Round table: Globalizing Health Education: A Model for Public Health Curriculum

37th University-Wide Teaching Conference

Tufts School of Medicine

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Are you thinking of making your course global?

What does it truly mean to globalize health education in a way that is meaningful, inclusive, and impactful?

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Motivating Learning Objectives

Learn to integrate global perspectives through guest speakers

Explore the benefits of student exchanges and collaborative research

Understand the value of documenting global health skills

Why Globalize Health Education?

- Increasingly interconnected global health challenges
- Need for culturally competent public health professionals
- Preparing students for diverse and international work environments

Global MCH course: Lifecycle approach
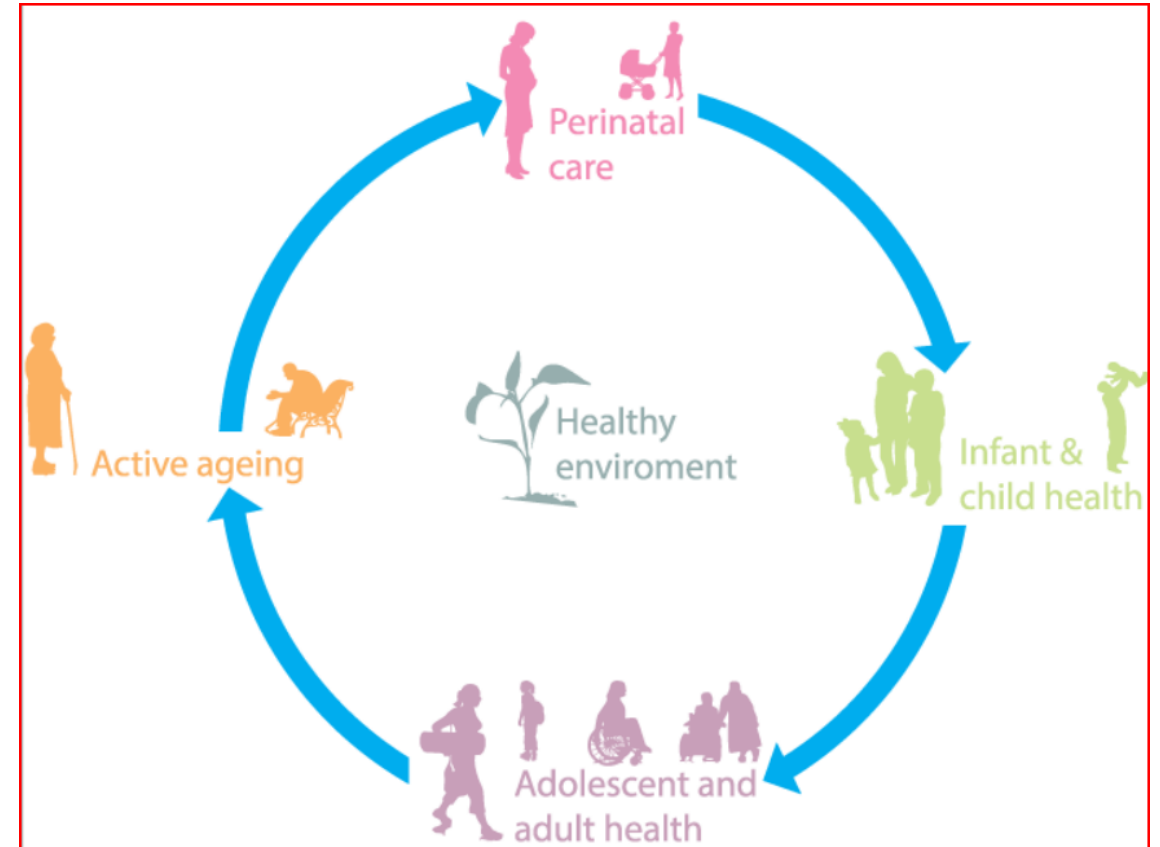
Strategy 1– Global Guest Speakers

- International and national speakers share diverse health perspectives
- Structured video feedback enables critical reflection (+ quizzes, Feedback)
- Benefits: real-world insights, cultural awareness, professional inspiration

Global MCH course: Global speakers

Introduction and History of Maternal & Child Health (MCH)

MCH Epidemiology
Guest speaker: Ana Pilar from World Health Organization; Cesarean section:
Trends, determinants and WHO recommendations

Prenatal and Infant Health
Guest speaker 1: Catherine Thamarai; Maternal Child Health in Malaysia Programs and Policies
Guest speaker 2: Tahani Alruwaili; sharing parenthood
Guest speaker 3: Kara Chiringhelli, Massachusetts Women, Infants, and Children (WIC) Program

Child Health
Guest lecturer: Dr. Parvin Abedi: Midwifery practices

Children and youth with Special Needs
Guest speaker: Dawn Krause; A mother's experience

Adolescent Health
Guest speaker: Susan Gallagher; Adolescent and violence

Women's health: a life cycle
Guest speaker: Shristi Rawal; Global research in pregnancy and mHealth

Environment Issues in Pregnancy and Childhood
Guest speaker: Zohra Lassi: MCH programs in Pakistan

Strategy 2 – Global Research Exchanges

- Partnerships with international universities
- Students engage in research in different healthcare settings
- Immersive, hands-on learning enhances global understanding

KL: University and Hospital

Strategy 3 – Documentation: E-Portfolios

- Students document global experiences
- Showcase cross-cultural learning and competencies
- Useful for assessment and career development

Engagement Plan

- [Concept check](#)
- [Case studies](#)support cultural competencies
- Group presentation
- E-portfolio presentation

Aligning with the Conference Theme

- Emphasis on learning sciences
- Adapts to today's globalized, digital, and complex learning environments
- Combines experiential, reflective, and technological pedagogy

Conclusion

- Global engagement enhances health education
- Model is replicable across institutions
- Fosters culturally competent, globally minded professionals

HINTs for Discussion

1. In what ways can global engagement improve not only student learning but also community and institutional impact?

2. As educators, how can we better adapt experiential, reflective, and technological pedagogy to a rapidly evolving global landscape?

3. What barriers exist to implementing this model at your institution or program?

4. How might the lifecycle approach to global health education be strengthened?

5. Would you like to discuss your plans to change your course to a global one?

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Thank you

The End