

## **Going Global in the Public Health Classroom**

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***School: Brigham Young University***

***Subject Area: Public Health/Health Promotion***

***Grade Level(s): Graduate (MPH)***

***Time Frame to Allow for Unit: 5 class sessions of 75 minute periods over 13-14 weeks***

### ***Introduction:***

The theme of the unit is global and cultural competency in public health and is designed to “globalize” the classroom by using technological tools that enable intercultural interaction and communication. The unit will be conducted in a Master of Public Health (MPH) course (HLTH 630 “Small Group Health Promotion Interventions”). It is a project-based learning experience in which students will initiate an intercultural collaboration and apply technological tools for collaboration and connection in investigating a specific culture. The project will culminate in the development and production of a presentation and “real-time” cross-cultural exchange delivered to an undergraduate public health class (HLTH 330 “Principles and Practices of Health Promotion”). Therefore, this unit will also help to increase cultural understanding among these undergraduate public health students.

This unit will incorporate the Purnell Model of Cultural Competence to teach global and cultural competency. The model, widely used in academic and practice settings, provides an organizing framework that is applicable for public health and all healthcare disciplines. The model is simplistic and students can easily grasp its concepts, and this may facilitate the application of these concepts into practice. The model and its domains have been valuable as a resource in guiding the study of cultural understanding and health practices of clients and communities in many diverse populations and cultures in the United States and abroad. The basis of the model is that cultural groups deserve public health approaches and health care in which their culture is understood, valued, and specific needs and characteristics are taken into account; or "consciously culturally competent care."

### ***Geographic Connections:***

- Globalize classroom through intercultural exchanges and intercultural communication (cross-cultural exchange)
- “Morphing” classroom to educate 21<sup>st</sup> Century students – “new” technologies
- Global and cultural competency
- Globalized projects

### ***Vocabulary: Terms, Concepts and Actors***

***Global competence: the capacity and disposition to understand and act on issues of global significance (Asia Society, 2011).***

**Globally competent individuals:** *those who are aware, curious, and interested in learning about the world and how it works; they deploy and develop this expertise as they investigate such issues, recognizing multiple perspectives, communicating their views effectively, and taking action to improve conditions (Asia Society, 2011).*

**Culture:** *the totality of socially transmitted behavioral patterns, arts, beliefs, values, customs, life ways, and all other products of human work and thought characteristics of a population of people that guide their worldview and decision making. These patterns may be explicit or implicit, are primarily learned and transmitted within the family, are shared by most members of the culture, and are emergent phenomena that change in response to global phenomena. (Purnell, 2003).*

**Cultural understanding:** *the ability to appreciate and understand the behavioral patterns, arts, beliefs, values, customs, life ways, and worldviews of members of a cultural group outside of one's own personal culture (Purnell, 2003).*

**Purnell Model of Cultural Competency:** *a conceptual model that provides an organizing framework for learning about cultural concepts applicable to all health care disciplines in all practice settings (Purnell, 2003).*

**12 Cultural Domains:** *characteristics common to all cultures, subcultures, and ethnic groups that are interconnected and have implications for health. According to the Purnell Model for Cultural Competency, health professionals are encouraged to assess 12 cultural domains in order to provide culturally competent health services and care (Purnell, 2003).*

### Stage 1 – Desired Results

#### **MPH Core Competencies (from MPH Core Competency Model- Association of Schools of Public Health)**

- Diversity and culture: Upon graduation a student with a MPH should be able to interact with both diverse individuals and communities to produce or impact an intended public health outcome.
- Communication and informatics: Upon graduation a student with a MPH should be able to collect, manage, and organize data to produce information and meaning that is exchanged to different audiences in person, through information technologies, or through media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.

#### **BYU MPH Program Learning Outcomes**

Discuss how diverse cultural values, traditions, geopolitical systems, and other social determinants impact the health of communities being served.

Demonstrate effective communication skills for public health practice including activities that inform, educate and empower targeted audiences.

#### **Association of Schools of Public Health Undergraduate Public Health Learning Outcomes Model**

As educated members of society all undergraduates should be able to:

1.5 Discuss the role of gender, race, ethnicity, and other evolving demographics in affecting population health.

1.6 Discuss major local, national, and global health challenges.

1.10 Assess the values and perspectives of diverse individuals, communities, and cultures and their influence on health behaviors, choices, and practices

3.11 Value multicultural perspectives and sensitivities on health.

### **BYU Undergraduate Public Health Core Learning Outcomes**

Evaluate the behavioral, social, environmental, genetic and cultural determinants of individual and population health.

Communicate public health information effectively both orally and in writing.

#### **Understanding (s)/Goals:**

Students will understand that:

- Learning about cultures and developing global/cultural competency is an ongoing process and develops in a variety of ways but is learned most powerfully through cultural interactions and exchanges.
- Globally competent individuals gain understanding through inquiry, recognize differing perspectives, communicate effectively with diverse audiences, and act in competent ways.
- Applying the use of technological tools increase the capacity for cross-cultural exchange and collaboration

#### **Essential Question(s) Related to Theme(s):**

- What competencies are need for public health students to work effectively in a world of increasing social, cultural, ethnic, linguistic, and religious diversity; and the increasing cultural complexity you will face? What technological skills are needed?
- What are key reasons that you should be more global competent?
- In what ways does living in a global society affect your life? How will you be affected in the future? How will you be affected by new and emerging communication technology?
- What is the value of investigating the world beyond your local circumstances and environment; and from cross-cultural perspectives? What particular topics can be better understood by considering different cultural, economic, religious, regional, or disciplinary perspectives?

#### **Student Objectives (Outcomes):**

Students will be able to:

- Investigate and analyze cultural domains using the Purnell Model of Cultural Competence.
- Apply technological tools for cross-cultural exchange and collaboration

- Plan and deliver an instructional unit designed to increase cultural understanding about a specific culture.
- Create instructional products for global/cultural competency, including a Voice Thread presentation and “real-time” cross-cultural exchange

**Stage 2 – Assessment Evidence**

**Performance Task(s):**

- Product 1 – 12 Domains of Culture Paper. Students write a paper investigating the 12 domains of a specific culture represented in the Purnell Model of Cultural Competence, and interact and collaborate with an individual from the culture
- Product 2 – Voice Thread Presentation. Students develop a Voice Thread presentation focusing on one or more of the domains of the Purnell Model in collaboration with an individual from a specific culture
- Product 3 – “Real-time” Cross-Cultural Exchange and Presentation. Students plan and deliver a one hour presentation which includes applying technological tools to produce a “real-time” cross-cultural exchange for undergraduate public health students

**Other Evidence:**

- Class discussion. (See Day 1 in Learning Plan) A classroom discussion will be conducted in which students will be asked the essential questions (pre-assessment).
- Pre-Assessment of Technological Tools. (See handout) Survey of prior experiences with technological tools for connecting and collaborating (pre-assessment).
- Collaboration Report. Each group will write a paper in which they show evidence of meaningful cross-cultural collaboration in the development of the paper and Voice Thread presentation (summative).
- Oral Report. A 12-15 minute oral report will be given in class reporting results of the project which includes showing video clips of the cross-cultural exchange and a sampling of the Voice Thread presentation (summative).
- Reflection Paper (Undergraduate students). Students will write a two page reflection paper addressing these questions – What does it mean to you to be globally and culturally competent? What is the value of investigating the world beyond your local circumstances and environment; and from cross-cultural perspectives? What particular topics can be better understood by considering different cultural, economic, religious, regional, or disciplinary perspectives? How does being globally and culturally competence make you more effective as a public health professional? How can this competence help you better compete for jobs in the public health arena? What is culture and how do aspects of culture affect health?
- Class Discussion. (See Day 4 in Learning Plan) A class discussion will be

	<p>conducted at the project's end investigating what students learned through the project (summative) and identifying their perspectives of how the project can be improved in future semesters (formative).</p> <ul style="list-style-type: none"> <li>• <u>Reflection Paper</u> (MPH students). At the conclusion of the project students will write a 3-4 page reflection paper in which they address what lessons they have personally learned (summative), personal challenges in completing the project (formative), and specific recommendations for project improvement (formative). Students will also address the essential questions for this unit in the paper (summative).</li> </ul>
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**Stage 3 – Learning Plan**

**Learning Activities:**

Graduate class (HLTH 630) - Day 1 (during first two weeks of semester)

1. Start with introduction questions (which comprise the essential questions of this unit) to elicit a class discussion:
  - What is the value of investigating the world beyond your local circumstances and environment; and from cross-cultural perspectives?
  - What does it mean to you to be globally and culturally competent?
  - How does being globally and culturally competent make you more effective as a public health professional? How can this competence help you better compete for jobs in the public health arena?
  - What is culture and how do aspects of culture affect health?
  
2. Introduction of the Purnell Model of Cultural Competence.
  - Show a slide with a diagram of the Purnell Model of Cultural Competence which includes the 12 domains of culture. (See resources for where to obtain the diagram).
  - Explain that the model consists of a circle, with the outermost rim representing the global society, the second rim representing community, and the third rim representing the family. The innermost rim represents the person. The circle is divided into 12 pie-shaped wedges and each of the wedges depicts one of 12 cultural domains. The constructs and concepts within each of the 12 domains are common to all cultures, subcultures, and ethnic groups, and have implications for health. Public health practitioners apply the model through inductive and deductive reasoning and formulating questions to assess these constructs and concepts in various cultural groups of interest.
  - Describe each of the 12 cultural domains and associated constructs/concepts as depicted on the handout and slide: overview, inhabited localities, and topography; communication; family roles and organization; workforce issues; biocultural ecology; high-risk health

behaviors; nutrition; pregnancy and childbearing practices; death rituals; spirituality; healthcare practices; and healthcare practitioners.

### 3. Description of "Global and Cultural Competency Teaching Project"

- Explain to the graduate students that they will work in groups of 4-5 students to develop a "Global and Cultural Competency Teaching Project" designed to increase cultural understanding about a specific cultural group. The project requires the application of technological tools to 1) teach global/cultural competency to undergraduate students and 2) to interact and collaborate with individuals in a different culture either outside or inside the United States. The project includes facilitating a "real-time" cross-cultural exchange for the undergraduate student class.
- There will be four groups. Each group will identify a cultural group (foreign preferred but domestic cultural/ethnic groups may be considered) for the focus of the project. They will also identify a collaborator\* in the selected cultural group. The collaborator might be a public health professional or other health professional, but this is not required. Collaborators might also be a peer such as a university student or young adult. Emphasize that the project requires that the group works in collaboration with their collaborator in completing three major project products.

\*many of the MPH students have already established connections abroad (e.g., India, Cambodia, Jordan, Peru and the instructor has connections in Thailand, Vietnam, and Hungary)

- Product 1 – 12 Domains of Culture Paper. The group will investigate the 12 domains of culture represented in the Purnell Model for Cultural Competence for their selected cultural group. The group will use technological tools such as (e.g., Google Docs, Google Hangouts, Wikis) to interact and collaborate with the collaborator in this investigation and in the writing of a 8-10 page paper. The group must show evidence of meaningful collaboration in the development of the paper.
- Product 2 – Voice Thread Presentation. The group will prepare a Voice Thread presentation focusing on one or more of the domains of culture from the Purnell Model in collaboration with the collaborator. The group must show evidence of meaningful collaboration in the development of the Voice Thread presentation, and some 1) narration and 2) video or photos that the collaborator has contributed.
- Product 3 – “Real-time” Cross-Cultural Exchange and Presentation. In a one hour time period the group will prepare a presentation and a cross-cultural exchange to undergraduate public health students in the HLTH 330 class. During the hour, the group will:
  - *Conduct and facilitate a cross-cultural exchange*, using Skype or Google Hangouts (or other appropriate technological tools), between the collaborator and the undergraduate HLTH 330 class. Group members and the HLTH 330 students will interact with the collaborator face-to-face in real time. Group members will prepare and pose questions for the collaborator which focus on the 12 Domains of Culture and describing what life is like for the collaborator living within his or her culture and circumstances. HLTH 330 students will also interact directly with the collaborator by having the opportunity to pose questions and respond to questions that the collaborator may ask about the students’ culture and lifestyle.
  - *Present the Voice Thread presentation prepared in collaboration with the collaborator*

- *Present other aspects of the 12 Domains Paper as time permits*

4. Provide time for groups to meet together.

- \*Groups will convene to discuss and determine aspects of the project, including the cultural groups they might focus upon, and potential collaborators for the project.
- At the end of class, have each group turn in a report on what decisions they have made about their project and questions/concerns that they have.

\*Group assignments will be made prior to the beginning of the course based upon areas of interest and experience with various cultural groups. An email survey will be conducted to identify interest/experience and this will be used to make group membership determination.

Graduate class (HLTH 630) - Day 2 (during first two weeks of semester)

1. Review the requirements for the “Global and Cultural Competency Teaching Project” and address questions/concerns about the project that groups identified when they convened during the previous class period.

2. Provide an orientation and introduction to technologies for collaboration and exchange.

- Distribute the handout “Web 2.0 Tools for Global Learning” developed by Jennifer Hanson, Primary Source.
- Introduce each of the technologies on the handout and identify how they can be used in completing the requirements for the “Global and Cultural Competency Teaching Project.” Show students the web site produced by Primary Source “Web 2.0 Tools for the Global Classroom” to describe available technologies and as a resource for the students.
- Determine familiarity and previous experience that students have had with each of these technologies. Identify those who have competency in each technology.

Note. A Technology Teaching Assistant (TA) will be hired to help provide this orientation and introduction to technologies. This TA will also work with each group providing assistance in using technology. The TA will also provide support for setting up technology (e.g., Skype and Google Hangout) in the classroom for cross-cultural exchanges.

3. Provide time for groups to meet together.

- Groups will convene to discuss the technologies that will be suitable for meeting the project requirements.
- The instructor and TA will provide guidance to the groups as to how they can utilize appropriate technologies.
- At the end of class, have each group turn in a report on what decisions they have made about their project and questions/concerns that they have.
- Inform students that they will have the entire class period (75 minutes) to work on the project and to prepare outside of class in advance to prepare for maximum productivity when they meet.

Graduate class (HLTH 630) - Day 3 (during first two weeks of semester)

1. Address questions/concerns about the project that groups identified when they convened during the previous class period.

2. Provide time for the groups to meet together to work on the project.
3. At the end of class, have each group turn in a report on what decisions they have made about their project and to construct a timeline showing when milestones in the project will be completed. Also in the report, identify the roles and responsibilities that have been determined for each group member.

Graduate class (HLTH 630) – weeks (3-10)

- Groups will have 8-9 weeks to complete the 12 Domains Paper and Voice Thread Presentation, and to prepare for the Cross-Cultural Exchange.
- Have groups submit a weekly progress report.
- Provide a few minutes of class time each week for project coordination between group members.
- The TA will be available for providing help and support with technologies.
- Each group will conduct a pretesting of technological tools in the classroom where the exchange will take place to make sure that work as planned.

Graduate class (HLTH 630) – during weeks 11-12

- Each of the 4 groups will conduct/facilitate a 1-hour cross-cultural exchange and presentation to undergraduate public health students in the HLTH 330 class during separate class periods.
- Each group will coordinate with the TA for assistance and support in setting up the appropriate technologies for the cross-cultural exchange and presentation

Undergraduate class (HLTH 330) – Cross-cultural exchange and presentation (4 class periods)

1. Explain to the undergraduate students that the MPH students have prepared cross-cultural exchanges and presentations designed to help enhance your global/cultural competency and cultural understanding about specific cultural groups.
2. Inform students that they will be participating in a cross-cultural exchange and encourage them to ask questions of the collaborator when they have the opportunity.
3. Inform the students that at the conclusion of each of the four cross-cultural exchange and presentation they will write a 1 page reflection paper. In the paper, they will discuss the value of what they learned and experienced during the session.
4. Inform the undergraduate students that at the conclusion of this unit (the four sessions), they will write a 2 page reflection paper addressing these questions – What does it mean to you to be globally and culturally competent? What is the value of investigating the world beyond your local circumstances and environment; and from cross-cultural perspectives? What particular topics can be better understood by considering different cultural, economic, religious, regional, or disciplinary perspectives? How does being globally and culturally competence make you more effective as a public health professional? How can this competence help you better compete for jobs in the public health arena? What is culture and how do aspects of culture affect health?



Graduate class (HLTH 630) – Day 4 (during week 13)

1. Have each of the four groups give a 12-15 minute report to their classmates about their project and the things that went well and also the things that did not go so well. Encourage students to show samples of their project such as video clips of the cross-cultural exchange and a sampling of the Voice Thread Presentation.
2. Have a class discussion about lessons learned through the process of the project. Ask the class to identify ways that the project could be improved in future semesters. Ask class members to give recommendations for project improvement.
3. Assign each graduate student to write a 3-4 page reflection paper detailing their personal experience in the project. The paper should consist of two parts.
  - *Part A.* The students should address what lessons they personally learned, personal challenges in completing the project, and specific recommendations for project improvement.
  - *Part B.* Address these questions – What does it mean to you to be globally and culturally competent? What is the value of investigating the world beyond your local circumstances and environment; and from cross-cultural perspectives? What particular topics can be better understood by considering different cultural, economic, religious, regional, or disciplinary perspectives? How does being globally and culturally competence make you more effective as a public health professional? How can this competence help you better compete for jobs in the public health arena? What is culture and how do aspects of culture affect health?

4. **Resource List/Bibliography:**

Hanson, Jennifer, Primary Source. Web 2.0 Tools for Global Learning (handout presented at PIER 2013). Access at <http://www.bitly.com/pierdoc>. Date accessed July 24, 2013. A copy of the handout is included at the end of this unit plan.

Mansilla, V.B., & Jackson, A. (2011). *Educating for global competence: Preparing our youth to engage the world*. New York, Asia Society. <http://asiasociety.org/files/book-globalcompetence.pdf> Date accessed July 24, 2013.

Purnell, L.D. (2012). *Transcultural health care: A culturally competent approach 4<sup>th</sup> Edition*. Philadelphia, PA: F.A. Davis.

Purnell, L.D. (2002). The Purnell Model for Cultural Competence. *Journal of Transcultural Nursing*, 13( 3), 193-196.

Purnell, L.D. (2005). The Purnell Model for Cultural Competence. *The Journal of Multicultural Nursing & Health*, 11(2), 7-15.

Primary Source. *Web 2.0 Tools for the Global Classroom* (Web site). <http://resources.primarysource.org/web2tools>. Date accessed July 24, 2013.

Image showing diagram of Purnell Model of Cultural Competence can be located at <http://pub209healthcultureandsociety.wikispaces.com/Death+plus+Respect%3DCultural+safety>. The diagram can also be found in the two articles or book by L.D. Purnell listed above.

##### ***5. How Are You Going to Use This Unit?***

This unit is designed for Master of Public Health (MPH) and undergraduate majors in public health. It will be conducted at Brigham Young University (Provo, Utah) during the Fall 2013 Semester. The unit is envisioned as applicable to other graduate programs in public health and all health care disciplines including medicine and nursing, but could be extended to other human services disciplines, such as social work and psychology. One idea for extending this project is to present the unit plan and how it worked at the 2014 Global Health Summit in New Haven in April (sponsored by Unite for Sight).

## Pre-Assessment of Technology Tools for Connecting and Collaborating with Others

This semester you will be participating in a project in which you will apply technological tools for connecting and collaborating with a person or persons living abroad. Please answer the following questions about your familiarity and proficiency with tools you may be using in this project.

**Familiarity:** Put a check in the appropriate column below for each technological tool to indicate how much you know about each tool.

	I know nothing about it	I know a little about it	I know an adequate or "average" amount about it	I know quite a bit about it
Google Docs				
Google+ Hangout				
Skype				
Global Nomads				
ePals				
Creative Connections				
Voice Thread				
Wikis				
LiveBinders				

**Proficiency:** Put a check in the appropriate column below for each technological tool to indicate how proficient you are in using each tool.

	I have not used it before	I have minimal proficiency in using it	I have adequate or "average" proficiency	I am highly proficient in using it
Google Docs				
Google+ Hangout				
Skype				
Global Nomads				
ePals				
Creative Connections				
Voice Thread				
Wikis				
LiveBinders				

How comfortable are you in learning about new technological tools? (please circle your answer)  
 I am not comfortable at all      minimal/little comfort      adequate comfort      high comfort

When it comes to learning about a new technological tool, I am \_\_\_\_\_: (please circle your answer)  
 not at all proficient      minimally proficient      adequately proficient      highly proficient

What other technological tools are you familiar with that might be useful tools in this project?

## Web 2.0 Tools for Global Learning

<http://resources.primarysource.org/web2tools>

### Inquiry-based learning

- Bangladesh Factory Collapse Resources
  - Walmart & Gap Back Plan to Improve Bangladesh Garment Factory Safety: <http://www.guardian.co.uk/world/2013/jul/10/walmart-gap-bangladesh-factory>
  - Building Collapse Near Dhaka: [http://www.nytimes.com/slideshow/2013/04/24/world/asia/24bangladesh\\_html.html](http://www.nytimes.com/slideshow/2013/04/24/world/asia/24bangladesh_html.html)
  - Bangladesh Factory Collapse: Few World Industrial Disasters Have Killed 1,000: <http://indiatoday.intoday.in/story/bangladesh-factory-building-collapse-death-toll-rises-1000/1/270248.html>
  - Mass Protests Erupt in Bangladesh Over Factory Collapse: <http://ntui.org.in/labour-news/item/mass-protests-erupt-in-bangladesh-over-factory-collapse/>
  - Clothes for the West: Inside a Bangladesh Factory: <http://www.nbcnews.com/video/nightly-news/51955553>
- QR Codes
  - QR code readers: <http://www.708media.com/qrcode/qr-code-readers-iphone-android-blackberry-windows-phone-7/>
  - QR code generator: <http://www.qrstuff.com/>
- Padlet (formerly WallWisher): <http://padlet.com>
  - <http://padlet.com/wall/52makmmaze> (our collaborative padlet)

### Connecting & Collaborating

- Google+ Hangout & Google Docs: <http://plus.google.com> & <http://docs.google.com>
  - Desktop sharing, document collaboration, up to 10 people
  - A Beginner's Guide to using Google Hangouts: <http://www.youtube.com/watch?v=7K06lHu4gDk>
- Skype
  - Skype in the Classroom: <https://education.skype.com/>
  - Free accounts for group video conferencing
- Global Nomads: <http://gng.org/>
- ePals: <http://www.epals.com/>
- Creative Connections: <http://www.creativeconnections.org/>
  
- VoiceThread: <http://voicethread.com>
  - Triangle Fire VoiceThread: <http://voicethread.com/share/4734480/>
  - Upload images, JPGs, PDFs, videos
  - Comment via text or video
- Wikis
  - Wikispaces: <http://www.wikispaces.com/>

- Create a website together
- Collaborative writing
- Collaborative file sharing
  
- Additional Tools
  - LiveBinders: <http://www.livebinders.com/>
    - Add websites, videos, images, text
    - Add collaborators to your LiveBinder
  
  - SpiderScribe: <http://www.spiderscribe.net/>
    - mindmapping and brainstorming tool
    - share and collaborate on a map with others -- great for planning a project
  - Linoit.com

## Developing Your Professional Network

- Global Education Conference Network: <http://www.globaleducationconference.com>
- Flat Classroom Project: <http://www.flatclassroomproject.net/>
- Skype in Education: Skype in the Classroom: <https://education.skype.com/>
- Twitter
  - hashtag suggestions
    - #edchat
    - #tlchat (teacher librarians)
    - #globaled
    - #edtech
    - #mobilelearning
    - #onlinelearning & #onlineed
    - #ctchat (ct=critical thinking)
    - More hashtags than you will ever need:  
<http://www.cybraryman.com/edhashtags.html>

Primary Sources Meet Free Web 2.0 Tools for Common Core Learning:  
<http://learning.blogs.nytimes.com/2013/04/23/guest-post-primary-sources-meet-free-web-2-0-tools-for-common-core-learning/>