

## Collaborative Online International Learning Project between Western Norway University of Applied Sciences (HVL) and Universidade do Vale do Itajaí (UNIVALI).

### **I- Purpose/ Learning Outcome:**

Digital internationalisation is in this context meant to give students in Itajaí and Haugesund the opportunity to collaborate to enhance their cultural understanding and broaden their knowledge about healthcare in different cultures. The major general learning outcome is to build students' intercultural competence in health care. Therefore, by the end of this project, students are expected to have enriched both their respect for diversity and their recognition that (inter)cultural differences (such as beliefs, values, attitudes, and communication styles), can affect the quality of the health care provided. Specific learning outcomes include being able to identify and analyse different cultural dimensions, and their possible impact on the patient-healthcare professional encounters.

### **II- Duration:**

May 4<sup>th</sup> – May 26<sup>th</sup> 2021

The project will kick off Tuesday May 4<sup>th</sup>, 2021 at 13:00 Norwegian time (0900 Brazilian time) with a Zoom meeting and be completed by students handing in their assignment in Padlet by Wednesday May 26<sup>th</sup>, 2021 at 1400 hrs Brazilian time (1800 hrs Norwegian time). The groups are expected to establish contact at least twice a week during the project period (via Zoom, Facebook, WhatsApp or similar). Teachers in Itajaí and Haugesund will mentor/supervise the process.

### **III- Credits:**

For Norwegian students' completion of this project will be a prerequisite for taking part in the exam of the social science class in the 2<sup>nd</sup> year of nursing education.

For Brazilian students, successful completion of the project will be part of one of students' evaluative tasks in the current semester.

### **IV- Group size:**

The groups should preferably consist of 6 students (3 from each country). There are 100 Norwegian students eligible for this collaboration and hopefully an equivalent number of Brazilian students also will take part. Before Kick-off, both parties will need lists of participants containing name and email address of each student to prepare noticing the different groups and schedule the kick-off meeting in Zoom.

### **V- Assignment:**

The groups are expected to produce a poster presenting their assigned theme. The poster is to be handed in using Padlet by 1400, Wednesday May 26<sup>th</sup>, 2021.

VI- Time schedule COIL spring 2021

Time	Meeting place	Focus	Participants
Week 1	Video meeting	<p>Get to know each other. The students present themselves and their nurse education. Present the assignment and share ideas on how to work.</p> <p>Share knowledge about the topic from your countries. Ask each other questions. What more do you need to work with before the next meeting?</p>	Students + facilitator
	E-mail – Facebook- etc.	<p>Discuss what your country does regarding the questions in the assignment, due to the population. Do research to define your target group in your country. Send questions to your international group members, on information you would like to get, to find similarities between the two countries, in how this target groups health needs are being met. Find theory about intercultural knowledge and competence. What does the World Health Organization and International Council of nurses say about this?</p>	Students

Week 2	Video meeting	Prepare the presentation for next week. Use the theory you read/studied on intercultural communication and global health in the presentation.	Students
	E-mail – Facebook- etc.	Finalize your presentation for next week.	Students
Week 3	Video meeting	Make a presentation – the result.	Students + teacher

## VII- SUGGESTED TOPICS AND ASSIGNED THEMES

### 1. “Global Child Health”

- Discussion:
  - a. List the seven leading causes of childhood deaths in your country.
  - b. Define and describe the main causes of the problem (correlate how socio-political-economic-cultural factors affect child health problem in your country).
  - c. Explain how these child health issues could impact the country locally and the world globally.
  - d. What are the interventions and strategies to tackle the issues above? Find the different and similarities between each country.
  - e. What are the nursing perspective about these problem, how do you promote child health and give recommendation for preventing and tackling these issues?
- Assignment:
  - a. Make presentation on the discussion that you had with your group.
  - b. Find an article/peer reviewed journal about the issues on child health related to your country discussed with your group and make a review on that journal from your own perspective.

### 2. Elderly people: “Global health and aging”

- Discussion:
  - a. When the world is facing situation of having more older people than children and more people at extreme old age, what would be the impacts in term of wellbeing, health access, burden of disease, and socio-economic locally and globally. (questions to ponder: Will population aging be accompanied by a longer period of good health, a

sustained sense of well-being, and extended periods of social engagement and productivity, or will it be associated with more illness, disability, and dependency?).

- b. Compare between low-income country, middle income country, and high income country on how will population aging play out and how they address the issues. Share your experience from the perspective of your own country.
- c. What are the role of nurses on the issues above?
- d. What are the strategies to tackle these issues?

- Assignment:

- a. Make presentation on the discussion that you had with your group.
- b. Find an article/peer reviewed journal about global health and aging related to your country discussed with your group and make a review on that journal from your own perspective.

### 3. "Global burden of diseases: chronic ill vs. infectious diseases"

- Discussion:

- a. List the major burden diseases in your country.
- b. Discuss and analyze the different burden of diseases between each country.
- c. Understand what is "disease burden", introduce the health status such as mortality and life expectancy of each country, correlate the major burden of diseases and the impact to the different aspect of life in your country (such as socio-economic aspect).
- d. How it is measured in the local or national level.
- e. Discuss the strategies of each countries on how they manage their burden of diseases. What have been done and what should be done?

- Assignment

- a. Make presentation on the discussion that you had with your group.
- b. Find an article/peer reviewed journal about global burden of diseases related to your country discussed with your group and make a review on that journal from your own perspective

### 4. Healthy adults: "Access to health services, health inequities and equity"

- Discussion:

- a. What does 'access to health care' means? Why 'access to health care' is significant? What are the elements determining the access to the health care itself?
- b. Share the health status of your country, correlate between different country, and Explain the relation between the access to health care to the health outcomes of the population locally and globally?

- c. Discuss the different barriers to the access of health care (consider the different context, perspective, health needs, and cultural setting in your country, correlate each other).
    - d. Explain about health equity and equality issues in your country.
    - e. What are the strategies to tackle the issues above? What have been done and what should be done in your country?
  - Assignment
    - a. Make presentation on the discussion that you had with your group.
    - b. Find an article/peer reviewed journal about the topic related to your country, discussed with your group and make a review on that journal from your own perspective.
5. Disables people:
- Discussion:
    - a. Defining disability and how it can be understood and measured.
    - b. What are the challenges to health and wellbeing amongst people with disabilities and explain how people with disabilities might have poorer health, poorer social- economic status and less access to health services.
    - c. What strategies have been done or presently going on for disabilities in your country. What things should be improved.
    - d. How to improve access to health care and rehabilitation on people with disabilities.
    - e. Explain the strategies using community based inclusive development for improving the access of health for disabilities in your country.
  - Assignment:
    - a. Make presentation on the discussion that you had with your group
    - b. Find an article/peer reviewed journal about the issues on child health related to your country, discussed with your group and make a review on that journal from your own perspective.
6. Health personnel: "Global Health Worker".
- Discussion:
    - a. What are the major issues and challenges on health worker in low- and lower-middle income countries, compare with the high-income countries?
    - b. Discuss how health employment can impact the economic growth of one country. (correlate with socioeconomic, political, and financial level of different countries)
    - c. What are the roles of health workforce in bridging the issues?
    - d. What strategies each different country could do to tackle the issues above?
    - e. What are the role of nurses in strengthening the health care system in your country?

- Assignment:
  - a. Make presentation on the discussion that you had with your group
  - b. Find an article/peer reviewed journal about the issues on health worker related to your country, discussed with your group and make a review on that journal from your own perspective.