

GLOBALIZATION OF INTERDISCIPLINARY HEALTH EDUCATION: A FIVE COUNTRY, FACULTY-STUDENT-COMMUNITY COLLABORATIVE INITIATIVE

Cheryl J. Hickey, MPT, MS, EdD Helda Pinzon-Perez, PhD, MPH, FNP Leslie Zarrinkhameh, PT, DPT, GCS

INTRODUCTION: Four organizations: the World Confederation for Physical Therapy (WCPT), The International Union for Health Promotion and Education (IUHPE), the Society for Public Health Education (SOPHE) and the U.S. Center for Disease Control (CDC) all included strategic planning guidelines for major opportunities for health collaboration in Africa and South America. Eight domains of core competency necessary for effective health promotion including catalyzing change, leadership, assessment planning, implementation, evaluation, advocacy and partnership have been cited in this initiative. Accordingly, over a four-year period two professional departments, Public Health (PH) and Physical Therapy (PT) at California State University, Fresno began to establish a globally focused initiative that incorporated faculty, students and communities from 5 countries. By establishing a global focus with these 8 domains and the goals of: 1) utilizing faculty-student-community interdisciplinary focus, 2) identifying how students could participate in a globally collaborative initiative through their professional courses, including problem-based and service learning and 3) assist in

<i>initiative</i>	<i>Progress</i>	<i>IUHPE/SOPHE/CD C Domain connection</i>
I-1: Develop collaborative relationships	<i>at present: 6 countries, 5 Universities, 2 faith based organization 1 non-profit organization now collaborate.</i>	<i>Advocacy and partnership</i>
I-2: integration of students via the professional curriculum	<i>2 disciplines (300 students), 5 countries unite annually to discuss global health issues; 3 separate telecommunication conferences, and 3 major learning modules (Pulmonary Health and Wellness, Ebola and Infectious Diseases and Health of Indigenous Groups) were developed.</i>	<i>Catalyzing change, leadership, implementation, *addition of student professional development</i>
I-3: needs assessment	<i>1 international visit to Gulu in Africa 1 community-based needs assessment conducted to address assistance for the AIDS epidemic.</i>	<i>Assessment planning and evaluation</i>

addressing health problems with a faculty approach. **SUBJECTS:** Students and faculty, across five universities (United States, Colombia, Costa Rica, Dominican Republic and Uganda) and two disciplines (PT and PH), along with their community partners, participated in this ongoing project. As part of course work students did one or both of the following: 1) participated in an international telecommunication conference, or 2) created a learning module identified by needs assessment for a participating entities. Seven faculty members from respective universities participated in planning sessions to determine learning modules, plan telecommunication conferences and needs assessments via international visiting.

METHODS AND MATERIALS: This initiative incorporated a problem-based learning approach with an action model focused on three main areas: 1) the development of international collaborative relationships, 2) the use of ongoing formal and informal needs assessment, and 3) the integration of students, via the professional curriculum, in an effort to increase understanding and participation in global health, and incorporate it into their professional developmental. **RESULTS:** Three major initiatives including 1) development of collaborative relationships, 2) integration of students via the professional curriculum, and 3) needs assessments. Over 5 years 3 international teleconferences have been conducted, the last being this Spring 2017. The first conference addressed “Re-emergent Tuberculosis as a Global Threat”; the second conference addressed “Ebola and Contemporary Public Health Issues”; the third conference was “Global Indigenous Health Issues.” **CONCLUSIONS:** Over a four year period significant achievements were made with an international- interdisciplinary, problem-based global-health initiative.

