



BIP IN GLOBAL HEALTH: A MULTI-INSTITUTIONAL BLENDED INTENSIVE PROGRAM FOR ENHANCING GLOBAL HEALTH COMPETENCIES

A. Alves Lopes¹, J. Casaca Carreira¹, D. Costa¹, A. Badiola-Zabala², B. Brottrager³, D. Wittkämper⁴, E. Molenaar⁴, F. Maric⁵, I. Fjell Kjønnørød⁶, J. van Wijchen⁶, K. Jokinen⁷, L. Johanne Nikolaisen⁵, R. van Leeuwen⁸

¹Escola Superior de Saúde do Alcoitão / Alcoitão School of Health Sciences (PORTUGAL), ²Facultat de Ciències de la Salut Blanquerna - Universitat Ramon Llull (SPAIN), ³University of Applied Sciences Joanneum (AUSTRIA), ⁴Utrecht University of Applied Sciences (NETHERLANDS), ⁵UiT The Arctic University (NORWAY), ⁶Western Norway University of Applied Sciences (NORWAY), ⁷Jamk University of Applied Sciences (FINLAND), ⁸Leiden University of Applied Sciences (NETHERLANDS)

Introduction

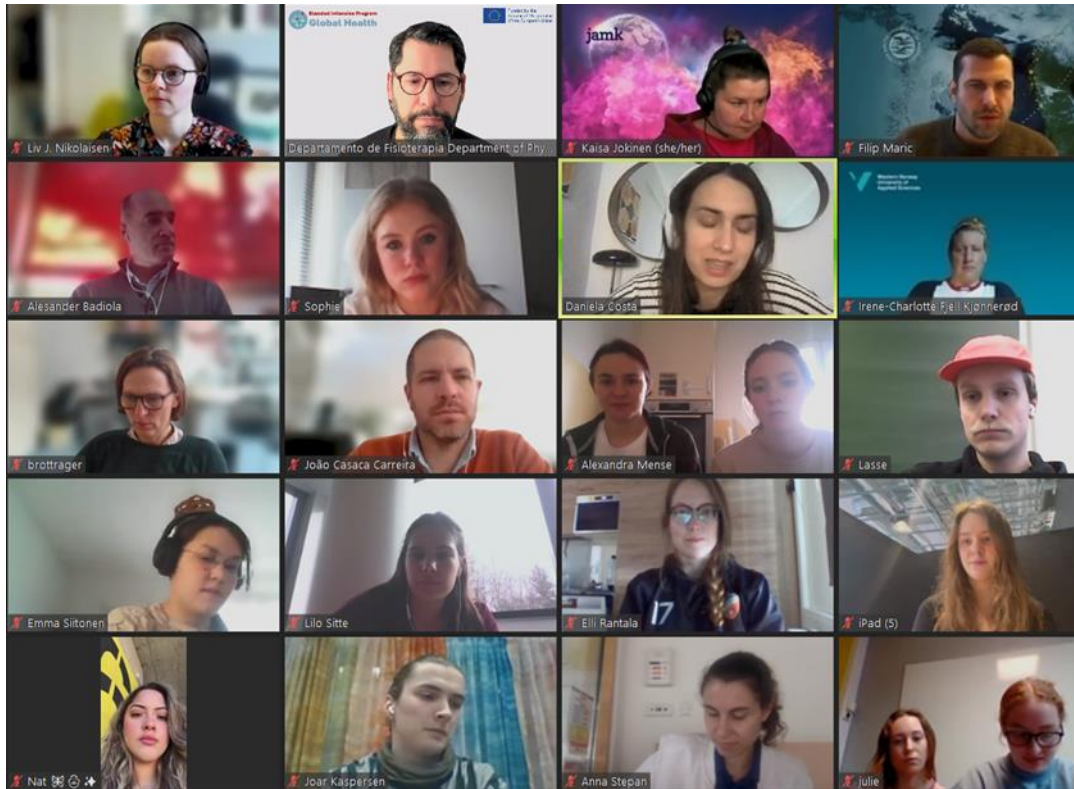


- The increasing connectivity of the world has influenced job markets and professional environments, leading more educational institutions to integrate international and intercultural competencies into their curricula to better prepare individuals for global work contexts.
- **Exchange programs between Higher Education Institutions (HEIs), such as the Blended Intensive Program (BIP), could encourage collaboration and joint curriculum development, aimed at broadening students' understanding of global health and to navigate complex health challenges.**
- These programs also emphasize language proficiency and cross-cultural communication, both essential for healthcare professionals working in international settings and engaging in global collaborations.

Methodology

- **We implemented a Blended Intensive Program (BIP) titled "Global Challenges, Local/Common Solutions: Working Together Towards Sustainable Development Goals" in the spring of 2024, involving eight higher education institutions from six European countries.**
- The program aimed to enhance the understanding of global health and social challenges among health and social work students, emphasizing a multidisciplinary approach to addressing these issues. Key topics included global health, migration, demographic change, non-communicable diseases, climate change, Sustainable Development Goals (SDGs), and economic impact.
- The **BIP was structured as a two-month program, involving 12 teachers and 35 students**, divided into two distinct phases: online sessions and a face-to-face week. The program's design facilitated both virtual and in-person engagement, providing a platform for exploration of global health challenges and facilitating collaboration among participants.

Methodology



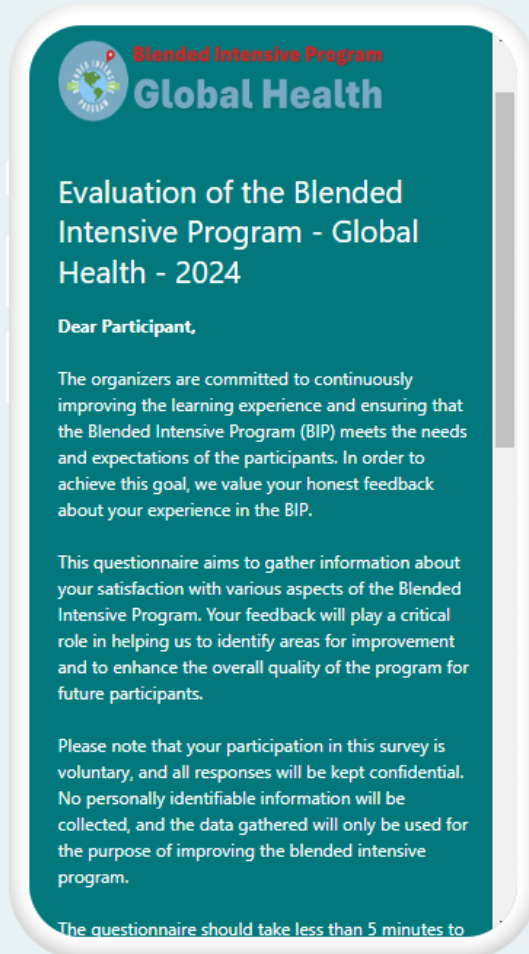
- **The first phase of the program consisted of three online sessions facilitated by one of the partner institutions.**
- The initial two sessions introduced participants to the core concepts of the program, focusing on global health and related topics. Students were divided into national groups and tasked with preparing presentations on the specific realities of their respective countries and professional contexts concerning the discussed topics. These presentations were then shared in mixed international groups during the third online session, encouraging cross-country exchange and comparative analysis.
- **This phase aimed to provide a foundation for understanding global health challenges from various national and professional perspectives.**

Methodology



- **The second phase of the program was conducted in person over the course of a week.** Each day was dedicated to one of the key global health topics, with sessions led by different partner institutions. During this week, students were also organized into multinational groups and tasked with developing a proposal to address one of the global health challenges covered in the course.
- **This phase emphasized interdisciplinary collaboration and problem-solving, allowing students to apply theoretical knowledge to practical global health issues.**
- The week concluded with group presentations, where participants proposed innovative solutions to global health challenges such as climate change, demographic change, non-communicable diseases, and economic crises. The proposals integrated a multidisciplinary and transdisciplinary approaches and aligned with relevant Sustainable Development Goals (SDGs).

Results



- **An online questionnaire was then distributed to all the students to gather both quantitative and qualitative data regarding their experiences.**
- The quantitative component included Likert-scale questions to assess participants' perceptions of the program's content, structure, support, and collaborative elements. The qualitative component included open-ended questions, allowing participants to provide more detailed feedback on their learning outcomes and overall experience.
- **We received 25 survey responses out of a total of 35 student participants, resulting in a response rate of approximately 71.4%.**

Results

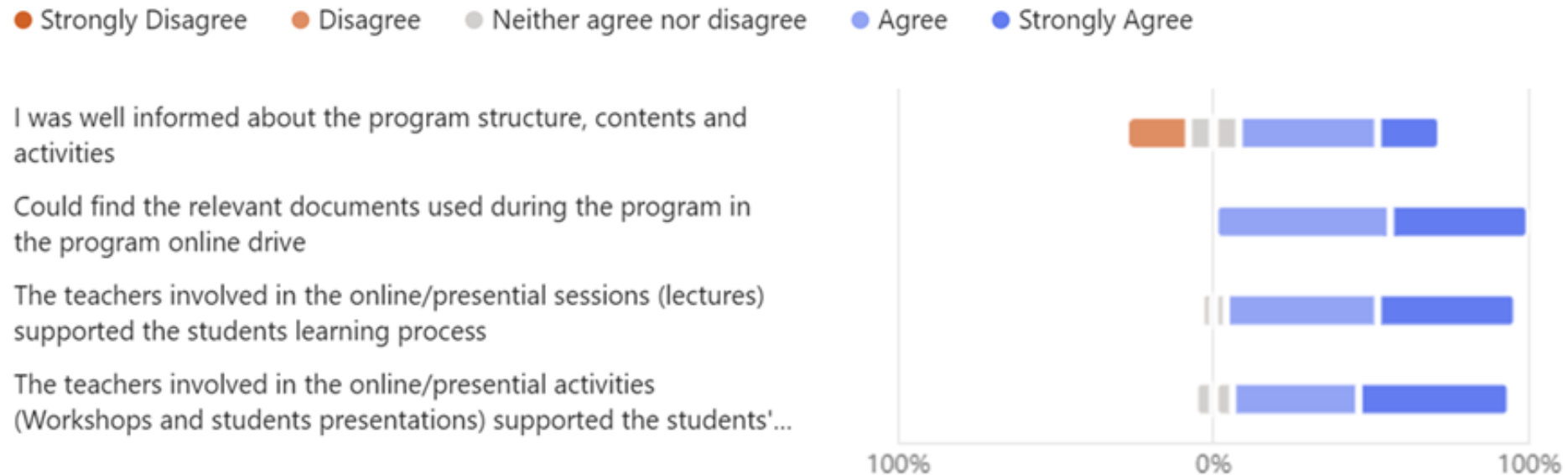
Student feedback about the Blended Intensive Program's content and activities



When asked about the about the BIP's **content and activities**, the general perspective from the responses show that participants generally had a positive perception of the BIP, particularly in terms of increasing their knowledge and awareness of global health issues, Sustainable Development Goals (SDGs), and the importance of interdisciplinary approaches. Most respondents reported agreement or strong agreement that the program enhanced their understanding of these topics and their relevance to their future professional practice. However, there is some variation in responses regarding the lectures and activities, with a small proportion of participants expressing neutral or disagreeing views. This suggests that while the program appears to be effective in many areas, there may be aspects of content delivery that could benefit from further development.

Results

Student feedback about the Blended Intensive Program's support and collaboration

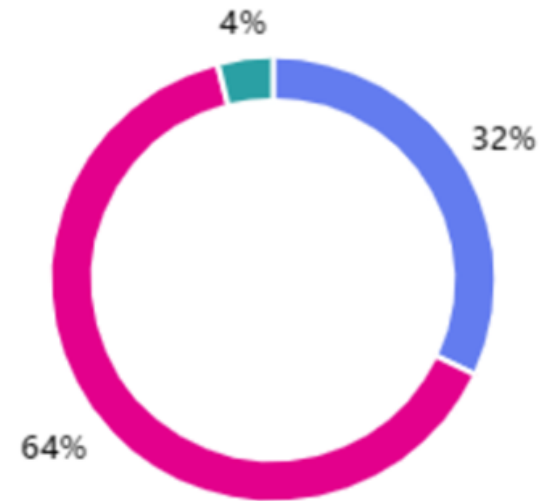


In relation with the **general support**, based on the responses, participants had a mostly positive experience with the support and collaboration provided during the BIP. Teacher involvement in both lectures and activities was rated highly, with most respondents agreeing or strongly agreeing that the teachers effectively supported their learning process. Additionally, most participants reported being able to access relevant documents through the program's online drive. However, there is some variation in responses regarding how well participants felt informed about the program structure, contents, and activities, with a small portion expressing neutrality or disagreement, suggesting there may be room for improvement in this area.

Results

Student feedback about the quality of this Blended Intensive Program in general

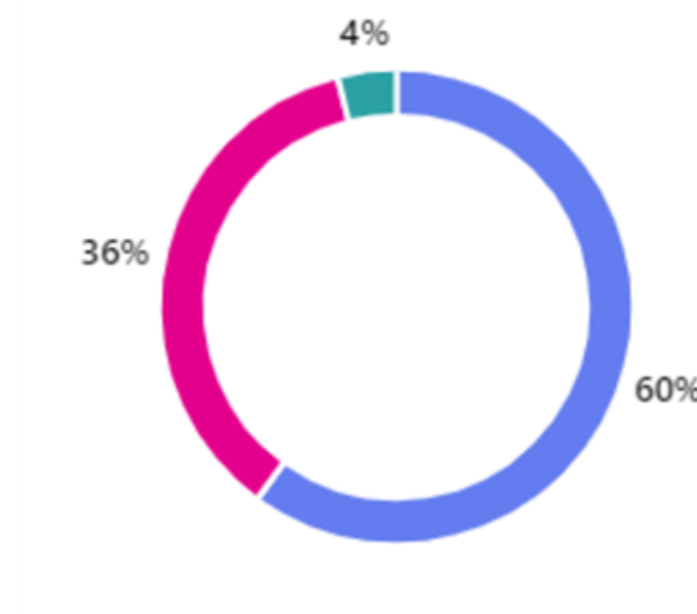
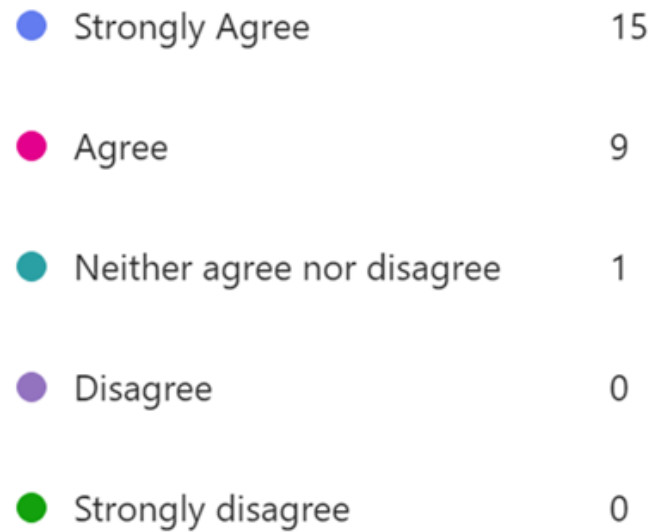
● Very good	8
● Good	16
● Fair	1
● Poor	0
● Very poor	0



When asked about **program general quality**, most participants rated the Blended Intensive Program positively, with 64% indicating the quality as good and an additional 32% rating it as very good. Only a small percentage (4%) rated the program as fair, and no respondents rated the program poorly. This suggests that, overall, participants were satisfied with the quality of the program, with the vast majority providing favorable evaluations..

Results

Student recommendation of the Blended Intensive Program



Finally, most participants expressed strong willingness to **recommend the Blended Intensive Program**, with 96% either strongly agreeing or agreeing. Only 4% of respondents responded neutrally, and no one indicated disagreement. This suggests that participants generally had a positive experience with the program and would be likely to endorse it to other students.

Conclusions

- The Blended Intensive Program (BIP) was positively received, particularly in promoting knowledge of global health, Sustainable Development Goals (SDGs), and interdisciplinary approaches.
- Participants rated teacher involvement and access to resources highly, though some suggested improvements in content delivery and communication about the program structure.
- The overall program quality was rated as "good" or "very good," with strong willingness to recommend it to others, indicating general satisfaction.
- While successful, the study's small, self-reported sample limits its generalizability; future research should include larger samples and examine long-term impacts on career paths and global health contributions.

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Acknowledgements



UiT The Arctic
University of Norway



Western Norway
University of
Applied Sciences



hogeschool
Leiden



António Alves Lopes
Escola Superior de Saúde do Alcoitão
antonio.alopes@essa.scml.pt