

Workshop Agenda in Brief

Day 1: Thursday, June 17th

11:00 am - 12:30 pm ET **Core Session**

Welcome to 'Teach Global Health' (Caryl Waggett)

A Complicated History (Carlos Faerron Guzmán)

Overcoming the Savior Complex (Jessica Evert)

12:30 pm - 1:00 pm ET: **Break:** Networking (*optional*)

1:00 pm - 2:00 pm ET **Core Session**

Pedagogies of Equity and Inclusion in the Global Context (Dawn Whitehead)

2:00 pm - 2:30 pm ET **Track Work: Goal Setting**

Introduction to Global Health (Facilitators: Barbara Astle, Kathryn Jacobsen)

Advanced Coursework / Capstone (Facilitator: Carlos Faerron Guzmán)

Curricula (Facilitators: Dawn Whitehead, Caryl Waggett)

Experiential Learning Opportunities (Facilitators: Carolina Bolaños Palmieri, Ijeoma Nnodim Opara)

2:30 - 3:45 pm ET (*optional*)

FIKA (Host: Barb Astle, with Anita Esquerra-Zwiers)

Day 2: Friday, June 18th

11:00 am - 12:30 am ET **Core Session**

Justice, Equity, Diversity, and Inclusion (JEDI) in Global Health Education: Decolonizing your global health curriculum (Raul Fernandez & Ijeoma Nnodim Opara)(Moderator: Dawn Whitehead)

12:30 pm - 1:00 pm ET: **Break:** Networking (*optional*)

1:00 pm - 2:30 pm ET **Track Work: Track Talks**

Introduction to Global Health (Facilitator: Barbara Astle, Kathryn Jacobsen)

Track Talk: Teaching Global Health Introductory Courses (Kathryn Jacobsen)

Advanced Coursework / Capstone (Facilitator: Caryl Waggett)

Track Talk: Pb&J | Lead and Justice: GH cases in advanced courses (Caryl Waggett)

Curricula (Facilitators: Dawn Whitehead)

Track Talk: Stakes is High (Raul Fernandez)

Experiential Learning Opportunities (ELOs) (Facilitators: Jessica Evert, Carolina Bolaños Palmieri)

Track Talk: Integrating ELOs into your Global Health Curriculum (Jessica Evert)

2:30 - 3:45 pm ET (*optional*)

FIKA (Host: Moriah McSharry McGrath, with Pam Berenbaum)

Interlude: Tuesday, June 22nd

4:30-5:30 pm ET (optional)

Happy Hour / \$5 Problem (Host: Pam Berenbaum)

Interlude: Wednesday, June 23rd

4:00-5:00 pm ET (optional)

Film Discussion of "Yesterday" (Host: Vesta Silva, with Jolynn Gardner, Pamela Runestad)

Day 3: Thursday, June 24th

11:00 am - 12:30 pm ET **Core Session**

Live Seminars (Moderated by: Carolina Bolaños Palmieri)

1. **Curricular Assessment** (Dawn Whitehead)
2. **Planetary Health** (Carlos Faerron Guzmán)
3. **Global is Local** (Ijeoma Nnodim Opara)

12:30 pm - 1:00 pm ET: **Break: Networking** (optional)

1:00 pm - 2:30 pm ET **Track Work: Charrette**

Introduction to Global Health (Facilitators: Barbara Astle, Kathryn Jacobsen)

Advanced Coursework / Capstone (Facilitator: Carlos Faerron Guzmán)

Curricula (Facilitators: Dawn Whitehead, Caryl Waggett)

Experiential Learning Opportunities (Facilitators: Carolina Bolaños Palmieri, Ijeoma Nnodim Opara)

- **Post-pandemic ELO models** (Jess Evert) (Moderator: Carolina Bolaños Palmieri)

2:30 - 3:45 pm ET (optional)

FIKA (Host: Anita Esquerro-Zwiers, with Ashti Doobay-Persaud, Pam Berenbaum)

Day 4: Friday, June 25th

11:00 am - 12:30 pm ET **Core Session**

PechaKucha: 3-min Lightning Talks (Participants) (Moderators: Student Volunteers)

12:30 pm - 1:00 pm ET: **Break: Networking** (optional)

1:00 pm - 2:30 pm ET **Core Session**

A Complex Future (Carlos Faerron Guzmán)

Back to the Big Picture (Dawn Whitehead)

Staying Connected: Thinking Beyond the Workshop (Carolina Bolaños Palmieri)

Leveraging Learning: The Importance of Global Health Education (Caryl Waggett)

2:30 - 3:45 pm ET (optional)

FIKA (Host: Pamela Runestad)

Teach Global Health Summer Institute:

Session Descriptions and Learning Objectives

DAY 1: THURSDAY, JUNE 17

<p>11:00 am - 12:30 pm ET</p>	<p>Core Session:</p> <p>Welcome to ‘Teach Global Health’ [Caryl Waggett]</p> <p>Session Description: This session will open with a welcome to participants from a wide range of institutional types and educational backgrounds. We will explore the origins, growth, and transformation of global health and public health as academic fields of study. We will provide a basic overview and shared understanding of terms, vocabulary, and syntax to create a foundation for our dive deeper into the workshop content. Set community standards for our workshop.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Explore the origins, growth, and transformation of global health and public health as academic fields of study. 2. Describe structure and community standards for ‘Teach Global Health’ summer institute <p>A Complicated History [Carlos Faerron Guzmán]</p> <p>Session Description: This session will explore the complex history of the field of global health practice, using case study narrative as a way to showcase elements of privilege, power</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Define common terms associated with Global Health, Public Health, International Health 2. Discuss the historical context of this discipline <p>Overcoming the Savior Complex [Jessica Evert]</p> <p>Session Description: The academic and professional fields of global and public health have long appealed to students, trainees, and professionals with aspirational goals of ‘bettering the world,’ ‘helping those less fortunate,’ and fixing perceived problems in low resource settings. While these fields contribute greatly to a better world, there can be a dangerous and inauthentic impression created or reinforced with students when learning about or participating in global health. This is particularly true when the students' frame of reference is a high resource setting and they are placed in a low resource setting. To provide authentic and accurate understanding of global health challenges and solutions, educators must deconstruct the sense of saviorism and replace it with a deep understanding of complex realities and multi-dimensional solutions.</p>
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	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Defining and understanding “The Savior Complex.” 2. Define and consider integration of cultural humility and intercultural competence. 3. Outline key ethical tenets in global health and related curricular tools.
<p>12:30 pm -1:00 pm ET (Optional)</p>	<p>Break: Networking</p>
<p>1:00 pm - 2:00 pm ET</p>	<p>Core Session:</p> <p>Pedagogies of Equity and Inclusion in the Global Context [Dawn Whitehead]</p> <p>Session Description: This session will explore the broader context of global learning and the place of global health in this field. During the session, participants will have an opportunity to explore potential campus connections. Participants will also have opportunities to consider greater integration of equity framing and integration of experiential learning opportunities into their courses and/or programs.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Define terms associated with global learning and community-based learning that may inform global health 2. Identify ways to intentionally integrate experiential learning opportunities into global health courses and/or programs 3. Explore the Forum on Education Abroad’s framing for Equity, Diversity and Inclusion and its applicability to global health programs
<p>2:00 pm - 2:30 pm ET</p>	<p>Track Work: Goal Setting</p> <p>Introduction to Global Health [Facilitator: Barbara Astle, Kathryn Jacobsen] Advanced Coursework/ Capstone [Facilitator: Carlos Faerron Guzmán] Curricula [Facilitators: Dawn Whitehead, Caryl Waggett] Experiential Learning Opportunities [Facilitators: Carolina Bolaños Palmieri, Ijeoma Nnodim Opara]</p> <p>Session Description: All tracks will split into their respective zoom links. Track leaders and participants will conduct brief introductions. Time will be used for individuals to share their specific goals and to start on projects.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Articulate project goals. 2. Provide and receive feedback to and from fellow participants.

<p><i>Post Session</i> 2:30 pm- 3:45 pm ET (Optional)</p>	<p>FIKA [Host: Barb Astle, with Anita Esquerra-Zwiers]</p> <p>Session Description: FIKA is often translated as “a coffee and cake break” in Swedish, which is kind of correct, but it is much more than that. Many Swedes consider that it is almost essential to make time for fika each day. It means making time for friends and colleagues to share a little cup of coffee (or tea...) and a little something to eat. Networking is an essential part of this summer institute, and many of our closest professional relationships are forged in more casual settings. Across the globe we find numerous cultures that rely on this essential break to establish more enduring ties even in professional settings. In Sweden, fika has even become a verb, so important is the concept to the culture. So after the workshop wraps each day, grab your mug of your favorite drink and fika! Feel free to drop in and pop off as you are able to join your host and connect with professional friends across the globe.</p>
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DAY 2: FRIDAY, JUNE 18

<p>11:00 am - 12:30 pm ET</p>	<p>Core Session:</p> <p>Justice, Equity, Diversity, and Inclusion (JEDI) in Global Health Education: Decolonizing your global health curriculum [Raul Fernandez & Ijeoma Nnodim Opara][Moderator: Dawn Whitehead]</p> <p>Session Description: Decolonization in global health education has emerged as a hot topic in recent years. But, what does it really mean and how can we employ decolonization in our work as educators, institutional leaders, and advocates for antiracism, justice and equity? This session is designed to be conversational, engaging, and reflective.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Define colonialism and decolonization in global health education. 2. Identify strategies of decolonization in global health education 3. Apply reflective practice toward decolonization in global health education
<p>12:30 pm -1:00 pm ET (Optional)</p>	<p>Break: Networking</p>

1:00 pm -
2:30 pm ET

Track Work: Track Talk

Description: All tracks split into their respective zoom links. This is the time for introductions, leaders and amongst participants. This time should be utilized to work on their respective projects. This session will also include a track specific "Track Talk" (15 minutes).

Introduction to Global Health [Facilitator: Barbara Astle, Kathryn Jacobsen]

Track Talk: Teaching Global Health Introductory Courses [Kathryn Jacobsen]

Talk Description: We will start with an exploration of learning objectives for introductory courses in global health. Using backward design approaches, we will discuss how an instructor might assemble a combination of key topics to address these learning objectives while covering a range of topical areas. We will discuss ways to ensure that the course can maintain an interdisciplinary approach while helping you think through the range of introductory texts and resources to support your course structure. We will discuss how to select or pare additional text, film, and media sources. We will discuss how to calibrate the course level to match the unique student audience and role of this course within your curriculum (for example lower-division undergraduate course, or entry medical school course will likely differ in text selection, course structure, and topical areas covered).

Talk Learning Objectives:

1. **Identify the essential learning outcomes** for introductory global health courses.
2. **Highlight how course elements can strengthen your learning outcomes**, such as course structure, student assessments, and media / resources.
3. **Discuss key topics and approaches** to introductory level global health curriculum.

Advanced Coursework / Capstone [Facilitator: Caryl Waggett]

Track Talk: Pb&J | Lead poisoning and Justice: Global Health cases in advanced courses [Caryl Waggett]

Talk Description: Twenty-five years ago, elevated blood lead levels, or lead poisoning, became the first non-infectious condition to be notifiable at the national level. More than 1M children are still poisoned by exposure to lead annually, and more than 400,000 deaths occur each year in which lead exposure may have been a contributing factor. Lead may be more like cigarettes than we ever imagined. This talk will use a domestic case study of lead exposure from older homes in rural settings to highlight how an in-depth case study can be used in advanced courses. We will focus on the balance between disciplinary depth and interdisciplinary breadth in case development, and the development of the case from essential learning objectives set forth through backward design. Lead poisoning encompasses a wide range of topics from pharmacokinetics and health policy to data analytics and ethics. Issues of environmental justice, environmental health, and planetary health will be covered.

Talk Learning Objectives:

1. **Discuss relationship between built environment, social and structural inequities, and human health outcomes** using lead poisoning as a case study.
2. **Explore how case studies** can provide both robust depth and also highlight the need for interdisciplinary synthesis in advanced level courses and capstones, and the role advanced courses play within a global health curriculum.
3. **Highlight how local issues** can be both effective and essential models for global health education to break down perceptions of where problems occur, who is well positioned to address these problems, and what defines global health
4. **Identify ways to incorporate a wide range of community-engaged research, advocacy, and service-learning** to complement these advanced courses.
5. **Use lead poisoning as a model for how integrative and global learning** concepts can be applied in capstone settings

Curricula [Facilitator: Dawn Whitehead]

Track Talk: Stakes Is High [Raul Fernandez]

Talk Description: The year was 2020. A nation struggled to battle a global pandemic and at the same time undo centuries of systemic racism, all while recovering from one of the most consequential and contentious elections in its history. It sounds like something out of a sci-fi movie, but this has been the reality in the U.S. and around the world. For some, the impacts of this moment have been mostly viewed through our phones and televisions. However, for others, the pain is much closer to home and the stakes are much higher. This workshop will focus on how we as individuals and collectively through our work can meet this moment with the urgency that it requires, especially for the people who are counting on us most.

Talk Learning Objectives:

1. **Describe and reflect on positionality** (their unique blend of identities and experiences).
2. **Describe the impacts of their perspectives and positionality** especially in respect to the world and other people.
3. **Critically reflect on their approaches to their work** in respect to these perspectives.

Experiential Learning Opportunities [Facilitator: Jessica Evert, Carolina Bolaños Palmieri]

Track Talk: Integrating ELOs into your Curriculum [Jessica Evert]

Talk Description: Global Health really comes to life and becomes palpable when students experience it first hand. This track will explore the components of experiential learning opportunities (ELOs) that compliment classroom learning. We will overview different models to consider, the foundations of faculty-led programs, as well as community-based partnership best practices.

	<p>Talk Learning Objectives:</p> <ol style="list-style-type: none"> 1. Outline the essential components of ELOs. 2. Define Fair Trade Learning and locate key resources. 3. Compare and contrast different approaches and frameworks for ELOs.
<p><i>Post Session</i> 2:30 pm - 3:45 pm ET (Optional)</p>	<p>FIKA [Host: Moriah McSharry McGrath, with Pam Berenbaum]</p> <p>Session Description: FIKA is often translated as “a coffee and cake break” in Swedish, which is kind of correct, but it is much more than that. Many Swedes consider that it is almost essential to make time for fika each day. It means making time for friends and colleagues to share a little cup of coffee (or tea...) and a little something to eat. Networking is an essential part of this summer institute, and many of our closest professional relationships are forged in more casual settings. Across the globe we find numerous cultures that rely on this essential break to establish more enduring ties even in professional settings. In Sweden, fika has even become a verb, so important is the concept to the culture. So after the workshop wraps each day, grab your mug of your favorite drink and fika! Feel free to drop in and pop off as you are able to join your host and connect with professional friends across the globe.</p>

INTERLUDE: TUESDAY, JUNE 22

<p>Interlude: 4:30 pm - 5:30 pm ET (Optional)</p>	<p>Happy Hour / \$5 Problem [Host: Pam Berenbaum]</p> <p>Session Description: Join colleagues for a happy hour to hear about challenges various individuals are facing in their respective global health classes, global health programs, and distinct institutional settings. Creative solutions to other people’s problems are sometimes easier to identify than your own!! Bring your thorniest issues or even a simple one!!</p> <p>Too many references to write this year? Hybrid course structure have you down? Looking for good case studies on a particular topic? Students insist on enrolling in egregious ‘save the world’ programs outside your institution’s purview? Don’t hold onto those challenges - let’s brainstorm creative approaches to make your courses / programs / student experiences / educator happiness... better! And even if we can’t solve each other’s problems, we can vent and get sympathy.</p>
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INTERLUDE: WEDNESDAY, JUNE 23

<p>Interlude: 4:00 pm -</p>	<p>Film Discussion [Host: Vesta Silva, with Jolynn Gardner, Pamela Runestad]</p>
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5:00 pm ET (Optional)	<p>Session Description: Discuss the film, 'Yesterday,' by South African director Darrell James Roodt, and the ways in which this film could be used in both introductory and advanced level global health courses.</p> <p>In advance of this session, participants will have had the opportunity to stream the 95 min film, which follows the story of Yesterday, a young mother living in a rural village in Zululand who is diagnosed with AIDS while her husband is away working in the mines outside of Johannesburg.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Highlight key themes and takeaways from the film that can be useful learning tools. 2. Identify how films can be an effective component of both intro and advanced courses.
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DAY 3: THURSDAY, JUNE 24

11:00 am - 12:30 pm ET	<p>Core Session:</p> <p>Live Seminars [Moderator: Carolina Bolaños Palmieri]</p> <p>Session Description: The live seminar series will consist of three seminars, each lasting at maximum 20 minutes. The moderator will watch the time and constructively guide each session as well as the discussion section following the conclusion of the last seminar. NB: <i>*Ends at 12:00 pm for moderated discussion following.</i></p> <ol style="list-style-type: none"> 1. The Role of Assessment [Dawn Whitehead] <ul style="list-style-type: none"> ○ Description: During this session, participants will explore different types of assessment for both curricular and co-curricular learning. Participants will have time to review terms and practices associated with assessment, discuss approaches for formative and summative assessments within individual courses, approaches to address curricular assessment. Oftentimes assessment is viewed as a topic to address after courses and curricular are thoughtfully designed, to measure how well students or cohorts are living up to these expectations. However, the best time to start assessment is in the design phase of a course, ELO, or curriculum. We will discuss a range of assessment tools and approaches (such as AAC&U's VALUE Rubrics, standardized instruments such as DEVI, GPI, GES, and NSSE), consider institutional and programmatic resources as an element of assessment design, and aspirational and practical approaches to assessing some of the things that really matter - intercultural growth, openness to understanding others' viewpoints, and interdisciplinary learning, as examples. ○ Learning Objectives:
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	<ul style="list-style-type: none"> i. Identify ways in which assessments are essential in strengthening course design and curricular development. ii. Gain familiarity with a range of different types of assessment tools available for different purposes. <p>2. Saving the planet: What are we missing in higher education? [Carlos Faerron Guzmán]</p> <ul style="list-style-type: none"> ○ Description: This session will introduce the concept of Planetary Health and the recently launched Planetary Health Education Framework. ○ Learning Objectives: <ul style="list-style-type: none"> i. Introduce the five central domains of the Planetary Health Education Framework ii. Recognise the diverse inquiries (i.e., the why [affective], the what [representation], the how [strategic]) that shape planetary health education. iii. Reflect on the ways global health practitioners can incorporate planetary health education principles into their education efforts <p>3. Global is Local is Global [Ijeoma Nnodim Opara]</p> <ul style="list-style-type: none"> ○ Description: Despite the generally accepted definition of global health being “the field of study, research, and practice that places a priority of achieving equity in health for <u>all</u> people...and emphasizes <u>transnational</u> health issues and determinants.” (Koplan et al, 2009) and the universal lessons learned from the COVID-19 pandemic, global health is still narrowly viewed by many as a field relegated to the international context. As the world becomes more interconnected and there is increasing recognition of universal sociocultural and geopolitical forces that affect all people, albeit disproportionately and regardless of national borders, it is incumbent for global health educators to emphasize to students that local health is, in fact, global health. In the “Global is Local” interactive session, we will use a case study of “Freedom Cares Initiative, Detroit” (a ELO of Wayne State University School of Medicine Global & Urban Health Equity (GLUE) program) to explore the importance of local health in global health education and practice; how an asset-based community engagement approach can be applied locally to build equitable partnerships; how to pivot the experience to embrace the realities of the COVID19 pandemic; and how to utilize the CUGH interprofessional global health competencies to drive learning outcomes. Participants would be inspired to help their students understand that involvement in local health is key to their professional development as culturally humble, transformational, and socially accountable global change agents. ○ Learning Objectives: <ul style="list-style-type: none"> i. Recognize the importance of local health as global health. ii. Describe the asset-based community engagement approach to local engagement.
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	<p>iii. Identify strengths and opportunities in home local community-based programs to demonstrate global health educational competencies.</p>
<p>12:30 pm -1:00 pm ET (Optional)</p>	<p>Break: Networking</p>
<p>1:00 pm - 2:30 pm ET</p>	<p>Track Work: Charrette</p> <p>Session Description: Participants join their respective tracks and reflect on ways that they can apply some of the systems thinking and assessment tools shared in the Live Sessions. Each group will conduct a charrette, allowing participants in each track to provide critical feedback to one another on their respective individual projects. Participants may also have time to work on their PechaKucha presentations for Day 4.</p> <p>in the context of broader assessment frameworks for global learning.</p> <ol style="list-style-type: none"> 1. Reflect on ways that the assessment models and tools can be applied at the assignment, course, and/or program level. 2. Identify ways to incorporate systems thinking into their assignment, course, or program. 3. Provide thoughtful feedback to other track participants on their individual projects. 4. Begin developing presentation for Pecha Kucha lightning talks on Day 4 Friday, June 25. <p>Introduction to Global Health [Barbara Astle, Kathryn Jacobsen] Advanced Coursework/ Capstone [Carlos Faerron Guzmán] Curricula [Dawn Whitehead, Caryl Waggett]</p> <p>Experiential Learning Opportunities [Ijeoma Nnodim Opara, Carolina Bolaños Palmieri]</p> <ul style="list-style-type: none"> • Post-pandemic ELO models [Jess Evert, Carolina Bolaños Palmieri] Talk Description: The COVID-19 pandemic has allowed for a rethinking of ELOs and innovation in the virtual ELO space. This session will provide outcomes from virtual ELO, structures that have been utilized successfully, and unique upsides such as increased diversity of participants and inclusions. <p>Talk Learning Objectives:</p> <ol style="list-style-type: none"> 1. List strengths that are unique to virtual ELOs. 2. Describe the evidence-based impacts of ELOs. 3. Consider and articulate various models of virtual ELOs which may be utilized by your institution.
<p>Post Session 2:30 pm- 3:45 pm ET (Optional)</p>	<p>FIKA [Host: Anita Esquerra-Zwiers, with Ashti Doobay-Persaud, Pam Berenbaum]</p> <p>Session Description: FIKA is often translated as “a coffee and cake break” in Swedish, which is kind of correct, but it is much more than that. Many Swedes consider that it is almost essential to make time for fika each day. It means making time for friends and colleagues to share a little cup</p>

	<p>of coffee (or tea...) and a little something to eat. Networking is an essential part of this summer institute, and many of our closest professional relationships are forged in more casual settings. Across the globe we find numerous cultures that rely on this essential break to establish more enduring ties even in professional settings. In Sweden, fika has even become a verb, so important is the concept to the culture. So after the workshop wraps each day, grab your mug of your favorite drink and fika! Feel free to drop in and pop off as you are able to join your host and connect with professional friends across the globe.</p>
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DAY 4: FRIDAY, JUNE 24

<p>11:00 am - 12:30 pm ET</p>	<p>Core Session:</p> <p>PechaKucha: 3-min Lightning Talks [Participants] [Moderators: Student Assistants]</p> <p>Session Description: Participants will share their progress on their global health courses, curriculum, and ELOs. A PechaKucha presentation (Japanese for “chitchat”) is a short-form presentation in a storytelling format. While there have been many varieties of PechaKucha that have been utilized for different purposes - specifically in Japanese storytelling - the basic format for our session will be a three-to-five minute presentation, spending no more than 1 minute per slide. PechaKuchas emphasize concise and brief presentations that provide the audience with a broad overview of a project. Given the short format presentation, visuals are particularly useful, while text heavy slides are less useful.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Share out progress on your individual project 2. Provide and receive feedback on projects. 3. Explore possible project updates and revisions. 4. Develop a clear understanding of how to advance the project following the workshop.
<p>12:30 pm -1:00 pm ET (Optional)</p>	<p>Break: Networking</p>
<p>1:00 pm - 2:30 pm ET</p>	<p>Core Session:</p> <p>A Complicated Future [Carlos Faerron Guzmán]</p> <ul style="list-style-type: none"> ○ Session Description: Economic, political, cultural, environmental and other global processes influence profoundly how we understand and approach health challenges. As these occur in a webbed, dynamic and interdependent fashion,

health can be viewed as a complex issue. This session will explore how these emerging understandings can influence global health education.

- **Learning Objectives:**
 - i. **Describe the multidimensionality of health**, the continually evolving systems that underpin it and the interlinkages between these systems.
 - ii. **Understand how complexity** can provide a richer instrumental approach to global health education.

Back to the Big Picture [Dawn Whitehead]

- **Session Description:** Global health programming is a way of exploring how social structures impact and can be impacted by human health. It is an ideal case study of liberal education, which promotes interaction of learning across the curriculum and co-curriculum and between academic and experiential learning, in order to develop specific learning outcomes that are essential for work, citizenship, and life. We will explore how we can accelerate broad-scale innovation within global health courses and curricula to engage diversity, challenge inequities in student outcomes, and develop educated citizens able to advance these concepts in their communities.
- **Learning Objectives:**
 - i. **Explore how global health courses and curricula** can advance equity within institutions of higher education and serve as a model for more equitable engaged citizenship.
 - ii. **Accelerate innovation in global health** courses and curriculum.

Staying Connected: Thinking Beyond the Workshop [Carolina Bolaños Palmieri]

- **Session Description:** Networking is an essential part of growing in a professional field. While some educators are in large global health departments, their colleagues may have vastly different experience with education or practice. Educators in other institutional settings may be situated in either small programs or are teaching global health but within a disciplinary home. We will discuss professional opportunities that exist in the field of global health education and discuss tools, workshops, and elements that would help strengthen your growth as a global health educator.
- **Learning Objectives:**
 - i. **Identify existing and potential opportunities for faculty professional development** in the field of global health.
 - ii. **Conduct brief post-workshop assessment.**
 - iii. **Identify ways in which this group could continue to share** timely resources and programming, collaborate or gather feedback and progress on curricular initiatives, and identify ways to stay in contact.

Leveraging Learning: The Importance of Global Health Education [Caryl Waggett]

- **Session Description:** This wrap-up session will focus on the needs of the growing field of global health education broadly. We will discuss the development of a series of awards recognizing global health educational

	<p>modules and case studies and identify ways to strengthen global health education at your institution and across institutions.</p>
<p><i>Post Session</i> 2:30 pm- 3:45 pm ET (Optional)</p>	<p>FIKA [Host: Pamela Runestad]</p> <p>Session Description: FIKA is often translated as “a coffee and cake break” in Swedish, which is kind of correct, but it is much more than that. Many Swedes consider that it is almost essential to make time for fika each day. It means making time for friends and colleagues to share a little cup of coffee (or tea...) and a little something to eat. Networking is an essential part of this summer institute, and many of our closest professional relationships are forged in more casual settings. Across the globe we find numerous cultures that rely on this essential break to establish more enduring ties even in professional settings. In Sweden, fika has even become a verb, so important is the concept to the culture. So after the workshop wraps each day, grab your mug of your favorite drink and fika! Feel free to drop in and pop off as you are able to join your host and connect with professional friends across the globe.</p>