

## DUKE INTERNATIONAL CLINICAL EDUCATION: ESTABLISHING A COMMUNITY OF PRACTICE

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**Background:** The current strategic plans for Duke University, Duke Health, and the Duke School of Nursing identify global health as a major priority. The Duke University School of Medicine and School of Nursing have a long history of global engagement and have more recently increased opportunities for health professions students to participate in International Clinical Education (ICE) experiences. As undergraduate and graduate health professions programs continued to establish and optimize ICE opportunities, faculty recognized that establishing a network with other faculty and staff involved with global health initiatives at Duke would mutually benefit from sharing each program's design, implementation, and evaluation of these experiences.

**Objectives:** Establish a community of practice related to ICE among Duke faculty and staff affiliated with health professions programs and other global health entities to identify and develop best practices to ensure successful experiences for the students, clinical sites, and programs.

**Methods:** The Duke International Clinical Education (DICE) group was established in the 2015. Conveners aimed to include all known individuals involved with global activities at Duke to ensure all stakeholders and interested parties had a seat at the table. At the end of the inaugural meeting a goal was set to meet twice per year. The meetings were agenda-driven, involved information-sharing about participants roles and respective program activities, focused on topics of interest to attendees, and aimed to identify opportunities for resource sharing and development as well as interprofessional collaboration.

**Results/Outcomes/Improvements:** Participants have included Duke faculty and staff from health professions education programs from the School of Medicine (doctor of physical therapy, medical doctor, physician assistant), School of Nursing (accelerated bachelor of science in nursing, doctorate of nursing practice, master in nursing), and other entities involved global initiatives including corporate risk management, graduate medical education, Duke Global Health Institute, Hubert-Young Center for Global Health, Duke Medicine Global, Human Resources, and others.

Educational programs offer ICE experiences in a variety of countries throughout the world. Exhibit 1 will display locations of international clinical sites by program. Many Duke health professions students participate in ICE experiences. Exhibit 2 will report number of student participants by program. Health professions programs have benefited from exchange of ICE resources on a variety of topics that have been either adopted or adapted. Exhibit 3 will list resource-sharing: student health pre-evaluation; student application and selection; affiliation agreements; topics for pre-departure training; sharing of clinical sites. Participants have identified opportunities to improve or standardize important policies and procedures on a variety topics as well as promote consistency. Exhibit 4 will list improved policies and procedures: affiliation agreements; development of a Frontier Medical Kit; processes for managing blood and body fluid exposure including ensuring availability of HIV post-exposure prophylaxis; registration with Duke Travel, ISOS; procedures and algorithms for handling unusual academic and non-academic experiences.

**Significance/Implications/Relevance:** The DICE group is an inclusive, interprofessional community of practice that continues to be successful in meeting its objectives for information-sharing and resource development. There is ongoing discussion to identify future opportunities for interprofessional education, educational research, and faculty/staff development.

### References

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