**Global Health**

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| **Major Sections** | **Content** |
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| Lesson Overview | Overall Purpose   * Help students become respectful of the diverse cultures and people that they’ll interact with once they exit the educational setting   Estimated Timeframe:   * One or two class periods (1.5–2.5 hours)   Courses for Implementation   * Sociology * Geography * Nursing   Key Terms   * Culture * Global health   Standards/Skills Addressed  Academic   * Health and culture * Medical model, medicalization * Healthcare disparities/differences   Technical   * Online research   Employability   * Understanding of graphs and maps * Critical thinking * Communication * Understanding cultural diversity * Public speaking and presenting * Problem-solving   Learner Outcomes/Student Learning Objectives   * To explain differences in healthcare based on cultural factors * To become aware of disparities in healthcare in different countries * To use maps while explaining differences in healthcare in different countries * To understand that the definition of health/sickness is based on cultural differences * To explain that some healthcare procedures are not solely based on rational knowledge * To understand that medical treatments should take into consideration cultural differences among people * To explain why it is important to understand cultural differences in all aspects of our life |
| Equipment/Materials | Materials/Equipment/Texts   * Basic classroom equipment necessary to use projector * Maps (available on WHO.org and ourworldindata.org)   “Global map of male circumcision prevalence at country level, 2006”  “Share of population with mental health and substance use disorders, 2017”  “Infants exclusively breastfed for the first 6 months of life, by country, 2018”  “Top food allergies among children under 18 around the world, 2015”  “Most deadly diseases by country, 2017”  “Life expectancy map, 2019”  “Share of population with ADHD, 2017”  “Babies born by C-section in % of total births by country, 1999-2016”  “Healthcare access and quality index map, 2015” |
| Discussion | Industry/Real-world Scenario  You are a healthcare provider and you have patients from several different countries. Some of your patients do not believe in treatments/care that you are offering to them. Use the suggested maps (and online resources) to learn about differences in healthcare around the world. Explain why some of your patients have different beliefs about healthcare. Present your findings to the class. |
| Instructional Strategies | Proposed Teaching Strategies  Bloom’s   * **Remember** – Remembering the main definitions and concepts about health from a sociological perspective * **Understand** – Explaining how health and culture affect each other * **Apply** – Demonstrate how maps can be used to see cultural differences in healthcare * **Analyze** – Question why different cultures have a different approach to healthcare * **Evaluate** – Argue why is it important to understand different approaches to healthcare * **Create** – Presentation explaining why differences exist   REACT   * **Relating** – Relating these ideas to previous experiences with different cultures and healthcare * **Experiencing** – A hands-on activity that helps people understand cultural differences that healthcare providers face * **Applying** – Simulation that helps students apply concepts to real-life situations * **Cooperating** – Teamwork; students communicate with other group members in completing the assignment * **Transferring** – Use knowledge of different cultures to create a healthy and diverse workplace |
| Activities/Lesson Procedure | Activity Preparation  Instructor   * Print maps.   Student   * Read chapter “Health” in sociology textbook.   Activity Steps   1. Ask students to form groups of 3 or 4 people (no larger, to ensure that everyone is participating.) 2. Randomly assign a map to each group. 3. Show students a “master” map—“Healthcare access and quality index map, 2015”—and explain that we have to take into consideration cultural differences when we talk about global healthcare, not just healthcare access and quality.” 4. Ask students to use their maps to explain why there is such a difference between countries on their particular healthcare issue. Students can access the Internet to do their research. 5. After groups have finished their research, they will be presenting in front of the class. 6. Groups have to explain why certain differences in healthcare exist in different countries and explain why it is important to understand those differences while providing healthcare.   Expected Results   * Wrap-up discussion with students about the results of their research and its application to real-life situations.   Extension Options   * Groups can prepare presentations at home (to make their presentations more visual.) * Students can write an essay on cultural diversity in healthcare or on cultural diversity in the workplace. |
| Faculty Resources | Background Material   * General knowledge of sociology and healthcare * General knowledge of geography. * Instructors may read chapter on health in sociology textbook   Handouts and Supplemental Materials   * Maps (examples attached)   Suggested Websites   * WHO.org * Ourworldindata.org |
| Assessment | How will students demonstrate what they have learned?   * Class presentation and discussion participation * While groups are working on their research and presentations, instructor should be present and available for immediate help and feedback. * After each presentation there will be class discussion to reflect and learn from errors. * Optional: Essay   Presentations will be graded based on the rubric (research skills. presentation, understanding of the topic). |



