BACKGROUND:

- Approximately two thirds of all US Schools and Colleges of Pharmacy offer an international Advanced Pharmacy Practice Experience (APPE). Despite growing global education offerings, little is known about the learning outcomes gained from these experiences.
- The Consortium of Universities for Global Health (CUGH) developed an interprofessional global health competency framework that highlights “global citizen” competencies, basic abilities, knowledge and attitudes obtained by all health professionals training in global health.

PURPOSE: Develop a model to contextualize global health learning for student pharmacists completing international APPEs.

DESIGN:

- Students from University of North Carolina at Chapel Hill, Purdue University, and the University of Colorado completed a retrospective pre-post survey evaluating self-perceived CUGH competency growth and answered open-ended questions about knowledge, skills, and attitudes after completion of an international APPE.
- Students were invited to participate in a focus group.
- Qualitative data from the survey and focus groups was coded in a two-cycle open coding process by investigators.
- Code mapping and analytic memo writing from the qualitative analysis were analyzed to derive a model.

RESULTS:

- All 81 international APPE participants completed the open-ended survey items and 22 participated in the focus group discussions.
- The Global Health Experience Learning Progression (GHELP) model was derived to help explain the process of student learning while on global health experiences.
  - Progression model with three constructs
  - Triggers include cultural and patient care differences
  - Progress from cultural awareness → appreciation → sensitivity
  - Application to local practice

CONCLUSION: The Universities plan to utilize this model as part of pre-departure training to help student pharmacists better prepare for and conceptualize their global health experience. The GHELP model needs to be further validated to determine whether student learning progresses as outlined and whether students apply their learning back into a local context. Additional research is also necessary to determine if the model can be applied to trainees in other healthcare disciplines.