

**RFUMS CO-CURRICULAR ASSESSMENT PLAN: RFUMS Global Health (AY2017-2018 Results)**

Co-Curricular Activities	Learning Objectives/Outcomes	Methods of Assessment	Time Frame	Responsible Parties	Results (by AY)	Actions Taken/QI
1. Pre-departure sessions	1a. Cultural knowledge 1b. Understanding of Safety Guidelines 1c. Overview of Global Health/ International Experience (GHIE) Learning Objectives and Consortium of Universities for Global Health (CUGH) Interprofessional Global Health Core Competencies	1a. Pre-GHIE attitudinal survey 1b. Discussion of the Safety Guidelines and relevant info with students 1c. Discussion with Global Health Directors	Ongoing, dependent upon school, college, program	RFU Director for Interprofessional Global Health (Dr. Carl Lawson), Global Health Course Directors: Drs. Karona Mason (SCPM), April D. Newton (PT), Rea Katz (PA), Ken Kessler (PSY), Peter Kallio (NA), Michael Shuman (COP) & Mildred Olivier (CMS)	1a. None 1b. None 1c. Learning Objectives have been developed and shared with students. Need for faculty to engage students regarding Objectives and Core Competencies.	1a. Survey fully developed, not yet deployed (2019 TBD) 1b. None 1c. Increased Learning Objective and Core Competencies education and explanation prior to GHIE
2. Global Health/ International Experience (GHIE)	2. Demonstrate understanding of GHIE Learning Objectives	2a. Presentation on GHIE activities by students 2b. CMS GHIE essay; Practicum binder for PT 2c. Evaluation of students by GHIE onsite supervisor	Within 90 days of GHIE	RFU Director for Interprofessional Global Health & Global Health Course Directors	2a. Students grasp differential burden of disease concept, need additional education regarding Learning Objectives and Interprofessional Global Health Core Competencies 2b. see 2a 2c. None	2a. Increased effort to educate students on Learning Objectives and Core Competencies in all pre-departure activities 2b. See 2a 2c. Onsite supervisor evaluation process under review
3. Post-GHIE Debriefing	3a. Feedback on safety and housing 3b. Students ability to meet learning objectives 3c. Change in self awareness	3a. Post-GHIE evaluative survey 3b. Discussion with Global Health Course Directors and RFU Director of Interprofessional Global Health 3c. Post-GHIE survey, attitudinal survey and essay (CMS)	Within 90 days of GHIE	RFU Director of Interprofessional Global Health & Global Health Course Directors	3a. Amongst the survey results 2 students out of 21 rated their overall safety/security during GHIE as "poor" or "very poor"; 1 out of 21 reported feeling unsafe @ temp residence 3b. None 3c. 21 out of 21 students noted positive changes in knowledge of culture, health determinants and career planning and goals	3a. Augmented personal safety component of pre-departure sessions; engaging students for qualitative feedback 3b. 1 site – developed plan for augmenting teaching tools and faculty involvement 3c. Developed specific attitudinal survey, will implement starting February 2019
4. Review/evaluation of GHIE Sites	4a. Review housing, facilities 4b. Engagement with onsite faculty	4a. Written evaluations and person-to-person input 4b. Site visits(non-CFHI sites) and Review of institutional alignment re: academic programs, mission, clinical experiences	Ongoing	RFU Director for Interprofessional Global Health & Global Health Directors	4a. There are no noted deficiencies or hazards associated with housing and facilities 4b. Current and pending sites provide significant learning opportunities that align with RFUMS mission and standards	4a. Augmented site evaluation form; identified specific areas that should be reviewed during site visit 4b. None