

The Use of Community Based Global Learning Framework for Ethical Engagement

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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)

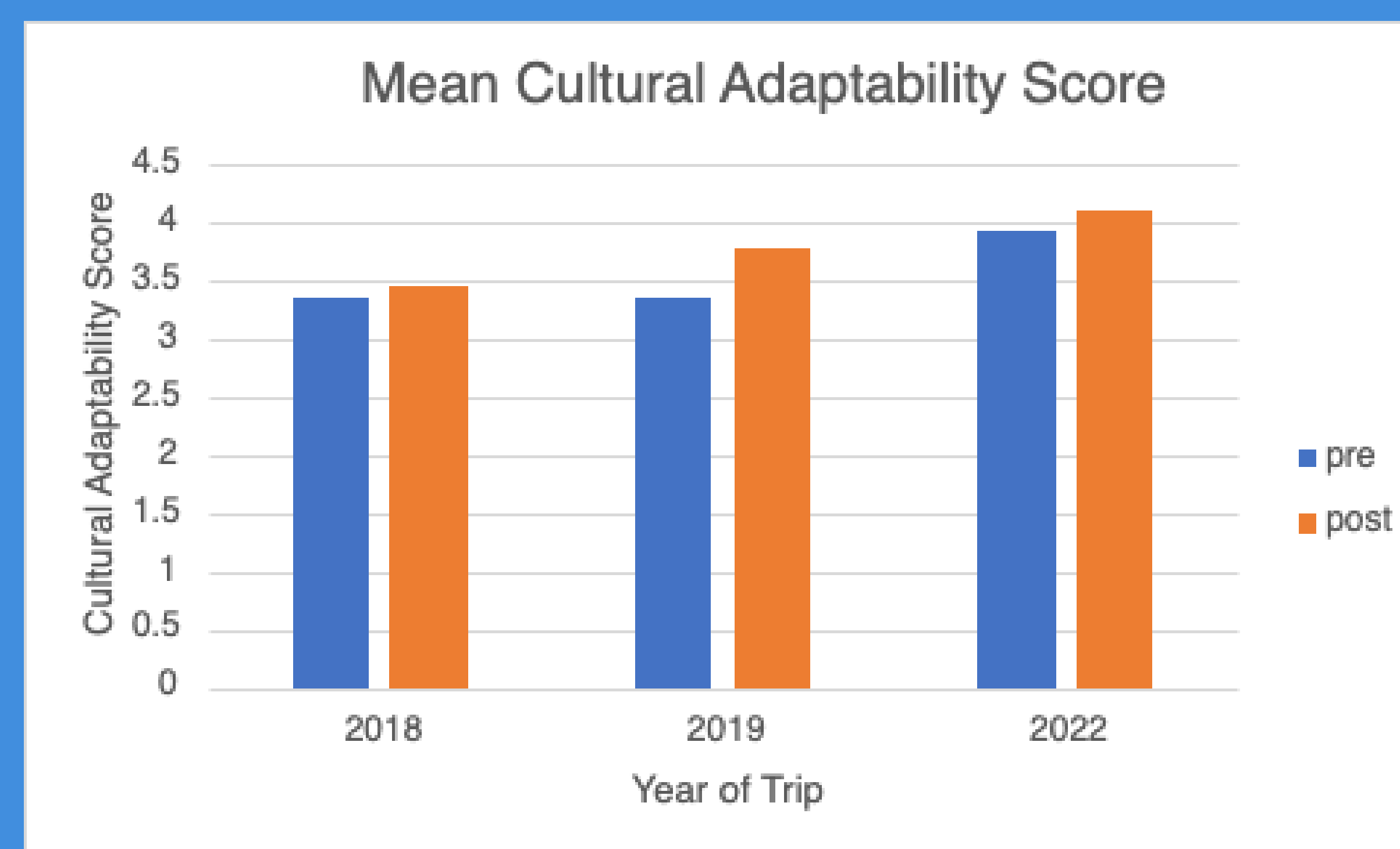


A difference in the development of cultural humility was discovered utilizing a CBGL framework for Ethical Engagement.

Service Learning vs Community Based Global Learning

“The community of Joya and their **need for therapy services**, that would have otherwise gone unnoticed if QU did not send a trip there.”

“In Guatemala, we were exposed to a community that remains 'unseen'. This **learning** will help me in my future classroom by remembering and ensuring that each person is heard and seen, especially POC (people of color).”



Cultural adaptability scores increased as the CBGL framework was implemented at Quinnipiac University.



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 CBGL 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.

