Assessment of Healthcare Faculty Interest in Internet-based International Education Collaboration and Exchange: A Pilot Study

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Abstract

The education and training of students to become culturally competent and globally aware is a priority in higher education. Faculty hold the keys to international experience for students by offering an international curricular focus, coursework, and enrichment projects. Utilization of the Internet as a portal for international collaboration holds promise to broaden the ability of faculty to facilitate global education and research. This pilot study assesses the current participation in, support of, and barriers to Internet-based international collaborations of 34 faculty from 13 different countries. A high level of personal experience with Internet collaborations utilizing primarily e-mail and online chat was reported by 82% of the faculty. Common barriers cited to Internet-based collaboration were the lack of administrative and financial support to begin or maintain the activity. An overwhelming majority (90%) of the respondents indicated the need for an Internet-based portal for the purpose of international collaboration and education.

Key Words: *Internet, Higher Education, International Education, Global Competence, Global Academic Collaboration.*

Introduction

In this time of global economic expansions and innovative technology, it is important for educators and students to be aware of the similarities and differences among the various cultures and nationalities. Achterberg[1] provides a compelling argument that today's higher education graduates must be globally prepared, regardless of study discipline. Thus our focus must expand beyond student competence in their individual domestic disciplines to encompass all skills necessary to communicate with various people groups with which they may be interacting. To this end, Brustein[2] states five major challenges facing higher education: 1) redesigning the curriculum, 2) achieving faculty buy-in, 3) financing study abroad, 4) integrating international students, and 5) rethinking how foreign languages are taught (p. 382). He went on to say "Without global competence, our students will be ill-prepared for global citizenship, lacking the skills required to address our national security needs, and unable to compete successfully in the global marketplace" (p. 382). Effective implementation of global perspectives need to be woven through all aspects of higher education and embedded in the curriculum through activities designed by enthusiastic faculty and recognized at all levels including the discipline, academic, department and institution.[3]

The term *internationalization,* (describing physical border-crossing activities) is a term that is more currently replaced by the term *globalization* due to world-wide trends and global competition.[4] Globalization can be viewed in four different perspectives: 1) geographical, 2) authority, 3) cultural, and 4) institutional.[5] Edwards[6] speaks of the leading role American educational institutions play based on a number of factors, including the use of English language globally. However, others confront the problems encountered when studying in environments that are very different from one's home country, such as opposing philosophical views of the world and variations among long-standing social traditions.[7]

Historically, international education has primarily focused on faculty and/or student exchanges or internships in foreign countries.[8] These types of exchanges typically vary from one year of education to a short term designated assignment. One common objective of all types of exchanges was to promote cultural immersion, thereby enhancing the student's cultural competency. "Cultural competence may be defined as a set of academic and interpersonal skills that allow service providers to increase their understanding and appreciation of cultural similarities and differences within and between groups so that they are able to draw on a particular community's values, traditions, and customs in developing effective and appropriate interventions"(p. 16). [9]

In an effort to prepare students to compete globally, educational institutions have encouraged some form of international education in the curriculum. However, face-to face interactions and culture immersion has been somewhat hindered due to international travel and security concerns.[10] Other obstacles to international exchange include financial concerns, family commitments, and other circumstances that require academic studies and professional training activities to be place bound. For example, foreign language instructors may choose to live for a period of time in a foreign country to develop both "cultural and linguistic competence" (p.1) to better prepare even the non-language major student who may, at some point in his/her career, find a need to work, study, and live in a foreign country and/or within a different culture.[11]

Other career disciplines are also exploring the need for and implementing international collaboration opportunities. In the area of science, graduates may find themselves collaborating with individuals from various countries, traveling to other countries for conferences, or both. Guest, Livett and Stone [10] found that science students who do participate in exchanges do so in fulfillment of the *nonscience* components of their degrees. In a study of science graduate students, Ynalvez and Shorum[12] found the students to be more domestically collaborative than internationally. Two over-arching reasons for science students not to participate in exchange programs could be lack of awareness of exchange programs and cost. (p. 386). Faculty support the idea of international experience, however, they do not support it as compulsory (p. 389). As higher education trains executives and technicians, "the main growth is in globally mobile degree in business studies and computing" (pg 7).[13] International collaboration in organizational behavior and management is evolving from reading others research to designing projections and practices that are of global nature, but can be applied locally.[14-15]

The Runestone project was a virtual international collaboration, involving students and faculty from four educational institutions in three different countries (USA, UK and Sweden), where computer science students were assigned problem-solving

projects to be remotely coordinated among student groups to include representatives from each institution. The primary objective of this project was to provide the students with international contacts and prepare the participants with skill sets to interact on a professional level with colleagues from different cultures and educational backgrounds.[16] Among the problems reported by students were the six-hour time difference, delays in response time, procrastination, poor communication, lack of technical skills, and differences in motivation (p. 130). Also cited was the lack of facilitation on the part of the group leader, which suggests that perhaps faculty did not have the time to devote to this type of educational exercise (p. 131).

The University of Pittsburgh Global Academic Partnership Program (GAP) is an example of another Internet-based academic portal. The strong international support of this University led to the design of the GAP to entice faulty to become "engaged in the efforts to internationalize the campus" (p. 387).[2] GAP supports the exchange of interdisciplinary research and information between faculty and their international counterparts thus minimizing the barrier of the participants' time needed to develop and maintain such a portal.

Another University of Pittsburg product is the "Supercourse" which provides "freeware" streaming voice-video presentations via the Internet for medical, nursing, dental, and veterinary schools. Similarly, the Association of Schools of Public Health (http://www.asph.org/document.cfm?page=1084) is currently in the early process of establishing globally accepted curriculum for global health programs and competency requirements for masters-level global health programs. The need for and work toward core health education competencies is also exemplified by the Galway Consensus Conference. This consensus group is the joint effort of the International Union for Health Promotion and Education, the Society for Public Health Education and the US Centers for Disease Control. First organized in 2008, the purpose of this group is to stimulate dialogue among those who represent the various domains of global health care.[17]

In area of healthcare, faculty, students, and clinicians have experienced various opportunities to be involved with international exchanges. Ease of travel and relocation throughout the world has prompted health professionals and health educators to more carefully examine their sensitivity to the differences in cultures. Cultural competency is also being integrated into curricula and professional activities to better prepare the health professional. Typically, student/faculty health practitioners primarily practice short-term immersion into other cultures and countries as advisors or educators to improve health through programs such as "train-the trainer" courses or to extend "helping hands" in disaster situations. Other health professionals travel more for personal quest to "see the world." At the other end of the spectrum is the use of telemedicine and teleconferencing where patients may be "treated" by a specialist via computer technology and practitioners can "consult" with little regard to geographic borders.

To more fully assess types of internationalization in the healthcare field, a search of the literature, using keywords allied health, education, global collaboration, and associated phrases was conducted. Results were primarily related to global health education reported through international student and/or faculty exchange. There appears to be a plethora of data describing international experiences related to nursing education programs in the United States (US). The primary objectives for international experience were developed for the purpose of enhancing the student's professional, cultural and personal development. This practice has been ongoing among nursing programs for a number of years.[18-21] According to Goldberg & Brancato,[22] "nursing is a universal profession challenged by global issues, … by discussing mutual knowledge and developing a shared mission and objectives, nurses in an international partnership can assist in affecting changes for nursing practice, education, and research"(p. 30). In more recent years, medical schools have implemented similar experiential opportunities to increase the future practitioner's awareness of cultural differences.

The field of dentistry has likewise employed similar international exchanges as the medical field though on a much smaller scale. In an effort to improve dental hygiene practice in Australia from a global perspective, Luciak-Donsberger and Aldenhoven[23] found varying levels of education as well as professional autonomy. This gave the international dental hygiene community a baseline assessment needed to understand similarities and differences. International research collaborations were examined by Catalanotto et al[24] who found that dental-related global collaborations were primarily based on individual relationships between faculty from different countries working on specific grants. Dental faculty and practitioners have advocated for the development of a global oral health course intended to broaden the student's understanding of global oral

health needs and programs.[25] This would be a positive step towards global awareness for future dental professionals leading to possible international exchanges.

A position paper was developed by a work group from the American Dental Education Association Leadership Institute advocating for an increase in global collaboration and standardization in dental education.[26] With unmet national and international oral health needs, rapid growth of "dental tourism" and the reality of the dental materials and supplies produced by international companies, a global mindset is essential. These authors go on to say "An ideal approach to the globalization of dental education is for all countries to work together to identify common challenges, share experiences, and pool intellectual resources" (p. 409).

Existing mechanisms of international pooling of intellectual resources include the MedEdPortal (www.mededportal.org) designed to be a depository of peer reviewed educational materials for both the medical and dental educators. In 2006, the World Health Organization formed the Global Health Workforce Alliance. The goal of this group, representing "governments, civil society, international and regional institutions, professional associations, academia and the private sector" was to create a "joint platform for consolidated action on the health workforce crisis" (www.who.int/workforcealliance/about/history/en/index.html). One of the members of the alliance is the Global Health Education consortium (http://globalhealtheducation.org/SitePages/Home.aspx). The objectives of this group of health care educators include international exchange opportunities for faculty and students as well as development of culturally sensitive health education modules to be shared globally. Another member of the alliance is the Global Healthcare Information Network (www.ghi-net.org). The goal of this organization is to serve as a repository of health information which can be freely accessible to medically underserved areas world-wide.

The interest and involvement of university faculty plays a key role in the globalization - or lack thereof - in higher education. Stohl[27] makes a strong argument that "Our challenge is to convince faculty that their scholarship and teaching will benefit from these (globalization of higher education) efforts by considering the risks and reward structure within our institutions and faculty structure" (p. 359). He goes on to explore the difficulties in engaging faculty in his institution to embrace globalization and found that the international educational or research activities in his institution were done by one or two key faculty. Through years of work to internationalize his campus, he came to the conclusion that it was the lack of faculty interest and involvement that killed student interest. Though barriers to globalization in education were not specifically discussed, the associated need for time and funding may be an underlying reason for low faculty involvement. Stolh made a strong appeal to capture faculties' attention and convince them that globalization is in their students' and professional best interest.

Another potential deterrent to participating in global exchange is the current international climate of economic and political instability. Also, institutional funding for international exchange is dwindling within the US. Given the current economic and political environment, educators are looking to technology to connect students and faculty regardless of time and place. Globalization is today a reality owing to advances in information technology and the innovation of businesses worldwide. Where exchange programs to develop cultural competency[28] may not be feasible, an Internet-based collaboration and exchange portal may provide a pedagogical alternative.

The Internet has increased the ability of individuals throughout the world to link with each other without the time and expense associated with traveling. It has also enabled the public to receive information from other media resources such as television and newspapers. Recently a number of different organizations have banded together to collect and disseminate educational materials through open Internet access (See Table 1). Most of these organizations further explain on their websites that educational research, collaboration and exchange are promoted, as well. The focus of information varied from agricultural/environmental issues to public health information. There were no website portals that included allied health in its focus population found, however. For purposes of this discussion, allied health professions will be defined as persons "involved with the delivery of health or related services pertaining to the identification, evaluation and prevention of diseases and disorders; dietary and nutrition services; rehabilitation and health systems management, among others. Allied health professionals, to name a few, include dental hygienists, diagnostic medical sonographers, dietitians, medical technologists, occupational therapists, physical therapists, radiographers,

respiratory therapists, and speech language pathologists" (www.asahp.org/definition.htm).

Beyond nursing and medical school student international exchange, little information was found in the literature related to exchange programs or Internet-based educational portals for the allied health student and/or faculty. The global sharing of educational curriculum, research and exchange among allied health programs will not be without challenges. Miller and Gallicchio[29] suggest that primary obstacles may be the international variations on educational and training standards from one country to the next. Nevertheless, "the new millennium brings the potential for an integrated clinical, research, and educational collaborative environment that must consider economic, demographic, environmental, social, epidemiological, political, and technological change." (p. 236).

Given the need to increase international collegiate collaboration, we wanted to gain insight into current international activities of faculty from various countries. Though we were aware of face-to-face exchange programs, we did not know the level of interest or current use of the Internet for international collaboration activities.
The purpose of our study is to determine the following:

1) Is there current participation in any type of Internet-based educational collaboration and exchange on an international level?
2) What are the perceived barriers related to integration of Internet-based educational collaboration and exchange?
3) Is there an interest in Internet-based global educational collaboration and exchange on an international level?

Purpose of Study

The purpose of this study was to investigate present usage; perceived barriers to Internet-based educational collaboration and exchange on an international level; and personal interest in Internet-based international education.

Methods

Procedure

A twenty item, multiple choice/short answer questionnaire written in English language and translated to the Arabic language was developed by the researchers. The instrument was tested for content construction by three international faculty and received institutional human subjects approval. The survey was distributed to consenting university healthcare faculty who were attending various professional meetings in Europe and the Middle East. Once completed, the survey was placed in an envelope and handed back to one of the researchers. The surveys were free of personal identification and therefore anonymous. Two demographic questions identified the respondent's primary job description and country of residence. The remaining questions addressed 1) the respondent's personal level of experience with global collaboration/exchange; 2) degree and types of institutional participation in international collaboration; 3) significant barriers to international collaboration and actions implemented to overcome these barriers; 4) level of interest in participating in an Internet-based international collaborative effort; 5) types of activities one might like to utilize via Internet-based international collaboration; and 6) identification of web-sites currently being utilized for international collaborative efforts. The quantitative results were analyzed utilizing frequency distribution. Respondents' short answers were assessed for common themes by question and reported as representative quotes.

Results

Respondents

This study was conducted using a convenience sample of 34 university faculty attending one of three international conferences held in Zagreb, Croatia; Cairo, Egypt; or Rome, Italy. In addition, surveys were administered during face-to-face meetings held in Palermo, Italy, and Ljubljana, Slovenia. These international conferences and meetings garnered responses from 13 different countries including: Canada, Croatia, Egypt, Greece, Germany, Italy, Netherlands, Romania, Saudi Arabia, Slovenia, Sweden, the United Kingdom, and the United States. The professions represented by participating university faculty included dentistry, dental hygiene, medicine, public health, epidemiology, and social work.

Existing Level of International Collaboration

Personal Experience

When responding to personal levels of experience with global collaboration, 41% (n=14) reported a

high level of personal experience with global collaboration, 27% (n=9) reported a moderate level of experience, and 32% (n=11) reported a low level or no experience (see Table 2). Personal experiences described were, for the most part, personal international visits or face-to-face interactions. Over 82% (n=28) reported a high or moderate level of experience with Internet-based collaboration primarily utilizing e-mail and web-based chat. When asked about personal experience with web-based curriculum, only 9% (n=3) had a high level of experience while 67% (n=23) reported either low or no experience with this medium (see Table 3).

Institutional Participation and Reported Barriers

International collaboration activity was high (94%) among the institutions represented by the participants. Types of activities included workshops, distance learning, research projects, teacher and student exchanges and projects. Institutional activities utilizing the Internet were primarily online courses or continuing education. Those respondents who had indicated their institution had participated in international collaboration were asked whether the following barriers were encountered: administrative support to develop; administrative support to maintain; financial support to develop; and financial support to maintain. The responses were fairly consistent across the four categories. Program development, program maintenance, and financial support for program development was reported by 56% (n=19) of the respondents. A slightly greater number (65%, n=22) reported financial barriers to maintain international collaboration activities.

One respondent commented on their institutional barrier experience stating "*This is an important area, but [it is) not seen as an institutional priority."* Another simply said "*Work, work, work.*" Lack of time, work load, computer literacy problems and lack of proficiency in foreign language were also cited as personal barriers that hinder more involvement with international collaboration.

Though there were a number of barriers reported, faculty also noted numerous actions taken to overcome the problems or barriers cited. Creative problem-solving and determination were exemplified by statements that included:

> "*Some of the fees were delegated to applicants.*"
> "*We applied for additional grants and finally supported the collaboration within the University."*
> *"Keeping up the spirit and finding the right enthusiastic person."*
> *"Educate and employ new staff to be able to cope (with) activities and work."*

Several respondents expressed a strong need for faculty and staff training and development to cope with the additional workload involved with international collaboration. Some respondents simply commented "*none*" when asked what actions were taken to overcome the stated barriers.

Interest Level for International Internet-based Academic Collaboration

Respondents were then asked to indicate perceived *level of interest* their institution had in Internet–based international education. Of the 29 educators who answered this question, 29% said their institutions had a high level of interest, 50% moderate, and 6% indicated a low level of interest. When asked to describe their *personal* level of interest in Internet-based academic collaboration and international education, high levels of interest were expressed in both topics with respondents reporting 47% and 53% respectively (see Table 4).

Imagine an Internet-based Portal for Collaboration and Education

When asked if they envisioned the need for an Internet-based portal for the purpose of international collaboration and education, 90% responded in the affirmative. Respondents provided a wide variety of activities they would like to see included in a portal such as: the exchange of curriculum, research projects, evaluation resources, innovative approaches to teaching, lectures, seminars, guideline dissemination, chat and exchange of behavioral techniques. One respondent described the need for "*academic research project 'matchmaking' by bringing together units and researchers in the IT* [information technology]*/education field".* The verb "*exchange"* was repeatedly used to express their interest in how the Internet could facilitate international collaboration and education. Typically, respondents described one or more activities for this question possibly affirming the high level of interest reported in the previous question.

Even with a high level of interest, educators have some concerns with an Internet educational web portal. As with reported institutional barriers, faculty expressed that they would not have enough time to utilize this tool. Examples of faculty comments were "*Time… e-mail is busy enough*" and "[It] *must not*

substitute everything else." Other comments identified personal preference issues such as "*I prefer personal contact for initial discussion*", "*User friendliness is a concern*" and simply "*Privacy*". Acceptance by other faculty members was voiced by some, described as "*It might be restricted by the more traditional faculty members"* and *"Barriers with professors or universities and students*" Language and time zones were also listed as potential deterrents.

Though 43% of respondents indicated that they were not aware of any existing Internet-based educational portal, 50% reported that they were aware of one or more and went on to list existing sites. The Association of American Medical Colleges and the American Dental Education Association's *MedEdPortal* was mentioned along with *Blackboard* and *Tobacco Free! Curriculum* as examples of existing Internet educational portals. Awareness of other sites was indicated although the exact name or web address was not known.

Several respondents expressed interest in obtaining the results of this study and requested a re-print of the findings once published. Overall, the depth of responses provided to the open-ended questions reflected a high level of interest elicited from this group of voluntary respondents.

Discussion

The purpose of this study was to investigate present usage; perceived barriers to Internet-based educational collaboration and exchange on an international level; and personal interest in Internet-based international education.

Present Usage

Overall, the majority of the respondents had experience with international collaboration and primarily face-to-face. Although the majority did have experience with the Internet, e-mails, and other forms of electronic global communication, close to half of the participants reported low or no experience with web-based curriculum. Likewise, when asked about what was available in web-based curriculum, the three sites stated were generated from American sources (*MedEdPortal, Blackboard,* and *Tobacco Free! Curriculum).* This may demonstrate a lack of awareness or familiarity with similar web-based healthcare curriculum sites originated from and utilized in other countries.

Perceived Barriers

Over half of the respondents indicated barriers to international collaboration as being institutional in nature, such as program development, program maintenance, and financial support. As with other pedagogical projects, faculty members need to have the time and resources to develop, implement, and evaluate.[16] The written comments by the respondents provide even greater evidence of these barriers as primary concerns with international collaboration. Once initial contacts are established, it is difficult to maintain these relationships when there is a lack of financial commitment needed to support these exchanges.

Other reasons for non-participation or discontinuing international activities are more on personal and professional levels such as language barriers, lack of computer skills, workload, and time. Reflecting the comments of Stohl[27] stressing the importance of motivating and encouraging faculty, participants also expressed the need for "*Keeping up the spirit and finding the right enthusiastic person"* as an important aspect of continuing international collaboration. Faculty are gate-keepers for student interest in and opportunity for international experiences. An important strategy for the expansion of Internet-based education and collaboration may lie in ease of faculty access to an allied health Internet portal to better facilitate international collaboration.

Personal and Perceived Institutional Interest in Internet-based Education

Encouragingly, over half of the respondents reported a high level of personal interest in Internet-based international collaboration and a need for an Internet-based educational portal. During survey collection, several participants expressed enthusiasm and excitement in the concept of an Internet-based educational portal which was reflected in the range of projects suggested including curriculum exchange, research activities and just chatting with faculty in other countries. The opportunity to easily exchange information and resources with faculty having similar interests across the globe may be an important element needed to encourage faculty buy-in. Faculty involvement must be nurtured and supported in order to implement international collaboration in higher education. [2, 26]

Future Directions

The literature affirms the need for secondary and post-secondary education to include cultural competency to better prepare the graduate for global citizenship. The utilization of Internet portals, such as the GAP or MedEdPortal, could be an answer to solving some of the restriction placed on face-to-face international collaboration. Several of the restrictions could be eliminated through institutional initiatives. First, the issue of time and money required to move faculty/students from one place to another would be addressed, although it does limit the richness of cultural immersion derived when one can actually live and work in a foreign country. Second, a wider range of individuals could be reached and served through a global network. Third, administrative support for an Internet collaboration portal may be enhanced by the knowledge that the individual faculty member would not be physically absent - reducing the need for coverage of faculty academic responsibilities. However, supplementary administrative support in non-financial avenues such as acknowledgement in merit, tenure, and promotion documentation should be addressed.[3] Workshops for faculty and staff members could be offered to enhance the pedagogical resources available via Internet in the classroom. Undergraduate and graduate students are often more competent with computers than faculty members due to their life-time exposure and socialization with technology; these individuals should be utilized in reverse roles. Grants and other funding sources within an institution, a profession, and a geographic location or culture need to be investigated along with federal and international agencies that support international education.

Conclusion

The literature affirms the need for secondary and post-secondary education to include cultural competency to better prepare the graduate for global citizenship. This pilot study sought to assess the current participation in, support of, and barriers to Internet-based international collaborations through a convenience sample of 34 dentistry, dental hygiene, medicine, public health, epidemiology, and social work faculty from 13 different countries. The results suggest that there is an interest in developing an Internet-based educational collaboration and exchange at the international level.

The interpretation of the findings, however, is not without limitations. This paper was written from the perspective of university faculty teaching in the United States and may represent a single country bias. Another limitation is the self-reporting methodology used in the surveys. The results can only be as accurate as the input from the respondents. The misinterpretation of the question, given the multi-nationality of the respondent group, is also a possible limitation. For example, there may have been differing opinions and perceptions (subjective interpretation) when choosing from the "high, medium, and low" survey selections. Results were limited by participants' level of interest in full completion and submission of surveys. Lastly, this convenience sample does not represent the entire global population of university educators. Admittedly, university faculty who are able to attend an international conference may enjoy a greater level of university support and experience than faculty who lack adequate resources to attend such meetings. Internet communication has the potential to provide resources to a more diverse population of allied health educators.

This study provides a unique and interesting snap-shot of health care faculty level of interest in globalization of education via the Internet. As this concept is moved forward and adopted by faculty and institutions, new models of education, collaboration and research can be developed and expand this important endeavor. A follow-up study to include a more expansive cross-representation of international allied health educators is recommended. Further studies to collect data on personal and institutional facilitators to Internet –based international education collaboration and exchange are also suggested.

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Table 1. Examples of identified educational resource websites

Association of Schools of Public Health	http://www.asph.org/document.cfm?page=1084)
EUN Community	http://community.eun.org
Global Health Education Consortium	http://globalhealtheducation.org/SitePages/Home.aspx
Global Healthcare Information Network	www.ghi-net.org
Global Health Workforce Alliance	www. who.int/workforcealliance/about/history/en/index.html
Health Professions Network	http://www.healthpronet.org
Health Sciences Online	http://hso.info/about/about.html
MedEdPORTAL	http://mededportal.org
National Institute for Health and Clinical Excellence	http://www.nice.org.uk
Patrick J. "The Internet is THE information superhighway"	http://www.pitt.edu/~super1/assist/john.htm
Tobacco Free!Curriculum	http://www.sah.siuc.edu/tobacco
United Nations Association of the United States of America	http://www.unausa.org/globalclassrooms
Universitas 21	http://www.u21health.org
World Bank Group	http://ddp-ext.worldbank.org/ext/GMIS/gdmis.do?siteId=2&menuId=LNAV01HOME1
Worldwide Universities Network	http://www.wun.ac.uk

Table 2. Personal Experience - Face-to-Face

Face to Face Experience	Percent (n)
None	3 (1)
Low	29 (10)
Moderate	27 (9)
High	41 (14)
Total	100 (34)

Table 3. Personal Experience - Web-based curriculum

Web-Based Experience	Percent (n)
None	29 (10)
Low	38 (13)
Moderate	24 (8)
High	9 (3)
Total	100 (34)

Table 4. Personal and perceived institutional level of interest

Perceived Institution Interest Level	Percent (n)
Low	6 (2)
Moderate	50 (17)
High	29 (10)
Total	85 (29)
Missing	15 (5)
Total	100 (34)
Personal Interest Level	Percent (n)
Low	3 (1)
Moderate	29 (10)
High	53 (18)
Total	85 (29)
Missing	15 (5)
Total	100 (34)