

Framework for International Efforts

Beliefs about International Efforts

The CHHS International Committee believes the following about international efforts:

- They are consistent with the WMU and CHHS missions and core values
- They require culturally competent faculty
- There is inherent value in international experiences and education for both students and faculty
- They capitalize on the cultural desire of individuals and contribute to the development of cultural competence¹
- They are beneficial to teaching, learning and health professional practice within the context of a global environment
- They are an important corollary to the Diversity Plan of each program

Guiding Principles for International Efforts within the CHHS

- Any international activity will reflect the mission and core values of the university and the college
- The tri-partite academic mission of the university is the primary reason for international activities; that is, research/scholarship, teaching/learning, service
- Any study abroad program must benefit both CHHS students and host country (cultural reciprocity)
- All CHHS study abroad programs will include briefing sessions, readings related to site(s) to be visited, language skills as appropriate, and debriefing sessions
- Where possible, application of study abroad learning in health disciplines will apply to care for similar populations in Michigan or be broadly applicable to various populations who have migrated to the U.S.
- Faculty international collaborative research or exchange teaching will reflect the principle of reciprocal benefit
- Faculty with international experience will share their learning with other faculty and students
- CHHS faculty will work collaboratively with Haenike Institute for Global Education, the Career English Language Center for International Students, and the International Education Council of the Faculty Senate on supporting international efforts within CHHS
- In general, funding support will precede actual international activities

¹ Cultural desire and competence: Campinha-Bacote, J. (1999). A model and instrument addressing cultural competence in health care. *Journal of Nursing Education* 38: 203-207.