



Barnett College
of Public Health

Enhancing Ethical and Sustainable Practices in International Service-Learning: Impact of Web-Based Training for Healthcare Professionals

Lina-Maria Garcia, OTD, OTR/L

Kimberly Pachik, OTD, OTR/L

Erica A. Pugh, OTD, OTR/L

No Financial Disclosures



Learning Objectives

- At the end of this session, participants will be able to:
 - Understand the importance of promoting ethical International Service-Learning (ISL) to safeguard community well-being.
 - Describe key findings from a training intervention designed to improve ethical and sustainable ISL practices among healthcare professionals.
 - Reflect on their own ISL-related practices and identify at least one strategy to enhance ethical and sustainable engagement in future programs.



Introduction

- Conceptual Framework for ISL^{2,5}
 - Aim to promote ethical practice in ISL by ensuring projects are **mutually beneficial and sustainable**.
 - Emphasizes the importance of **considering all key players**
- Ethical Considerations^{2,5}
 - Emphasize **cultural humility**, challenging ethnocentric assumptions and biases.
 - Engage in **genuine partnership** with host communities
- Voluntourism is a fusion of **volunteering and tourism**^{1,3,4}
 - **Over 10 million** international travelers from North America and Europe annually
 - Could lead to **unintended negative consequences** for the host communities



Practice Implications



Increase awareness, knowledge and implementation of ethical and sustainable ISL.



Improved knowledge and awareness of reciprocal ISL practices support intentional translation into practice, strengthening program design, partnership development, and decision-making.



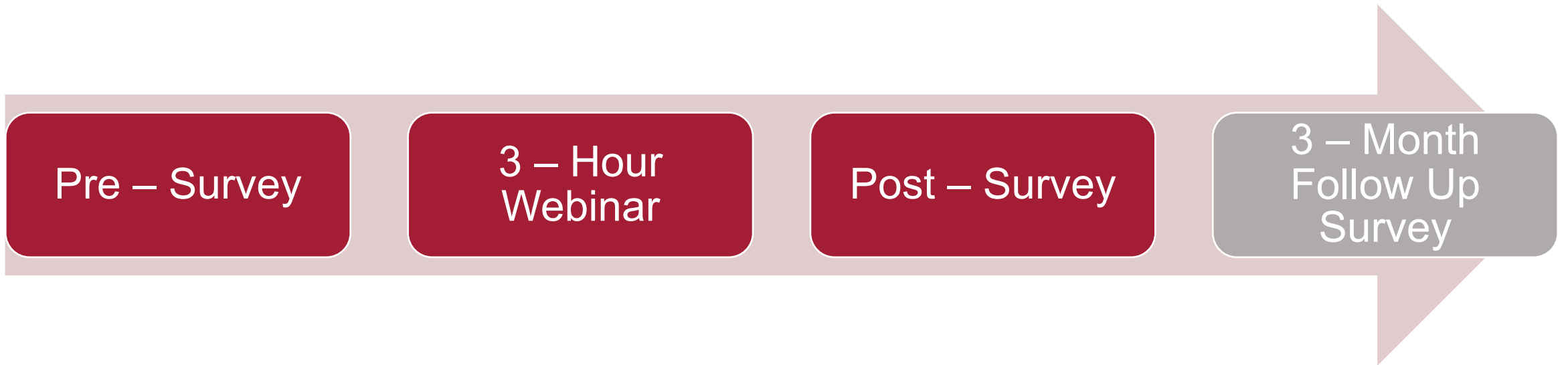
Encourage the adoption of sustainable practices and foster cultural humility in ISL, ultimately benefiting both communities and students.



Promote responsible partnership development, reducing avoidable harms despite well- intentioned service/collaboration.



Methods



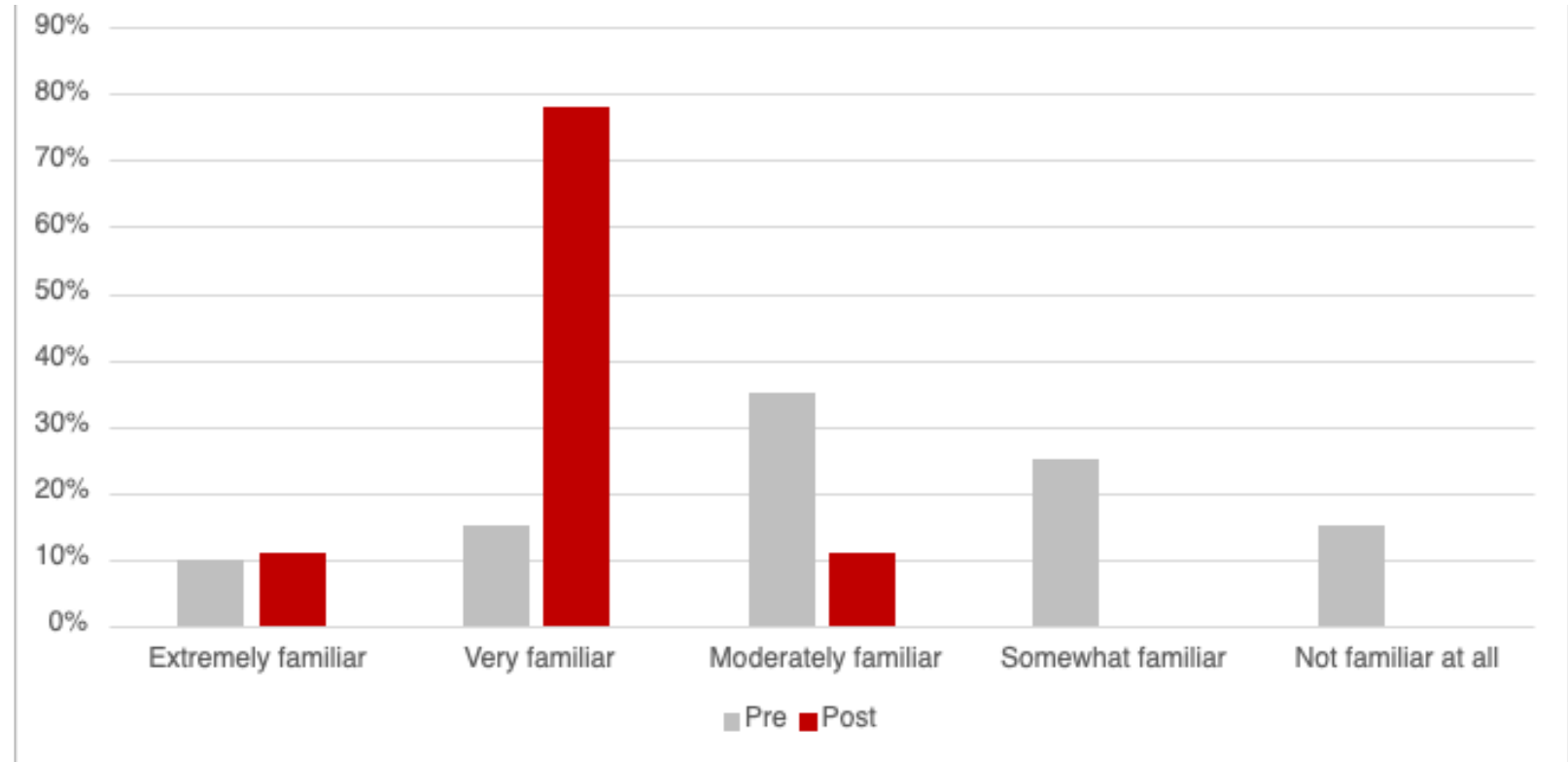


Methods

Participants and Recruitment	Webinar Content	Outcomes Measured
<ul style="list-style-type: none">• Healthcare professionals involved in or interested in ISL• Recruited via professional healthcare networks and social media• Recruitment methods: direct invitation and snowball sampling	<ul style="list-style-type: none">• Ethical frameworks for ISL• Best practices for collaboration and partnership development• Program design considerations• Risks and common avoidable pitfalls• Real-world ISL partnership case study	<ul style="list-style-type: none">• Knowledge / Awareness of risks, ethical ISL principles, and best practices• Attitudes, beliefs and values related to ethical responsibility, reciprocity, and sustainability in ISL• Perceptions of ISL roles, responsibilities, and professional accountability• Practices/ Intentions: Self-reported plans to apply ethical ISL principles in future work

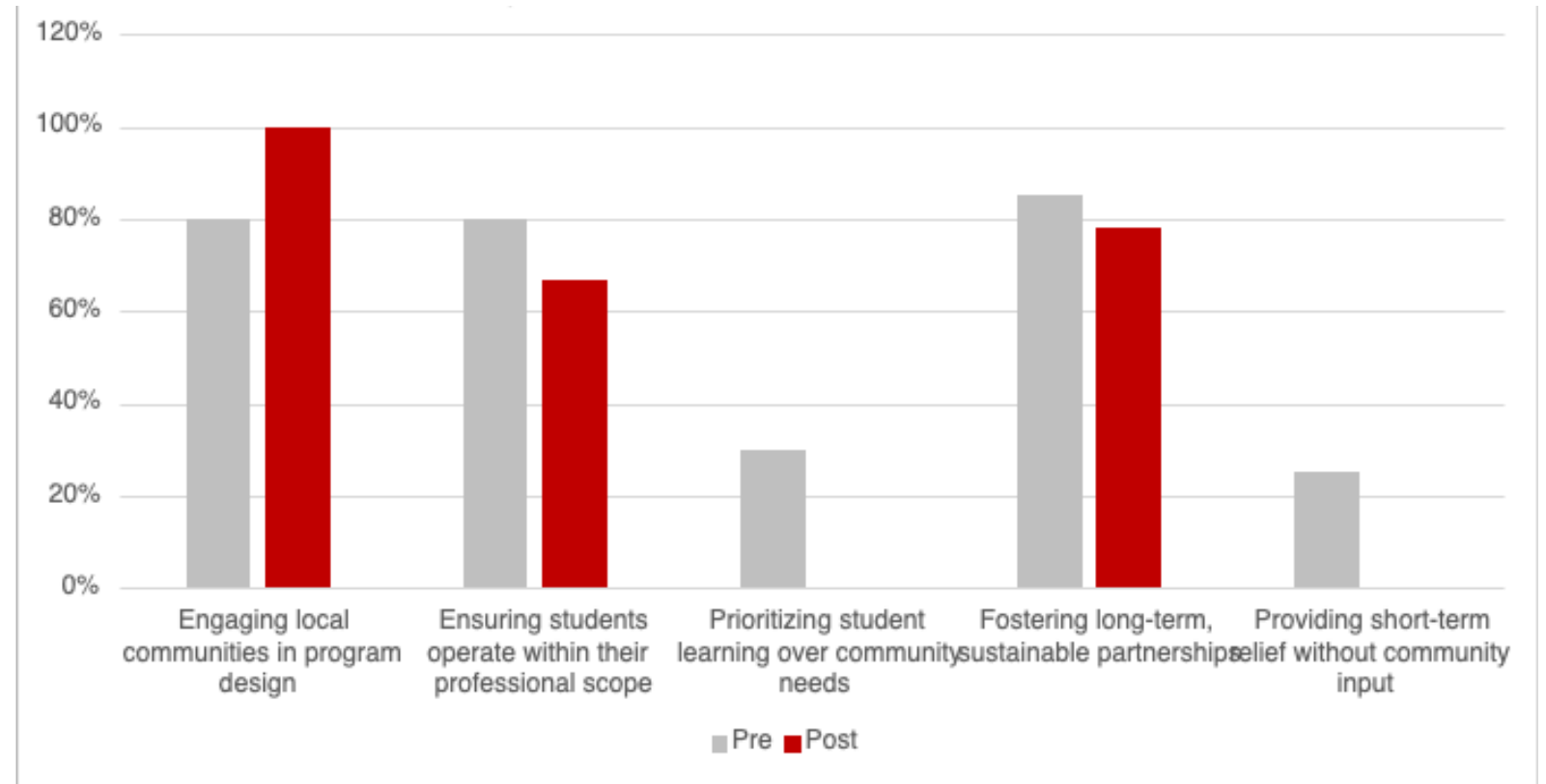
Findings: Knowledge of Sustainability

How familiar are you with the principles of sustainability in ISL programs for graduate students?

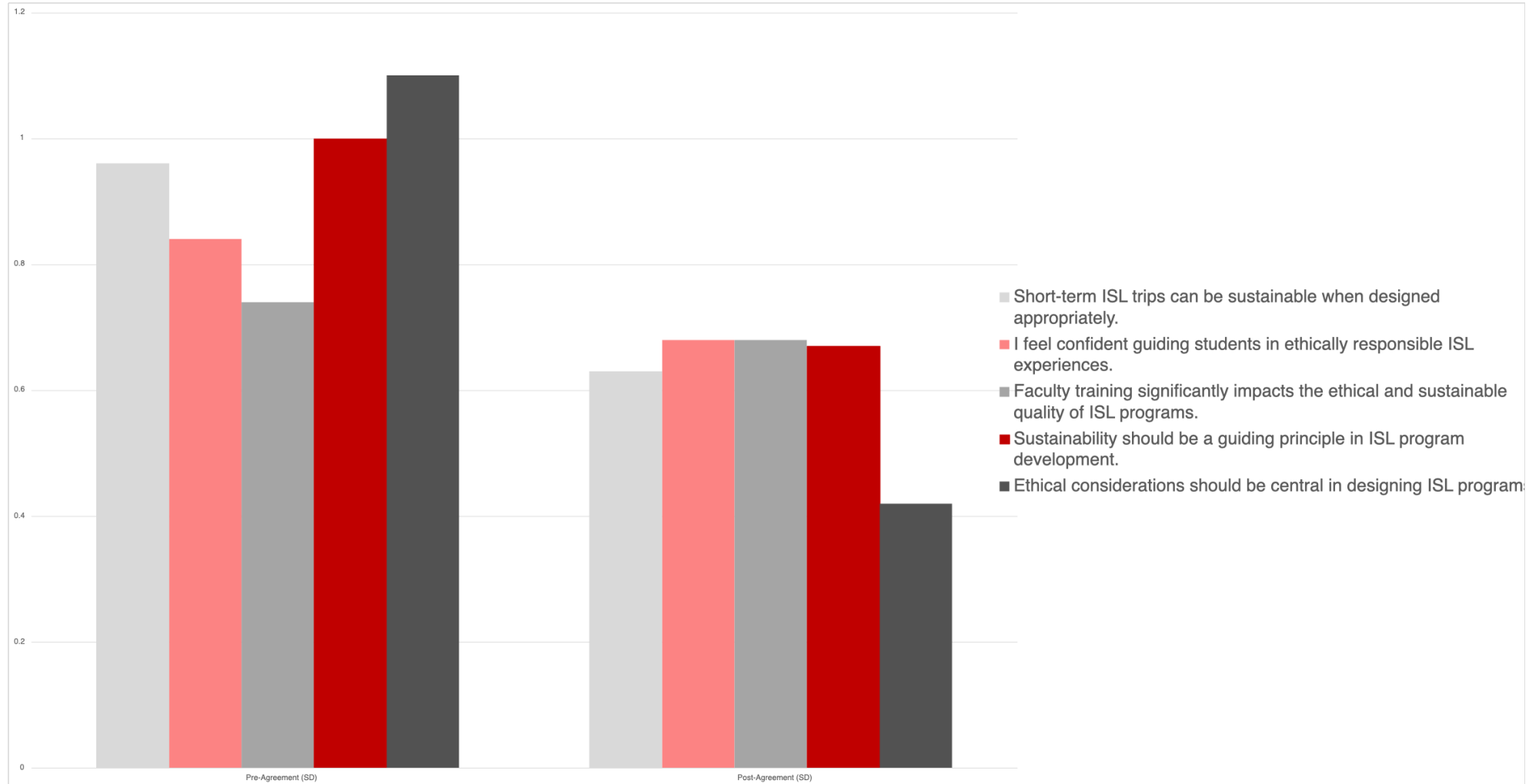


Findings: Attitudes on Ethics

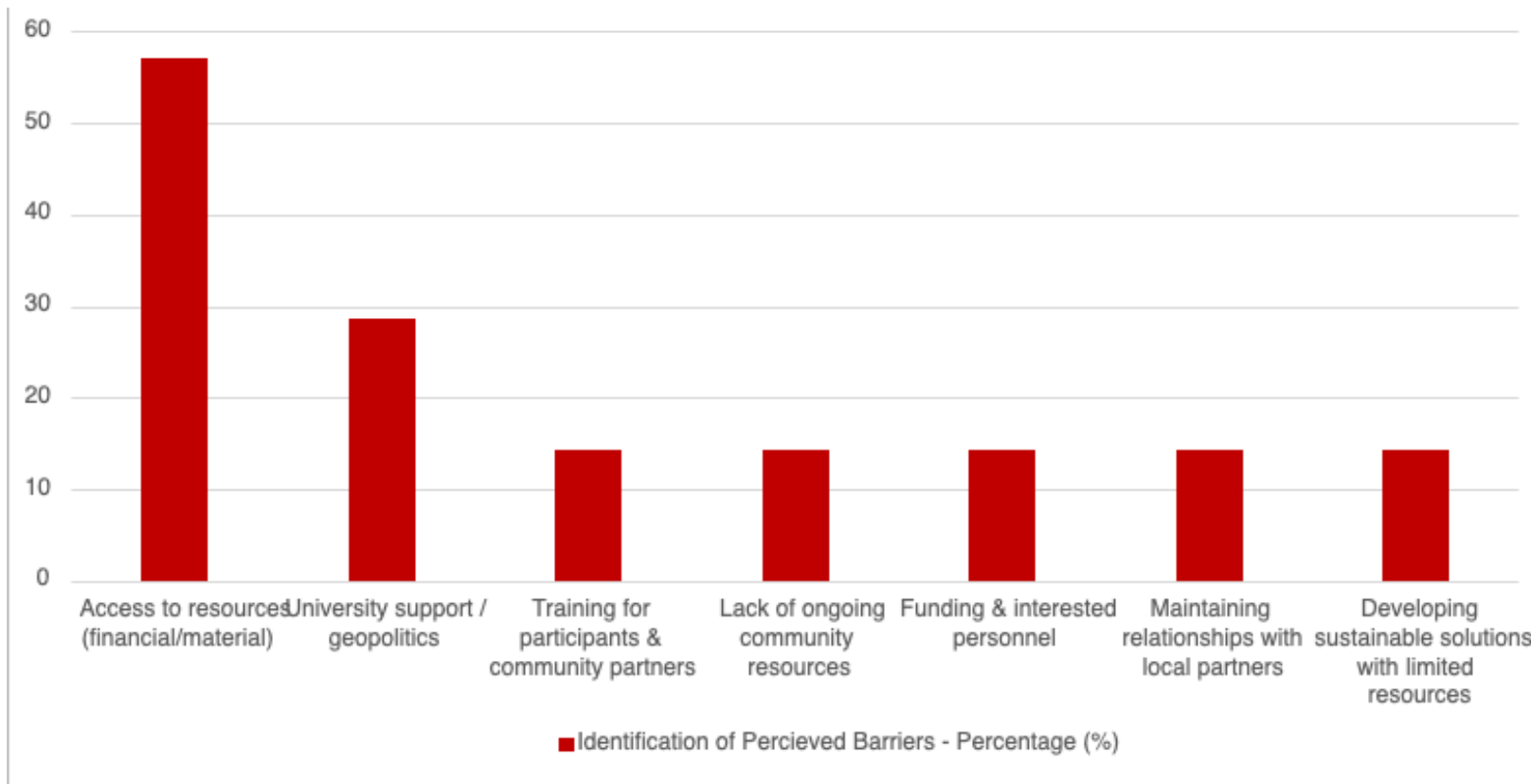
What are key ethical considerations in ISL programs?



Findings: Practices



Findings: Barriers to Practice





Discussion

- Sample size could indicate **feasibility barriers to participation rather than lack of interest** suggesting the need for **alternative delivery formats**
- Preliminary post-webinar results showed **a strong shift in knowledge and awareness** which may have led to more **cautious self-assessment and greater alignment** in how participants understood ethical ISL.
- Awaiting **final phase of study**: 3 month follow – up



Presenter Contact Information



Lina-Maria Garcia

OTD, OTR/L

Assistant Professor

lina-maria.garcia@temple.edu



Kimberly Pachik

OTD, OTRL

Associate Dean of Graduate
Studies

kimberly.pachik@temple.edu



Erica A. Pugh

OTD, OTR/L

Associate Professor

Academic FW Coordinator

erica.pugh@temple.edu



References

1. Bansal, S. (2021). Do no harm: The dark side of voluntourism. *Driving Change*. Retrieved from <https://drivingchange.org/do-no-harm-the-dark-side-of-voluntourism/>
2. Barrett, K., Coppola, S., & Jaramillo, L.A. (2020). *International occupational therapy: Strategies for working and learning abroad*. AOTA Press, Inc.
3. Baumgarten, V. (2022). The paradox of voluntourism: How international volunteering impacts host communities. *Michigan Journal of Economics*. <https://sites.lsa.umich.edu/mje/2022/01/22/the-paradox-of-voluntourism-how-international-volunteering-impacts-host-communities/>
4. Godin, M. (2021). Voluntourism: New book explores how volunteer trips harm rather than help. *The Guardian*. Retrieved from <https://www.theguardian.com/global-development/2021/jun/10/voluntourism-new-book-explores-how-volunteer-trips-harm-rather-than-help>
5. Lattanzi, J. B., & Pechak, C. (2011). A conceptual framework for international service-learning course planning: Promoting a foundation for ethical practice in the physical therapy and occupational therapy professions. *Journal of Allied Health*, 40(2), 103-109.



Thank you!