

Global Liberal Arts Alliance Global Connect Course Program

Inter Institutional Visit Report

Dr Fareeda Griffith, Denison University, Granville, Ohio

Dr Natasha Anwar, Forman Christian College (A Chartered University), Lahore Pakistan

Global Health: building relationships and sharing knowledge

Dr Anwar perspective:

The idea of teaching Global Health at FCC developed from an email sent by the Center of Learning and Training (CLT) at Forman Christian College (A Chartered University), in May 2014. The email was an invitation to submit applications to attend a Summer Institute on Global Health Curriculum Development at Allegheny College, Meadville Pennsylvania. I applied to attend this course and was accepted.

My visit to Allegheny was an unforgettable experience. I interacted and engaged with faculty from different institutions in the United States, from different disciplines; teaching the same course. Over the three day event I learnt about global health as a subject and how people from different disciplines were teaching it. Spending time discussing things that worked, and things that didn't. I found it was useful not only for developing a course on global health but also gave me material and ideas for my own courses that I teach at FCC. It was reassuring to learn that faculty around the world face very similar problems when it comes to teaching. I felt part of a community; a community of educators sharing knowledge and experiences. Discussions were never critical, faculty highlighted issues and then suggested solutions.

By the end of the three days I wanted the faculty at FCC to experience a Summer Institute. I wanted to create the same opportunity to engage with faculty from different disciplines. I felt that talking to faculty from different disciplines provided me with better insight into my own subject as well as Global Health the challenges students face with different disciplines. Fareeda and I were in the same working group and Susan Garcia (Ass. Provost Denison) suggested we discuss the possibility of an inter-institutional visit.

Dr. Griffith perspective:

In the Spring of 2015, the associate provost, Susan Garcia, asked me to apply to the Summer Institute on Global Health Curriculum at Allegheny College. I applied and was accepted to attend the two-day workshop during the summer of 2015.

During the institute, I shared my pedagogical skills for teaching Global Health, gained valuable tools to implement experiential learning, and learned about opportunities through the Global Liberal Arts Alliance presented by Simon Gray. During the institute, I approached Dr. Anwar to

discuss opportunities to build a relationship between Forman Christian College and Denison University. Over the course of a couple of months, we devised a plan for an inter-institutional visit to Forman Christian College in which we would co-facilitate a weeklong workshop on Global Health. Additionally, I suggested an opportunity to present my research on Somali immigrant's perceptions about health. In the Fall of 2014, I taught Global Health for the first time and it was very successful class and I wanted to share with FCC faculty the aspects of the curriculum that worked well and provide ideas about how I plan to implement changes this Spring.

The weeklong workshop at FCC was an opportunity of a lifetime. I had the opportunity to meet and have fruitful discussions with faculty from several disciplines, talk with administration at FCC, and a great cultural and culinary tour of Lahore, Pakistan. Additionally, we discussed similarities between students at FCC and Denison. As a result of my experience at FCC in Lahore, Pakistan and as a quantitatively trained sociologist with a focus on Global Health, I have gained invaluable skills to talk across academic disciplines and geographic borders, and have significantly impacted my professional development.

[Introduction to Global Health Curriculum Development Workshop](#)

Fareeda and I worked with Dr Rukshana Zia (Director of CLT at FCC) and Simon Grey (GLAA) to arrange for Fareeda to visit FCC and co-facilitate a five day workshop.

The objectives of the workshop were:

1. To develop and teach an interdisciplinary course at our institution
2. Create links and conduct innovative research that responds to the changing global burden of disease and perhaps influence policy
3. Create a robust network of international partners to exchange global health knowledge and skills
4. Enrich our individual teaching by exchanging examples and experiences with each other
5. Global Connect Course Connection through Global Liberal Arts Alliance/Great Lakes College Association

Dr Rukshana brought together a very diverse group of faculty, most of them had already expressed interest in global health studies as they had submitted applications for the Summer Institute on Global Health.

Suneel Samuel and Maryam Munir (Department of Psychology); Silvia Machado and Nazia Parveen (Environmental Sciences); Suleman Abdiah (Department of Economics); Sharoon Hanook (Department of Mathematics); Adnan Arshad and Deeba Noreen Baig (Department of

Biological Sciences); Faiza Rafique and Farheen Saeed (Department of Mass Communication);
Inam Liaqat FC College Faculty

Introduction to Global Health Curriculum Development Workshop

12th – 16th January 2016

Day 1 - Tuesday 12th January

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| 11.00 - 11.20 | Welcome and Introductions |
| 11.20 - 11.40 | Introduction to Global Health |
| 11.40 - 12.00 | Interdisciplinary teaching global health and other courses |
| 12.20 - 1.00 | Group work |
| 1.00 - 1.30 | Lunch |
| 1.30 - 2.30 | Review of Global Health course outline |
| 2.30 - 3.00 | Wrap up |

Day 2 – Wednesday 13th January

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| 11.00 - 11.30 | Teaching Global Health at the undergraduate level |
| 11.30 - 12.00 | Pedagogy in Global Health |
| 12.00 - 1.00 | Group work - planning your curriculum |
| 1.00 - 1.30 | Lunch |
| 1.30 - 2.30 | Presentation and discussion of curriculum |
| 2.30 - 3.00 | Wrap up - overview of final outline |

Day 3 – Thursday 14th January

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| 12.00 - 1.00 | Case studies and Global Health - how to develop a case study |
| 1.00 - 1.30 | Lunch |
| 1.30 - 2.00 | Review of Case Study "Investigation on Somali Women's Beliefs, Practises and Attitude about Health, Health Promoting Behavior and Cancer". Griffith et al. |
| 2.00 - 2.30 | Areas of interest for case study development |
| 2.30 - 3.00 | Wrap up |

Day 4 – Friday 15th January

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| 12.00 - 1.00 | Assignments and assessments - rubric review |
| 1.00 - 1.30 | Lunch |
| 1.30 - 2.30 | Group work and presentations - define assessment methods |
| 2.30 - 3.00 | Review final of curriculum outline |
| | Wrap up |

Day 5 – Saturday 15th January

9.00 - 11.00 Feedback and follow up

Everyone hard at work.



Dr. Jones (Vice Rector FCC) drops in



Outside the Main Entrance

Natural History Museum Dept Biological Sciences



Over the course of the week we introduced faculty to the idea of global health, although some of them had a vague idea and had applied to attend the Summer Institute at Allegheny there was still confusion about the difference between public and global health issues. At the end of Day 2 both Fareeda and I agreed we had a very enthusiastic and interactive group of individuals. As we proceeded through the week the group developed a fabulous dynamic, they exchanged ideas and worked very well together. We were pleased that by Friday evening we were able to finalize the course outline for an introductory course on global health (Appendix 1.0)

We invited faculty to provide us feedback and some of the comments are below:

“Thank you for this course”

Things I liked about the course

Awareness about pressing issues world wide

Interdisciplinary approach is very resourceful

Economic, social, political issue related to health are discussed

Health care disparities are included

Holistic approach to well being

I would like to, first of all, thank you for this initiative. It was a rewarding and enriching experience. The sessions were beyond my expectations.

Had a great time with the group, "building relations and sharing knowledge."

I feel I am more prepared not only for the challenge we have ahead for the Global Health consolidation, approval and launching, but also for my courses overall since we were able to exchange different methods, experiences, ideas.

I totally agree with the idea of creating a learning group with the elements that were part of these sessions, for an interdisciplinary exchange of experiences and development of different

Additional Areas of Mutual Interest

Dr Rukshana had scheduled several meetings between with staff and faculty in order to identify additional areas of collaboration between Denison and Forman. I requested them for feedback and received comments from only two faculty

Kiran: Global Scholars Program

We both introduced each other and shared our job responsibilities. We both discussed collaboration opportunities for a semester exchange program and will be in touch to see its possibility with Fareeda's university which is Denison University.

Anam Muzamill: UNIV 100 Freshmen Experience

The session with Dr. Fareeda Griffith was scheduled at CLT regarding Freshmen Experience at FCC, Dr. Griffith shared her experience of teaching freshmen classes at Denison. There was a discussion on freshmen needs in Global Context, it was very interesting to know that freshmen students have similar training needs around the world. "UNIV 100" as we call it here at FCC and "Advising Circle" at Denison provide an opportunity to students to know university environment and most importantly about Liberal Arts Education. One of the key objective to provide freshmen with specialized training classes is to enable them make better choices about university education. Some of the recommendation on improving freshmen experience are:

-Introducing small class size: It was suggested to only accommodate 12-15 students in each class so quality of student-teacher interaction can be improved and student can receive individual attention. Teacher should also make a conscious effort to know each student in the class, make an effort to remember names, give all an opportunity to take a walk with teacher down to the office.

-Introducing non-traditional classes: Realizing that we are teaching in 2016, Teachers have to develop a class language and codes that freshmen understand best, look for arranging out of class activities; informal session with advisees; campus tours and activity fares.

-Identifying individual and collective needs: Forming support forums for students with special needs to help them adapt to environment, start by introducing collaborative projects, make your students learn from each other.

-Career Counseling: Helping students navigate through different career opportunities, enabling them to make better education and career decisions. Make students realize the value of choice and opportunity.

-Connect: Preparing them for world, helping them to know about global academia, introducing them to students across the world through interactive session. Encourage them to ask questions, challenge norms and seek solutions.

-Embracing Diversity: Enabling them to address questions regarding gender, sex, race, religion and ethnicity.

-Special exercises to cut down “freshmen Year” anxiety, helping students be comfortable with their own skin. Exercises to boost morale and self-esteem. -----

Classroom visit – Fareeda had the opportunity to observe a class conducted by Shahid Rasheed, Department of Sociology.



Ameek – Internships

Dr Sufian – In service learning

Sightseeing in Lahore

We were able to arrange a visit to Wagha Border, the Walled City and Shalimar Gardens. It was an opportunity for Fareeda to experience the rich history and beauty of Lahore. There is a very biased and distorted image of Pakistan in the United States, especially in light of recent events. I hope that travelling around the city and meeting ordinary people dispelled any misconceptions about Pakistan and Pakistanis.

Next Steps

- We plan to submit the course outline to the Deans Council, Board of Studies and the Academic Council for approval.
- We plan to start the course in the Fall 2016
- We have developed a Global Health Learning Group which meets every few weeks to compile case studies that will be used as teaching material.
- We have proposed a team teach approach with a Faculty of Record

Appendix 1. Introduction to Global Health Course Outline

Part 1 – Foundation

(3 weeks)

- What is global health?
- Epidemiology and Global Burden of Diseases quantitative and qualitative data read and analyse charts interpret data how should it be presented?
- Determinants of Health –
 - Biological (**i.e. Genetics, inherited disease, risks in cousin marriage**)
 - Economic (**budget + Policy**)
 - Political (**Policy**)
 - Social (**community**)
 - Environmental (**Ecology, pollution, waste disposal**)

Part 2 - Analysis and evaluation - critical evaluation of global health issues
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(7 weeks)

Each cases study will identify the individual, Community, Nations’ aspect.

1. **Communicable Diseases**

- Water borne diseases, hepatitis, tuberculosis, influenza, polio
- Transmission, transition and prevention of these diseases e.g waste disposal, pollution
- Implementation of prevention strategies

Case study 1 (**Group presentation and readings**)

2. **Non-communicable diseases (NCDs)**

Case study 2 (**Group presentation and readings**)

3. **Food, nutrition and lifestyle impact on health e.g**

- Obesity
- Hypertension

Case study 3 (Group presentation and readings)

4. Natural Calamities:

- Migration
- Disasters
- Emergency Health
- Ethics and Disaster research and impact of NGOs in emergency situations.

Case study 4 (Group presentation and readings)

PART 3 – REFLECTION AND ASSIMILATION
(4 Weeks)

Students will be assigned groups to identify and then develop a case study/policy brief with assistance of an assigned faculty advisor. The first draft will be submitted to another group for review. The students will submit the final draft after incorporating reviewer’s comments

Ideas for case study presentation:

- Controllable tools of advertising
 - Poster presentation
 - Video
 - Pictures
 - Advertisements
 - Promos
 - Flash cards

Case Study examples comes from any of the following:

Physiological	Psychological	Sociological	Environment	Economic	Mass Comm
Obesity, infant mortality, Vaccine awareness, Hepatitis, Polio, Cancer, Addiction, Diabetes, Hypertension	Sexual Harassment/Assault, Exercise, Victim of Natural disaster, Addiction, terrorism	Exercise, Access to women health cultural norms and values, Victim of Natural disaster, Food and nutrition	Drinking water and sanitation, natural disasters, Food and nutrition, Pollution and waste disposal	Implementing public policy, food and nutrition, Terrorism	Global Health Campaigns, Underreported health issues

