Pathways to Global Citizenship

Learning Symposium
August 19, 2016
Drake Mission

Drake's mission is to provide an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship.
Roundtable Participants

- David Skidmore (chair) Political Science, PFGCGC, Nelson Institute
- Tom Westbrook (A&S)
- Alanah Mitchell (CBPA)
- Dorothy Pisarski (JMC)
- Pramod Mahajan (CPHS)
- Janet McMahill (Dean, SOE)
- Hunter Clark (Law)
David Skidmore

• Principal Financial Group Center for Global Citizenship
– Global Ambassadors
– Campus Events
– Global and Comparative Public Health concentration
– Global Practitioner-in-Residence
– Faculty Development Fund
– Global Citizenship Award
David Skidmore

• Nelson Institute for Diplomacy and International Affairs
  – Global Pressing Issue Grants
  – Undergraduate Conference on Global Affairs
  – Visiting Diplomats
  – Model United Nations, European Union and Arab League teams
  – Global Student Conference Travel Fund
LEAD International Capstone Experience

Tom Westbrook, Professor and Director of LEAD
LEAD Mission

Drake University offers an interdisciplinary Concentration (minor) in Leadership Education And Development (LEAD). The goal of LEAD is to elevate students’ competence, confidence and language of leadership to create positive social change. LEAD students are focused on the expansion of self through interactive classes and community-based experiential learning. LEAD students work collaboratively in efforts to develop a shared vision and to influence individuals or groups toward the ethical achievement of common goals. As an interdisciplinary academic program, LEAD attracts students from all academic disciplines. LEAD began in the Fall of 2011, and has an enrollment of over 120 students.
From Teacher Centered to Student Directed Learning

Teacher Directed Learning
Sage on the Stage
Student Dependency

Student Directed Learning
Guide on the Side
Student Autonomy

LEAD 001 050
Foundational Concepts

060 100 190
Capstone Experience
LEAD International Capstone Experience
Six Weeks in Belize or Tanzania
Project work with NGO
Home stay
Excursions during experience
Funding aided by LEAD gifts & International Center Scholarships
Multiple readings and reflections
Significant gains in cultural understanding and self-awareness
LEAD Capstone: Belize

2014

2015

2016
LEAD Capstone: Tanzania

2016
LEAD International Capstone Experience

Tom Westbrook, Professor and Director of LEAD
Pathways to Global Citizenship
Adding Global Content via Technology

Alanah Mitchell, Ph.D.
Information Management & Business Analytics
Drake University
alanah.mitchell@drake.edu
www.alanahmitchell.com
Technology Supported Collaboration

Focuses on the process of team members working together through the use of technology

Best practices & findings related to the management of people, processes, & technology use

Project Success
Possible Tasks

1 Week Experience
- Intercultural Communication

8 Week Experience
- Global Offshore Development

Semester Experience
- Small Business Development
Possible Collaboration Technologies

Social Conversation Technologies
- Skype
- Facebook
- Google+
- Snapchat
- WhatsApp
- WeChat

File Management Technologies
- Dropbox
- Google Drive
- Office Online

Distributed Project Management Software
- Slack
- Trello
- Yammer
- SharePoint
- Wiggio
- Huddle
Possible Collaborators

Ask department colleagues

Check with college level international programs
  ◦ GIPAC member from your college
  ◦ International Business in CBPA: 
    http://www.drake.edu/internationalbusiness/

Check with university international programs
  ◦ Drake International: http://www.drake.edu/international/
  ◦ Center for Global Citizenship: http://www.drake.edu/cgc/

Send requests to professional mailing lists
Questions

Alanah Mitchell, Ph.D.
Information Management & Business Analytics
Drake University
alanah.mitchell@drake.edu
www.alanahmitchell.com
Pathways to Global Citizenship through the School of Journalism and Mass Communication

Dorothy Pisarski
“To inform and enlighten, the professions of journalism and mass communications should understand and reflect the diversity and complexity of people, perspectives and beliefs in a global society and in the multicultural communities they serve...”
Students with majors in the SJMC have at least two core curriculum classes per year focusing on issues of a global society.
SJMC Majors
Pathway to Global Citizenship

In addition to the core, every major is required to present issues related to diversity and a global society

**Standard Three**: demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

**Standard Four**: demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
Excerpts from our Accreditation Report:

1. The SJMC faculty has worked to ensure that assignments designed to foster understanding of multiculturalism and inclusion are incorporated throughout the curriculum.

2. Per the Climate Assessment, students feel the School is a welcoming, comfortable place and that their education has prepared them to work in a diverse, global society. The School has the highest study-abroad rate of any unit on campus.

3. SJMC faculty are working with the Institutional Research and International Programs offices on the Intercultural Development Inventory that will give us the tools to more effectively handle issues of multiculturalism in the classroom.
Course/Assignment Reflections

- I actually have learned a lot through this class... it made me think about how there are multiple perspectives to everything and looking at understanding some of those perspectives will really help me out as a writer. I will tell stories about the under-represented... but most importantly I will consider the one person who would ask me why you want to say that about them

First year course reflection
“At the center of this paradoxical mix of hostility and hospitality lies an interdependent self that rises and falls with public opinion,” (pg. 125). It’s important to understand how the Midwesterners’ culture cycle works compared to the Chinese....
Course/Assignment Reflections

• After reading about... her outlook on the war, I finally felt like I could understand what day-to-day life was like between the Poles, Jews and the Nazis. I was surprised to learn that as the war progressed, Poles lost many of their rights even though they weren’t necessarily the targets of the Nazi regime... there were never any guarantees in their lives...
Summary

With full support of our accrediting body, the SJMC has infused both the core and the majors with diverse and global experiences.

Student reflections from assignments and courses provide evidence that we’re succeeding.
Some competencies & skills expected of PharmD

- Cultural appreciation
- Ability to practice in a culturally diverse environment
- Capability of understanding a culturally diverse society and your role in it as health care providers
- Ability to apply relevant cultural issues to contemporary pharmacy practice
- Cultural influences on communication of health information
- Design of patient-centered, culturally relevant treatment plans
- Ability to collect patient information demonstrating knowledge of the unique cultural and socioeconomic situations of patients
- Health care disparities, and competencies needed to work as a member of or on an interprofessional team
Global Experiential Opportunities

• Australia: Independent Pharmacy Placements
• Belize: Hillside Health Care International
• India: Pravara Institute of Medical Sciences
• South Africa: University of KwaZulu Natal
• China: Peking Union Medical College Hospital, Beijing

CPHS student also take advantage of other International Travel seminars offered at Drake
Australia

• 1-4 students per year
• Students placed at individual pharmacies – not ‘chain’ pharmacies
• Opportunity to train in universal health care, private ownership, substance abuse programs
Belize: Hillside Health Care International Punta Gorda

- About 15 P4 students per year
- Activities split between
  - Hillside Clinic
  - Mobile Clinic
  - Poly Clinic

Training in interprofessional teamwork with patient-care base
Mobile Clinic Days
South Africa
University of KwaZulu-Natal, Durban

~3-4 students per year

Two sites

• One public and one private
• High disparities between the two

Training in two different healthcare models and in HIV/AIDS care and prevention
Site of placement

King Edward VIII Hospital

Research Facilities attached to the Nelson R Mandela School of Medicine
China
Peking Union Medical College Hospital in Beijing

• New Site: No students yet

• Outpatient pharmacy fills 7000 prescriptions per day, highly automated,

• Inpatient pharmacy, 2000 beds, many clinical roles, also highly automated

• Lectures with the Medical Students
India
Pravara Institute of Medical Sciences (PIMS)
Loni

INTERNATIONAL CENTER
PIMS
An Interprofessional International Experience

• College of Medicine
• College of Nursing
• College of Physiotherapy
• College of Dentistry
• Center for Social Medicine

• Pharmacy College
• Ayurved College
PIMS
An Interprofessional International Experience

- 1-4 P4 students per year
- 1-2 HSCI Capstone students per year
- 5-10 HSCI J-term students per year
- Potential for OTD & AT students

Training in interprofessional health care, rural health care, public health
Faculty exchange and research
Drake PharmD students conducted research projects during summer rotation at PIMS and presented posters at the Heartland Global Health Conference.
Drake Health Science Students at the migrant labor health camp with PIMS Mobile Clinic Staff
Drake Students with PIMS Village Health Care Staff
Drake students present PIMS research project posters at the Global and National Public Health Week
Village Health Center Visit: J2016

In the Mobile Clinic: J2016
Drake students with PIMS Mobile Clinic Staff
Summer 2016
Hunter Clark (Law)

Drake Law School International Partners

– University of Nantes in France;
– Southwest University of Politics and Law (SWUPL) in China;
– Northwest University of Politics and Law (NUPL) in China;
– University of International Business and Economics in Beijing, China;
– University of KwaZulu Natal (UKZN) in South Africa;
– Makerere University Business School (MUBS) in Kampala, Uganda;
– University of the Andes in Santiago, Chile; and
– University of Havana, Cuba.