

## Immersion Programs to Improve Health Education Students' Cultural Competence

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Ayanna Lyles, PhD, ATC  
Assistant Professor  
California University of Pennsylvania

Fredanna M' Cormack, PhD, RD, CHES  
Assistant Professor  
Costal Carolina University

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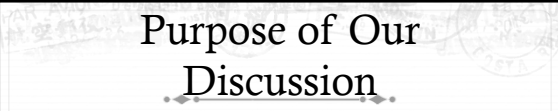
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## Purpose of Our Discussion

- + To share an educational strategy to increase students cultural competency and awareness of social justice
- + The addition of an international internship/short term study abroad experience.
- + Presentation is intended for faculty and administrators working in health education/health promotion programs.
- + Goal is to provide:
  - + a framework for developing & organizing a study abroad HED experience steeped in either critical pedagogy or social justice
  - + suggestions for attaining support from administrators
  - + funding opportunities for students

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## What is Cultural Competence?

“The ability of an individual to understand and respect values, attitudes, beliefs, and mores that differ across cultures, and to consider and respond appropriately to these differences in planning, implementing, and evaluating health education and promotion programs and interventions.”

- The Joint Committee on Health Education and Promotion Terminology, 2002

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## Background and Significance

- ✦ Health Education
  - ✦ Lack of internship experience within communities that experience health disparities & inequities
  - ✦ Immersion Programs have been shown to increase cultural sensitivity, competence, and increased appreciation for diversity (Woods & Atkins, 2006)
- ✦ Why is this important for such exposure?
  - ✦ We live in a global society – we are interlinked
  - ✦ Effects elsewhere affect us here
  - ✦ Education should enlighten
    - ✦ Students are NOT empty filling vessels but searching for answers by questioning & challenging the status quo

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## Cultural Competency Theories & Models for Immersion Programs

- ✦ Critical Pedagogy
- ✦ Culturally Responsive Pedagogy
- ✦ Social Justice

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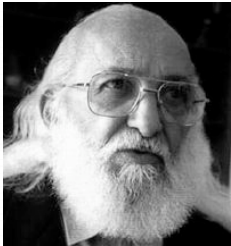
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## Critical Pedagogy

- ✦ Paulo Freire (1921-1997)
- ✦ Oppression – premise that we are all unfree
- ✦ Critically examine how individuals and systems interact and how people benefit




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## Critical Pedagogy

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- ✦ Based on critical theory, that which enables the educator to see the school not simply as an arena of indoctrination or socialization or site of instruction, but also as a cultural terrain that promotes student empowerment and self transformation. Therefore, allowing the construction of knowledge” (McLauren, 2003, p. 1994; Freire, 1970, p. 30).

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## Critical Pedagogy

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- ✦ Knowledge is a social construction rooted in power relations
- ✦ CP asks how and why knowledge gets constructed the way it does
  - ✦ Why some constructions of reality are celebrated by dominant culture and some are not
  - ✦ Examines the link between culture and power
  - ✦ Challenges hegemony

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## Critical Pedagogy

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- ✦ Educate students to take their places in society from a position of empowerment, rather than ideological subordination
- ✦ Employ critical analysis and utopian thinking
- ✦ Allow for respect of individual freedom and social justice
  - ✦ \*\*Educators must examine how the schools reproduce aspects of the wider society that contributes to gender, class, and racial injustice\*\*
- ✦ Help develop critical consciousness within the student

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## Culturally Relevant Pedagogy

- ✦ Commission on Multicultural Education
  - ✦ Cultural diversity is a valuable resource
  
- ✦ Multicultural education preserves and extends the resource of cultural diversity rather than merely tolerating it or making it “melt away”
  
- ✦ Commitment to cultural pluralism should permeate all aspects of teacher preparation programs

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## Culturally Responsive Pedagogy

- ✦ Cooperative Learning
- ✦ Gaining a Cultural Perspective
  - ✦ Recognize we are all cultural beings, with our own beliefs, biases, and assumptions about human behavior
  - ✦ Acknowledge the cultural, racial, ethnic, and class differences that exist among people
  - ✦ Understand the ways that schools reflect and perpetuate discriminatory practices of the larger society
- ✦ Cultivate caring, respectful relationship
- ✦ Teacher reflection as a standard of effective teaching

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## Social Justice

- ✦ Social Justice is...
- ✦ “a process, not an outcome which:
  - ✦ 1) seeks fair (re)distribution of resources, opportunities, and responsibilities;
  - ✦ 2) challenges the roots of oppression and injustice;
  - ✦ 3) empowers all people to exercise self-determination and realize their full potential;
  - ✦ 4) and builds social solidarity and community capacity for collaborative action (UC Berkeley School of Social Welfare, 2008).”

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## How does social justice address social inequities & disparities?

- ✦ Instrument to coordinate collaborative efforts among:
  - ✦ Politicians, policy makers, civil society, community action groups and grass roots
  - ✦ Promote social and economic development
  - ✦ Address health disparities among disenfranchised peoples – will break inequity nut
    - ✦ (Baum, 2007; Brieger, Adeniyi, Parker, & Oladepo, 2000; Nishtar, 2007)
- ✦ How does it fit into a cultural immersion program?
  - ✦ Service Learning provides a connection

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## Purpose of Immersion Experience

- ✦ Unique experience for students to study with students in a similar field and gain a different perspective
- ✦ Foster relationship with another University
  - ✦ Possibility for future exchange programs
    - ✦ Expand schools brand to give and international presence
    - ✦ Boost enrollment at the University for on-line programs
  - ✦ Faculty Enrichment (includes exchange programs)
- ✦ Cross-Cultural Experience
- ✦ Provides Venue for Research
  - ✦ Pre & Post Test on Cultural Competency
  - ✦ Qualitative Research

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## Types of Immersion Programs

Internships	Service Learning	Short & Long-term Study Abroad	Exchange Programs
<ul style="list-style-type: none"> <li>• Learning experience</li> <li>• Interpret Research to Practice</li> <li>• Develop skills</li> <li>• Hone skills</li> </ul>	<ul style="list-style-type: none"> <li>• Provide some service</li> <li>• Active engagement – fulfill ID need</li> <li>• Develop &amp; implement a project</li> </ul>	<ul style="list-style-type: none"> <li>• Spring Break               <ul style="list-style-type: none"> <li>• 7-10 days</li> </ul> </li> <li>• Intercession               <ul style="list-style-type: none"> <li>• 2-5 weeks</li> </ul> </li> <li>• Semester               <ul style="list-style-type: none"> <li>• 4 – 5 Months</li> </ul> </li> <li>• Year long               <ul style="list-style-type: none"> <li>• 1 – 2 years</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mutually Beneficial</li> <li>• Learning &amp; Teaching Experience in Field</li> </ul>

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## Study Abroad Program

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- ✦ Short-term Study Abroad
- ✦ Developing a Study Abroad Program
  - ✦ Administrative Buy-in
  - ✦ Faculty Process
  - ✦ Student Process
  - ✦ Program and Outcomes
  - ✦ Considerations

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## Service-Learning Link

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- ✦ Service-learning activities provide learning environment where "learning needs of the students and the service needs of the community are addressed"
- ✦ Tremethick & Smit, Pg 2




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## Administrative Buy-in

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- ✦ In line with Strategic plan
- ✦ Institutional Support
- ✦ Funding Opportunity
- ✦ Mentorship Program
- ✦ Collaborative Efforts
- ✦ Show ME THE MONEY!
  - ✦ Cost effective? Profit?
- ✦ Following are suggestions for Administrative Buy-in

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## Retention of Diverse Faculty

- ✦ The experience may assist with the retention of diverse faculty by providing them with opportunities for **professional development centered upon the power of diverse perspectives in education.**
- ✦ The diverse faculty participants from across health education/ promotion disciplines and who may share the same interests in multicultural education may inspire each other, allowing for an exchange of ideas and future opportunities to network and /or collaborate on service and research projects

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## Dissemination of Research

- ✦ The Internship Experience will provide for a line of research for faculty members attending the trip.
- ✦ Furthermore, faculty will be able to collaborate with African college students and faculty in Africa to publish work on the topics of cultural immersion and cultural competency among health education students in the USA and South Africa.

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## Retention and Graduation of Culturally Sensitive and Culturally Responsive Students

- ✦ This experience may also assist with increasing retention rates of undergraduate and graduate students. Research has shown that students who are taught about social justice issues in addition to being taught basic skills and content are more engaged in their learning and have higher retention rates (Banks & Banks, 2005).
- ✦ Additionally, multicultural education promotes academic and social integration, which can lead to higher persistence rates and overall satisfaction with college than those who do not participate in learning communities.

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## Faculty & Curriculum Diversity

- + The proposed internship experience would complement and enhance the University's goal and dedication to diversity by helping faculty infuse diversity across all curricula. Additionally, the proposed workshop may support an institution's diversity strategic plan.
- + Faculty will be able to promote a student's ability to recognize diversity in a variety of settings, situations, and across health education/ promotion disciplines. The outcome of the experience for faculty would be collaborating and the sharing of ideas across disciplines and how multicultural/ cultural competency can be utilized in health education and health promotion programs.

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## Faculty Process

- + Application Process
- + Program Development
  - + Pre-travel Orientation
  - + Safety
  - + Health
  - + Post-experience reflection
- + Faculty Skills, Exposure, & Disposition
- + Group management
  - + Ensure safety
  - + Scheduling (busy and down time)
  - + Unruly behavior

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## Student Process

- + Money, Money, Money
  - + Tuition
  - + Travel & Visa
  - + Vaccinations
  - + Lodging, food, & transportation
  - + Incidentals
- + Minimize Barriers
  - + Scholarship & Financial Aid
  - + People and customs
  - + Language
  - + Food
  - + Homesickness




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## Programs

- + Pre-departure Orientation
  - + Cultural dialogue via blackboard (introductions, cultural sensitivity, competence)
- + In-country Activities (South Africa):
  - + Engagement between USA / SA student groups and athlete groups as well as engagement among the faculty/ instructor group.
  - + Morning Session- Awareness, Knowledge, Skills Session
  - + Afternoon Session- Relationship Session
  - + Evening Session- Reflection Session

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## Programs

- + Potential In-country Activities (Sierra Leone):
  - + Week 1: NGO, MOH & Agency visits & talks
  - + Week 2: Rural community visits
    - + Vulnerable populations in rural Sierra Leone
    - + Clinic visits & shadowing
    - + Sanitation and/or nutrition education program

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## Programs

- + Possible Service-learning component
- + Down Time
  - + Explore the country
    - + Examples included:
      - + Apartheid Museum
      - + Gold Reef City
      - + Mandela Museum
      - + Soccer City Stadium
      - + 3 day safari




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## Program Evaluations

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- ✦ Evaluation
  - ✦ Pre and post evaluations of cultural competence & experience
  - ✦ Post experience evaluation
  - ✦ Journal entries
  - ✦ Presentations to communities (value of cultural learning)

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## Expected Outcomes of Immersion Experience

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- ✦ Benefit to faculty and students
  - ✦ Increase Cultural Competency of Faculty & Students
    - ✦ Retention of Diverse Faculty
    - ✦ Dissemination of Research
    - ✦ Retention and Graduation of Culturally Sensitive and Culturally Responsive Students
    - ✦ Faculty & Curriculum Diversity
  - ✦ Develop students who will educate/work with communities from a culturally responsive perspective
- ✦ Provide services to clients in South Africa




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## Considerations

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- ✦ Prior to Departure
  - ✦ Coordination
  - ✦ Need someone on the Ground
  - ✦ Cost assessment
- ✦ In-country concerns
  - ✦ Dealing with rowdy students
  - ✦ Safety and medical care
  - ✦ Flexibility is key
- ✦ Legal Concerns
  - ✦ Alcohol use
  - ✦ Bringing guests (adults and children)




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## Freedom Park



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## Questions

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## Contact Information

Ayanna N. Lyles, PhD, ATC  
Assistant Professor  
California University of Pennsylvania  
Email: [lyles@calu.edu](mailto:lyles@calu.edu)  
Phone: 724-938-4258

Fredanna A. D. M'Cormack, PhD, RD, CHES  
Assistant Professor  
Costal Carolina University  
Email: [fmcorma@coastal.edu](mailto:fmcorma@coastal.edu)  
Phone: 618-203-1023

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