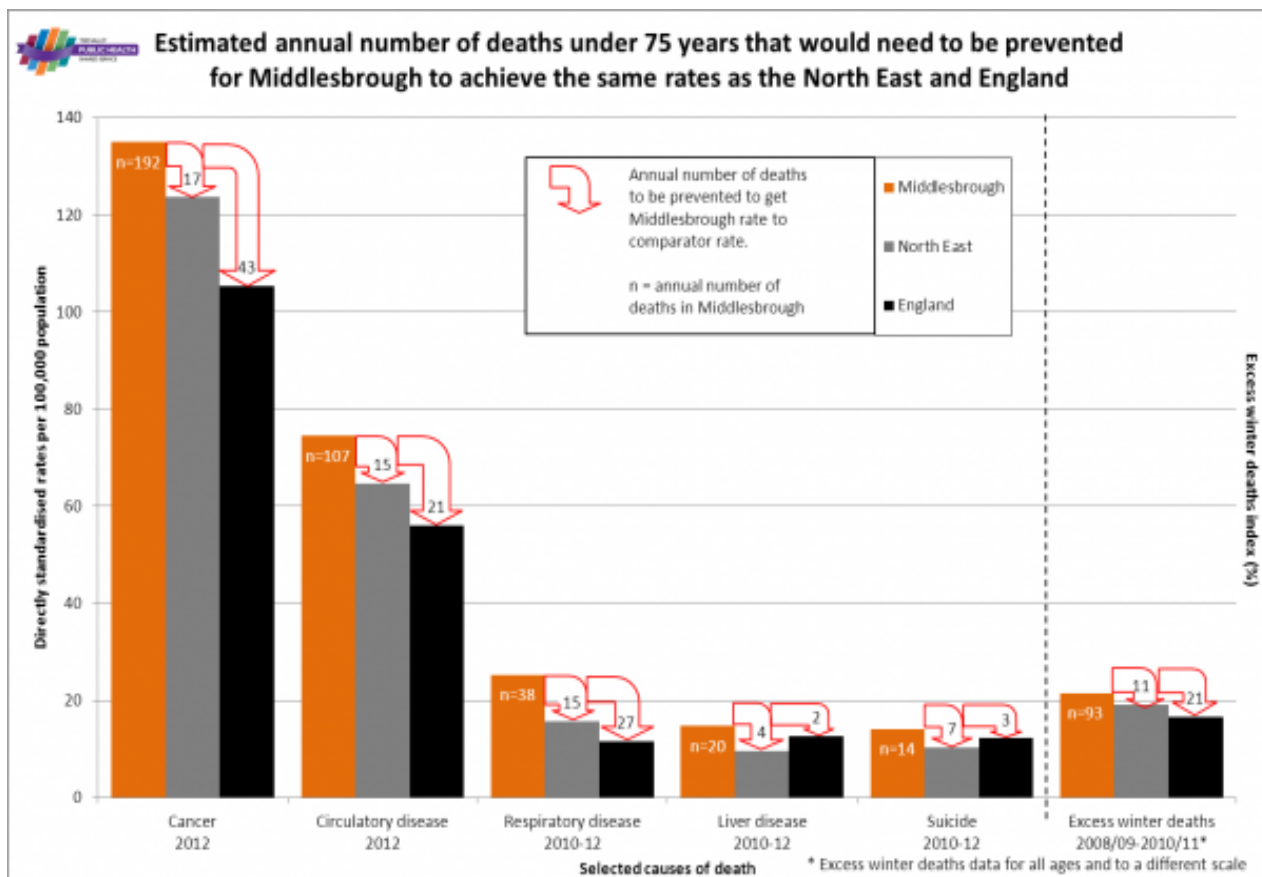
Placement Locations

Northeast England⁺



High Rates of Deprivation

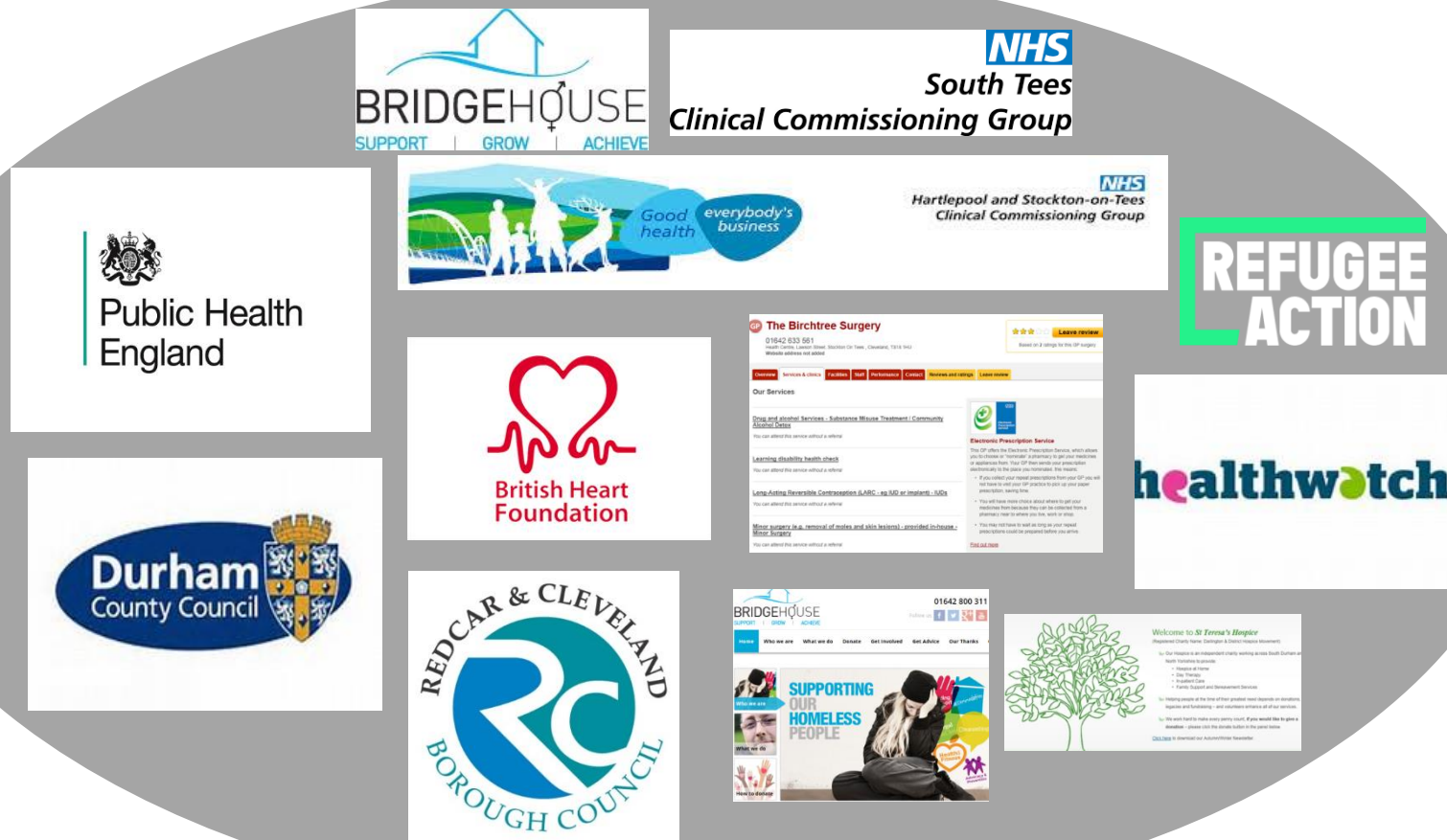
Proportion of County Durham Population Living in Deprived Areas by CCL and CCG



Host Examples

Local/national/international charities

Health care providers and commissioners



Local governments

Public health monitoring bodies

Ethnic & Cultural Diversity

Student cohort diversity*

Gender		Region of Origin		Disciplinary Background	
Female	20	Africa	4	Medicine	2
Male	10	China	10	Nursing	2
		Western & Central Europe	2	Various AHPs	9
		North America/Canada	4	Mixed Social Sciences	10
		Middle East/Central Asia	2	Arts & Humanities	2
		United Kingdom	9	Sciences	5

* Diversity understated due to 'Third Culture Kids'

Cultural contrast with staff

- Academic staff (MSc) were all white; 40% non-UK (Australia, Germany, Italy, USA)
- Host leads all white and local to area with exception of 3 who were Nigerian-born

Method

Evaluation of an educational innovation from student, placement host and university staff perspectives

- Thematic analysis of student responses (10 surveys; 12 personal discussions)
- Review of achieved learning outcomes in 90 assessed student papers (30 daily learning logs, 30 stakeholder analyses and 30 reflective learning papers)
- Interviews with 18 placement mentors
- Reflections by two university staff (one academic and one administrative)

Example #1

- Female Chinese student with social science background

“Obviously she wasn’t a practitioner and she comes from a different part of the world with different sorts of a forward plan about what her next steps would be up the career ladder so that was a completely different way of thinking”

- Role-emergent placement developed slowly from shadowing

“She did some homelessness, cancer awareness, school health, workplace health, mental health, a disability meeting. She went out with the environmental health teams, food safety - that aspect of enforcement – and a bit of a sit down with our illicit tobacco/trading standards enforcement officers. She went out and about in the great outdoors looking at our, er, um, land/water/air sort of pollution action that we do. She went to the FUSE workshop (....) looked what our commissioners have on their booksand she realised she really enjoyed doing the health improvement school work

Most of the time after that she was involved in the schools health improvement. She attended training in physical activity and worked in developing young health champions, and she did that in the schools settings and what have you”

- Unplanned intercultural learning for local hosts

“...it’s a learning experience for us. That gentleman that we had a couple of years ago ... he was sort of sharing his experiences from both his time here in the UK and obviously also from his place of origin and where his family were from and that was interesting for us as planners. ... With (Z), a bit of banter was sort of nice at lunchtime like, ‘Oh, where are you from? And what’s it like there? And how would you do this there?’ and so it wasn’t just business as usual”

Example #2

- Ghanaian male, political science background

“X brought a wide range of experience and perspectives from other health environments and other health systems that was, really helpful, really helpful.”

- Work-integrated approach, pre-agreed project (analysing data re refugee needs)

“He brought his expertise to bear on the topic and we got a product of it so, well, yeah, I'm really happy It was very beneficial both ways, for him and for us. It was a two-way process and it contributed a lot to the department so, um, thank you”

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- Intentional and unintentional cultural learning for placement mentor

“.....a huge amount in terms of awareness of health issues in developing countries. He comes from Ghana so we had conversations about that. We talked more broadly on the topics of relevance to the placement - we had discussions around global policy on migrants and experience, we talked about tours he had done in the northeast during his placement, local refugee provision, we talked about the policies and implications of the Australian experience where they had put them in camps in Papua New Guinea and so forth”

Findings – Students



Valued

- The diversity of their student cohorts and classroom activities which prepared them for 'working with differences' prior to their placements
- Insight into the social dynamics and cultural values of local communities
- Confronting contexts of urban deprivation
- Experiencing new programmes and aspects of policy implementation
- Honing their organisational skills
- Developing skills in managing big 'p' and little 'p' politics

Findings – Hosts 1

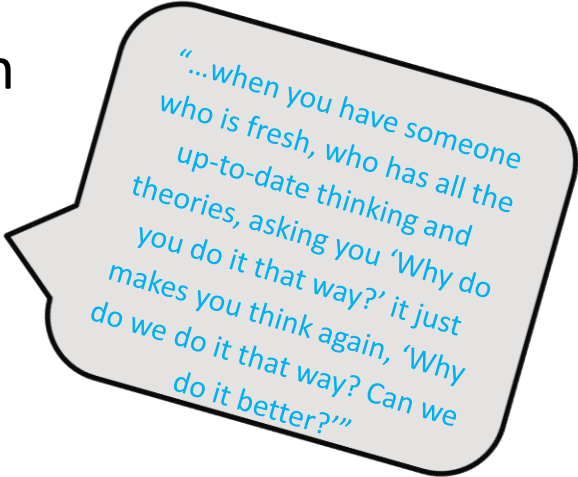
Valued institutional successes

- Facilitation of organisational goals and targets
- Increased staff reflection about organisational practice/external review of organisational performance by friendly ‘others’
- Service reviews re appropriateness for minorities
 - Ideas for more relevant marketing, personal care, service redesign

Findings – Hosts 2

Valued personal development

- Different perspectives/strategies on global issues with local impact
- Intercultural learning through both formal and informal conversations
- Greater enjoyment and personal reflection
- Improved practices in own work



"...when you have someone who is fresh, who has all the up-to-date thinking and theories, asking you 'Why do you do it that way?' it just makes you think again, 'Why do we do it that way? Can we do it better?'"

Findings – Academic Staff

- Excellent achievement of learning objectives by students (and unexpected learning by hosts)
- Enthusiastic engagement by all participants
 - Spontaneous marketing for new students by participating students
 - Increasing confidence and eagerness of hosts to remain in the placement scheme
- Increasingly demanding on organisational time

Potential Long Term Challenges

- Placement providers


- Rapid political change
- Shrinking budgets
- Increasing staff shortages and reducing time availability
- Contractual uncertainties for charities
- Pressure to meet government targets

- Students

- Increasing expectations of employment 'advantage'
- Increasing fear of exposure of vulnerability/weaknesses
- Maintaining diversity of student cohort

- Academic staff

- Increasing challenge in managing expectations of hosts and students
- Logistical challenges in agreeing bespoke placements



'some of those things went a bit awry at our end, we didn't have the time to do the safeguarding and ICT things that we did with xxx (a previous student)'

Conclusions

- Highly effective on all learning objectives and evaluated aspects
- Unintended additional outputs and intercultural learning for hosts
- Evolving from 'role-emergent placement' to more structured 'work-integrated learning'
- May have eventually become a victim of its own success
 - Partially dependent on diverse student cohort/recruitment
 - Not easily replicable for cohorts with large numbers
 - Subject to changing local and global economic and political circumstances
 - Increasing expectations and demands → increasing negotiation requirements
 - Time intensive for academic staff