Background

- Community Based Global Learning (CBGL) is the theory and practice of ethical engagement through 7 key elements, including development of cultural humility.
- Cultural humility is the continuous process of self-reflection hallmarked by accepting & respecting differences and listening / learning from others.
- Global Engagement Survey (GES) is a multi-institutional assessment tool that utilizes quantitative and qualitative methods to breakdown student global learning into 3 components: cultural humility, critical reflection & global citizenship.
  - Cultural humility is divided into two subcategories: openness to diversity and cultural adaptability.
  - The transition from service learning to a CBGL framework at Quinnipiac University began in 2018 with further trips exposed in 2019 and a full shift in 2022.

Purpose

- To allow students the opportunity to learn about CBGL, participate in a global experience and utilize that experience to analyze the impact of CBGL on cultural humility.
- To determine whether an increase in cultural humility through ethical engagement utilizing CBGL framework has a lasting impact on students’ clinical practice beyond their global experience.

Methods

- 7 PT/OT students participated in a CBGL course followed by a 10-day international community engagement experience in Guatemala.
- Assisted with OT interviews to determine the clinical application of short-term global experiences.
- Retrospective qualitative and quantitative analysis of the Global Engagement Survey components of cultural humility and critical reflection.
  - Quantitative data was analyzed through a multivariate ANOVA.
  - Qualitative data was thematically analyzed by two team members following a member check.
  - QU students sampled for years 2017-2022 (n=56)

Results

- Students demonstrated growth in cultural humility as evidenced through themes of change between the transition period of service learning to CBGL.
  - Theme #1: Importance of knowing the entire situation.
  - Theme #2: Ability to self-adjust language, communication styles and actions.
  - Theme #3: Service Learning to CBGL Evolution impacted cultural humility.
- Through a quantitative analysis it was seen that using the CBGL framework for ethical engagement demonstrated a statistically significant increase in cultural adaptability scores compared to a service-learning framework.
- There was also a statistically significant difference in openness to diversity scores prior to the trip when comparing the years that used the CBGL framework compared to the service-learning framework.

Conclusion

- The use of CGBL as a framework for ethical engagement results in an increase in students’ cultural humility.
- Interviews that were conducted with students who participated in CBGL showed an increase in cultural humility that is carried over into the clinical setting.
- The use of CBGL in PT education will help increase students’ cultural humility which the APTA views as an essential component of patient care.
- More research is required to understand the effects of CBGL on students’ cultural humility and their ability to carry it forward as future practitioners and global citizens.