

NAHEC & AAHE National Conference

June 24, 2008

Cincinnati, OH

Engage – Challenge - Inspire

Ways to Educate for Health through
Collaborative Partnerships

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The background is a solid teal color. A faint, semi-transparent graphic of two hands shaking is visible, centered horizontally and spanning across the middle of the page. The hands are rendered in a lighter shade of teal, creating a subtle watermark effect.

Inspire

Design

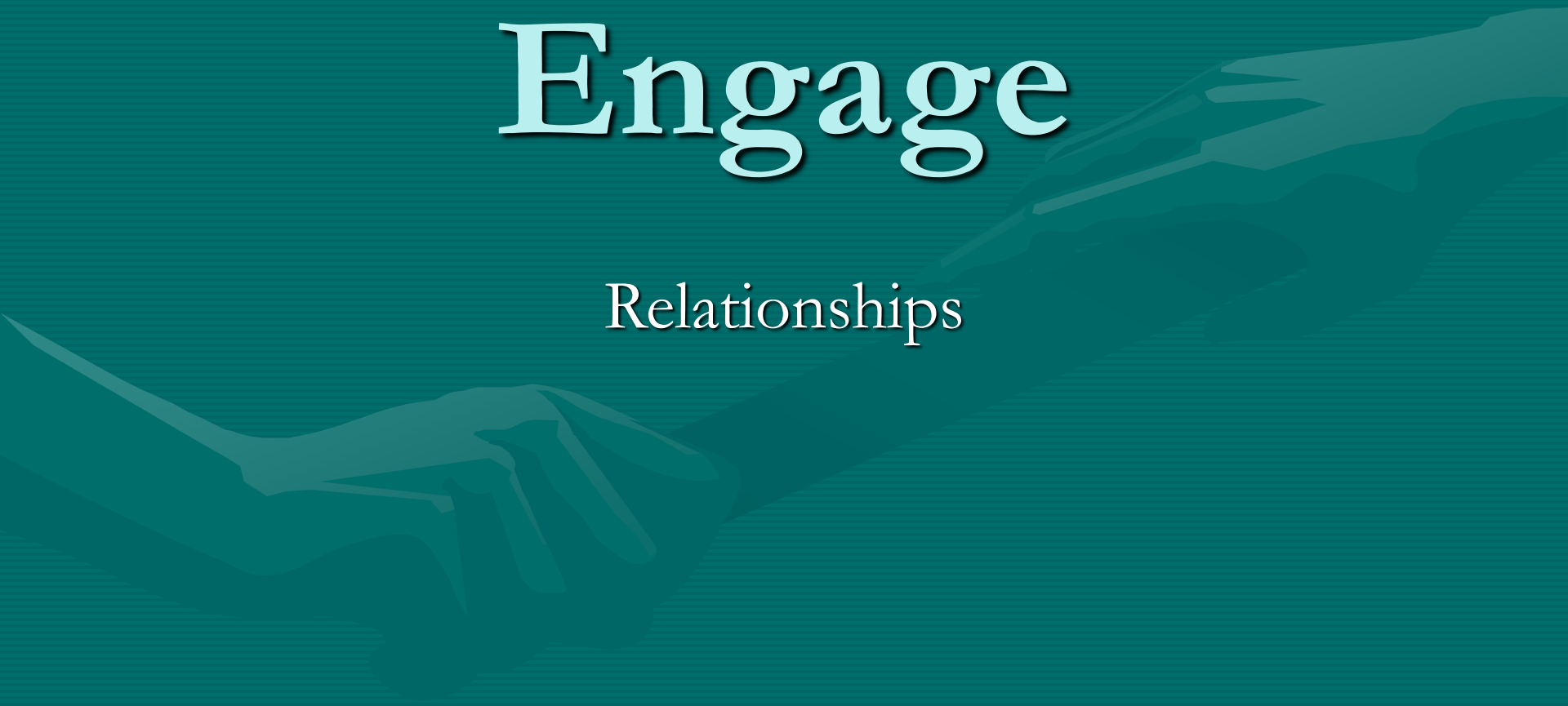
Challenge

Communication



Engage

Relationships



Ways to Educate for Health through Collaborative Partnerships

- “Ways” - are a *pathway*, a route or road, that leads from one place to another;
- Because a pathway involves a course of ACTION, we will use the metaphor of footprints to take us on our professional journey.
- Where do you work? Which way(s) will you go? Who will you take along on your daily, weekly, and monthly journey? What investigative work will you do for collaborative partnerships?
- An “investigation”, translated from the Latin word *vestigium*, means footprint.

Let's Investigate Three Themes for our Collaborative Journey

- “To INSPIRE us to design” and share innovative programs, products, presentations, policies, performances, props, and publications;
- “To CHALLENGE us to unlock closed communication” through dialogue that honors another’s voice and perspective; and
- “To ENGAGE us in building human relationships as the foundation for institutional partnerships”.

Inspiration to design.

Inspire....

To stimulate creativity or action.

Inspiration involves stimulation of the mind or emotions to a higher level of feeling or activity.

Elements of Design

(Perkins, 1986)

Questions that help us to investigate the design process:

- 1) What is the _____ purpose? How does it function?
- 2) How is the _____ structured or organized?
What are its parts?
- 3) What are model _____ or valuable examples that work well or have evidence of quality and usefulness?

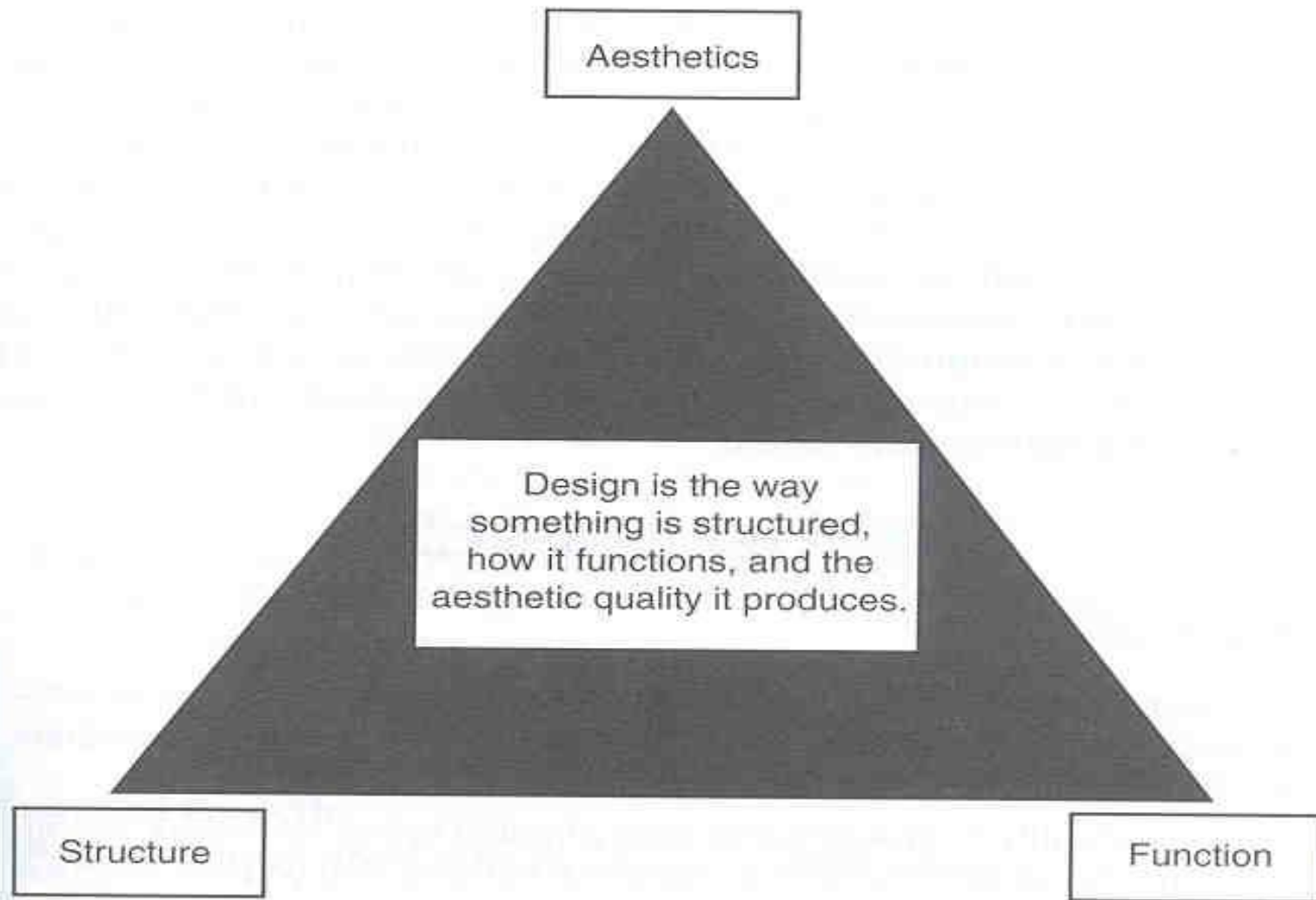


Figure 1.5 Elements of design.

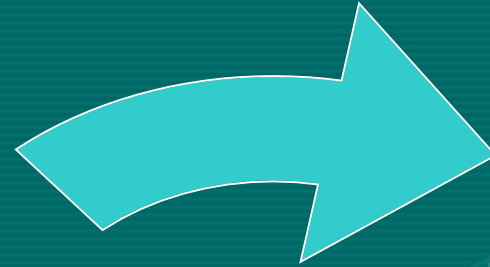
Thinking behind the design

- Observations
- Analysis
- Interpretation

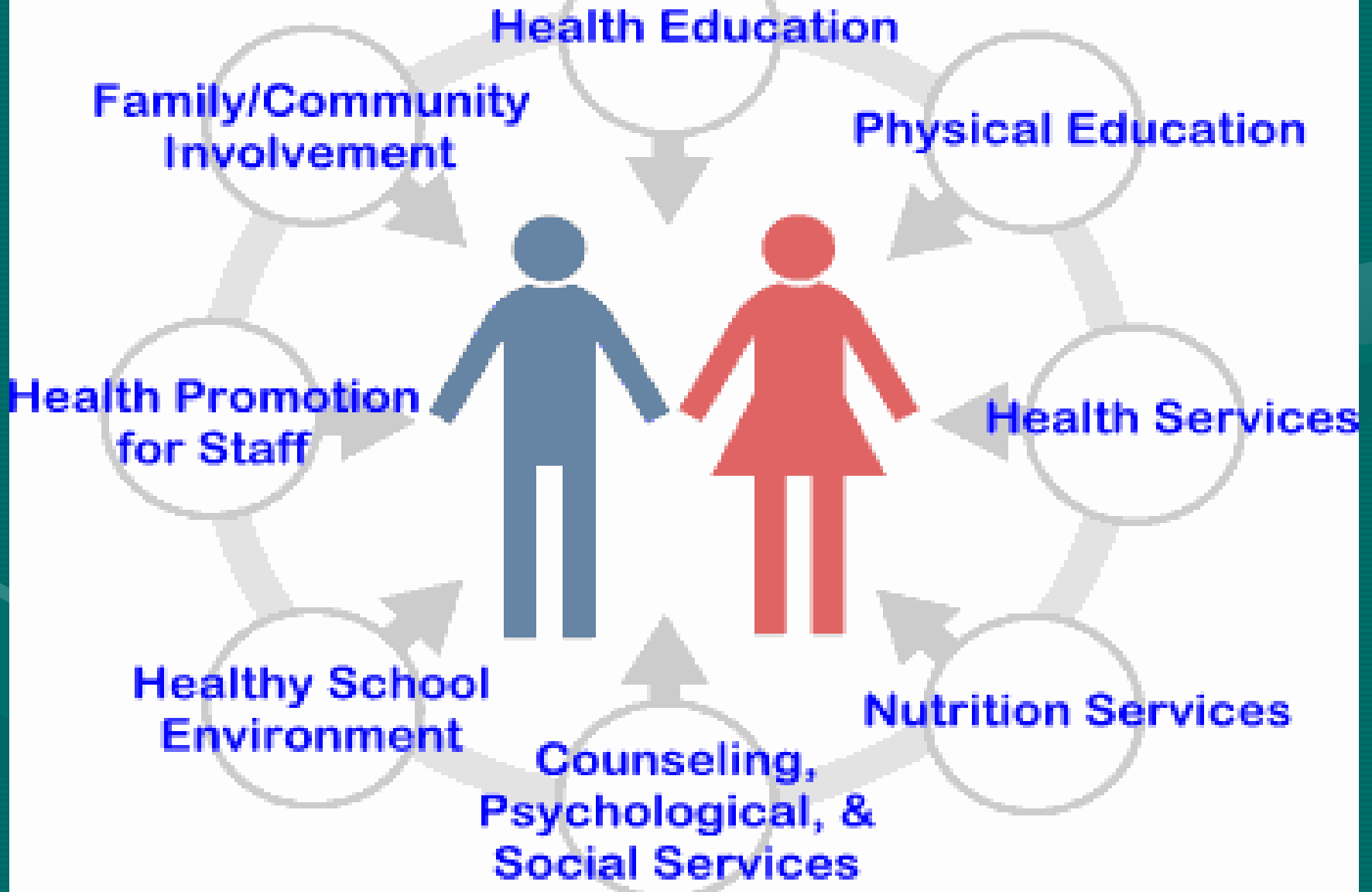
Observation

Analysis

Interpretation



Coordinated School Health Program Model (CDC)



Characteristics of the CSHP Program Model

Ubbes, 2008

How does _____ function?

- Is a people-centered model
- Focuses on improving the health status of children & youth
- Is operationalized by a Health *Coordinating* Council (HCC)

How is the _____ structured?

- Has eight professional components or parts
- Organizes school-community linkages (inside-outside)

What is the value (aesthetics) of _____ ?

- Is a holistic model that promotes systems thinking for enhanced communication, collaboration, & coordination
- As a multidisciplinary infrastructure, it bridges school-community partnerships for health promotion

What other models will you design?

- Knowing the elements of design gives us a common language for seeing the innovation emerge;
- Talking about the structure, function, and aesthetics of design enables our participants and clients to help us with the design process (and take a vested interest);
- In our collaborative partnerships, we need to co-construct and co-design our mutual projects, programs, products, and performances to a new level of dynamic usefulness.

Metamorphosis & Adaptations

- Borrow an older established project and *adapt* it locally;
- Try out a new project with a few people and phase it in over time with *adaptations*;
- Initiate a new project and pilot it with ongoing feedback and *adaptations* as more people come on board;
- Combine two different projects into a hybrid design and make *adaptations* based on a solid assessment of people and evaluation of the products.

Summary One: Inspire others to design with us

Challenge closed communication.

Challenge...

To summon to action or effort; to stimulate. When something is *challenging*, it involves calling for the full use of one's abilities or resources.

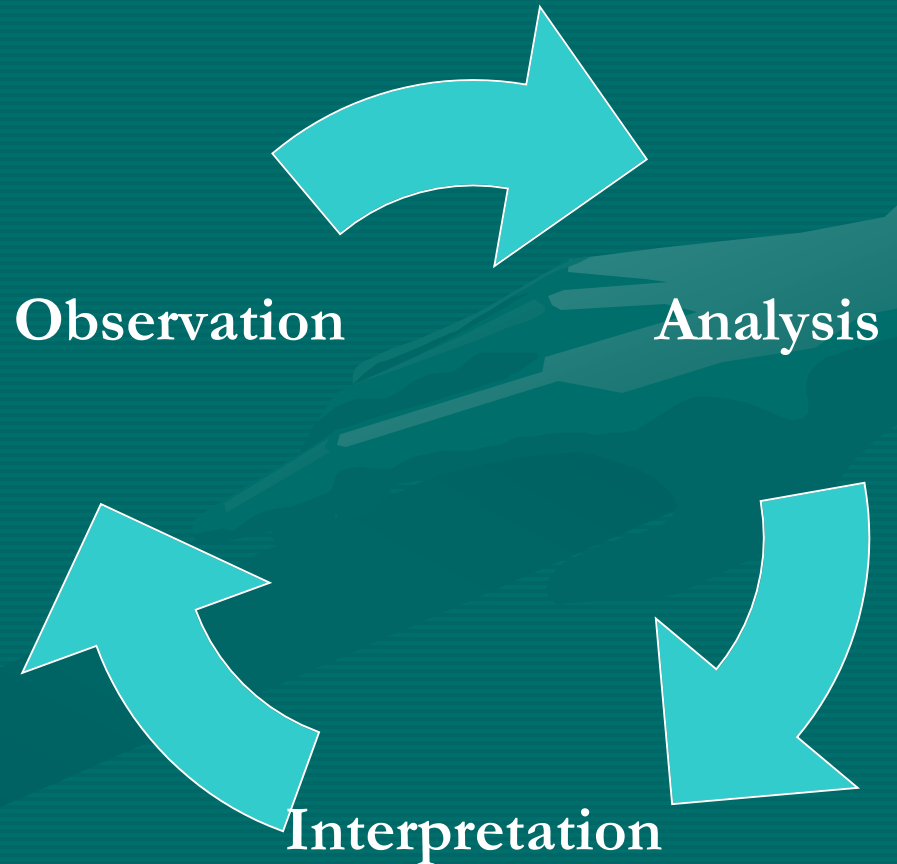
Challenge your thinking

Dichotomous thinking:

- either or
- black or white,
- yes or no

Sophisticated thinking:

- multiple perspectives
- multiple voices
- collective community



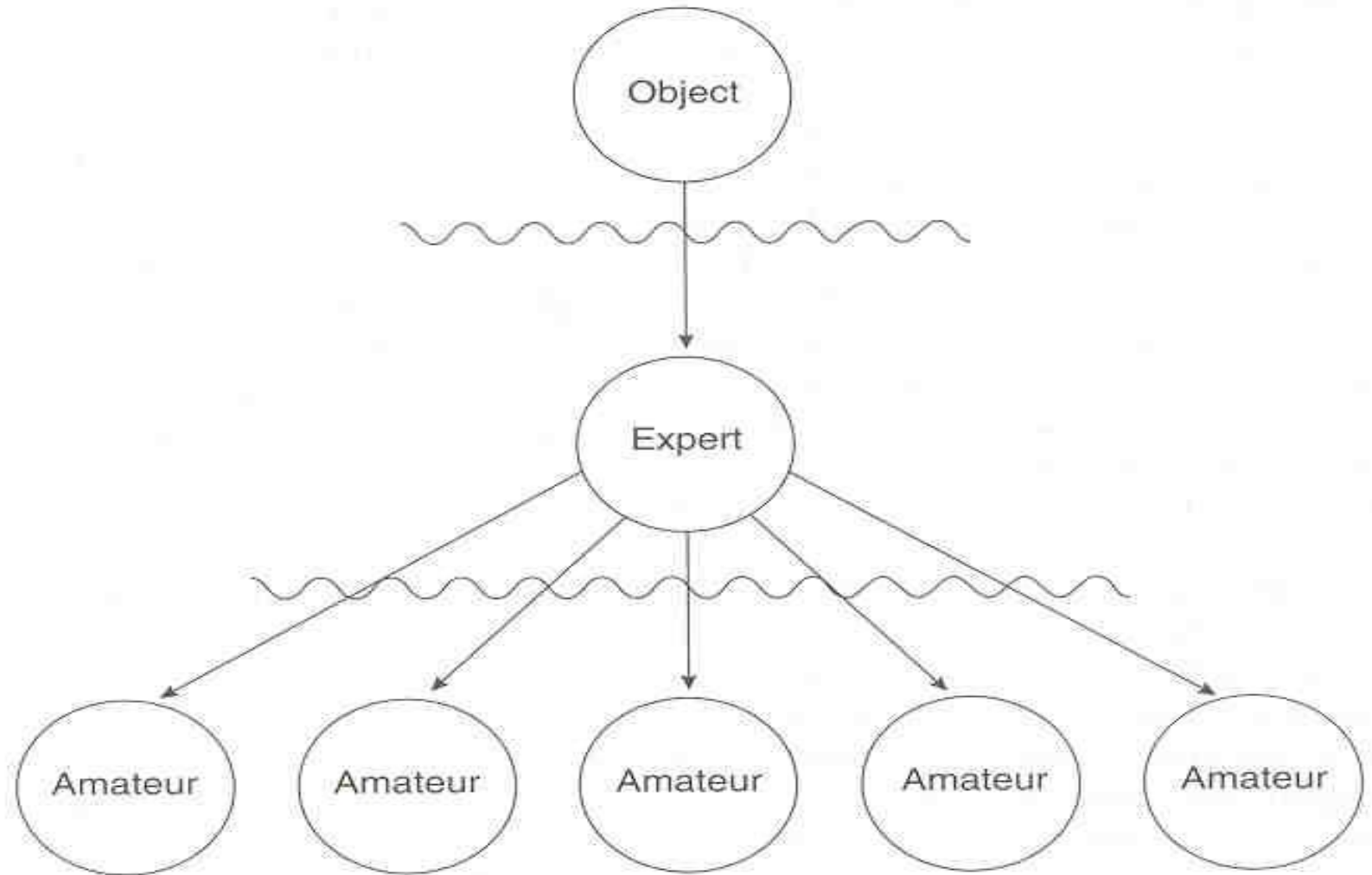


Figure 2.2 The objectivist myth of knowing.

From P.J. Palmer, 1998, *The courage to teach* (San Francisco: Jossey-Bass), 100. Reprinted with permission of John Wiley & Sons, Inc.

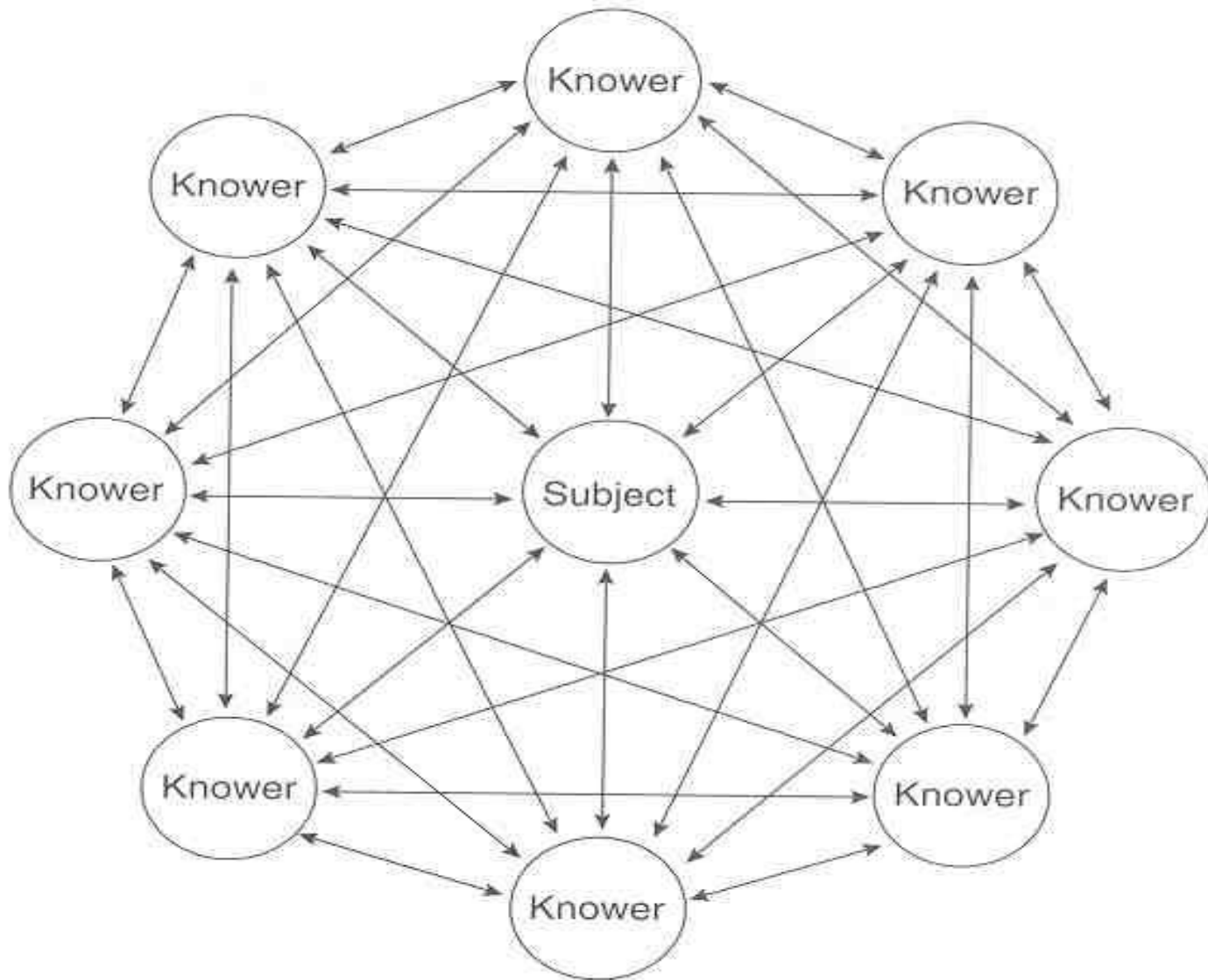


Figure 2.3 The community of truth.

From P.J. Palmer, 1998, *The courage to teach* (San Francisco: Jossey-Bass), 102. Reprinted with permission of John Wiley & Sons, Inc.

Either, or, AND

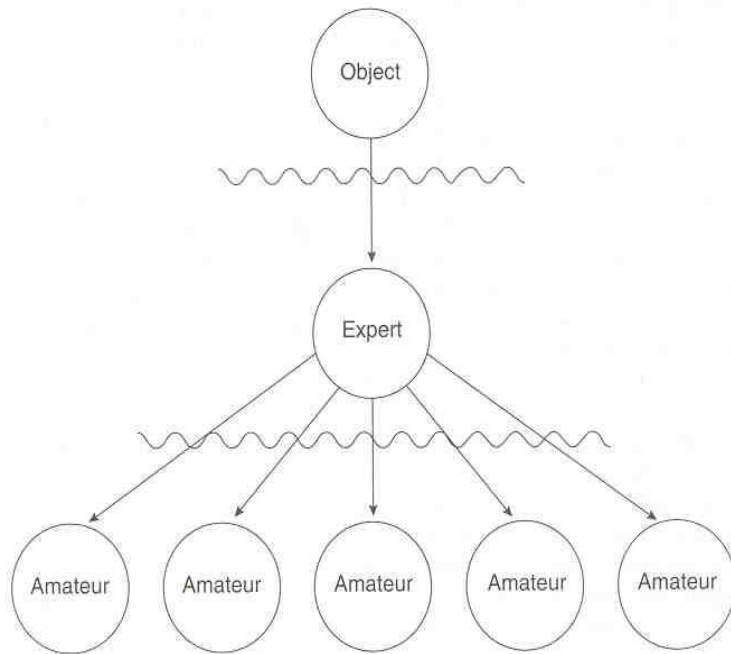


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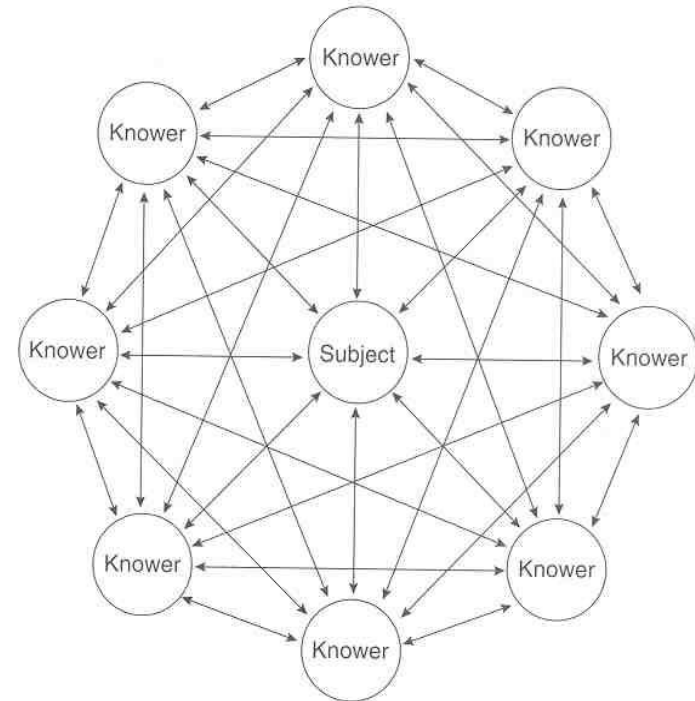


Figure 2.3 The community of truth.

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Purpose of Constructivist Theory

- Information needs to be organized to be learned. If educators do all the organizational work, learners do not ACTively construct information and make personal meaning of its usefulness or relevancy.
- If both educators and learners construct and organize information, there is a better scaffolding of learning – one form of data gets built upon by another form of data which translates into learning.
- “Learning in community” is the most powerful form of learning. There is a 95 percent retention rate if one teaches another.

Challenges of Constructivism

- Each person operates at a personal level of thinking (and misconceptions).
- The collaborative process needs a facilitator (subject) and targeted outcomes (objects) to negotiate the shared meaning making, both personally and collectively.
- Group dynamics of “forming, storming, norming, and reforming” involve paradoxical cycles of challenge which produces learning.

Human Identity in Community

“Yet we must be watchful, for we all suffer both the impulse to separate and own and the impulse to unify and belong. Just as our eyes shut and open repeatedly, we take things apart and put them together constantly.”

by Mark Nepo, 2005

The Exquisite Risk: Daring to Live an Authentic Life

Ways to Observe, Analyze, & Interpret Human Beings

- Gender
- Age
- Race
- Ethnicity
- Status
- Geographic Location
- Language/Linguistic Ability
- Intelligence
- Learning Styles

Human Identity in Community

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The Exquisite Risk: Daring to Live an Authentic Life

Challenge to unlock closed communication

- Do not divide and conquer
- Comparisons of people are harmful
- Comparisons of objects and work products are necessary
- Compare and contrast is a higher order thinking process on which design is dependent.
- Dichotomous thinking is simplistic and narrow; systems thinking is complex and results in multiple outcomes, serving as a bridge for more people.

Common Life

“For it makes a difference if we view the waters of the earth as seven separate oceans or one magnificent sea. It makes a difference if we view the lands of the earth as separate nations or one massive home. It makes a difference if we view those living on earth as separate peoples or one family or humankind. A liberating difference if we delineate between humans and animals and plants and stones or if we affirm the common thread of life in all things”

by Mark Nepo, 2005

The Exquisite Risk: Daring to Live an Authentic Life

Table 7.1 The 5 D Continuum: Closed to Open Communication

Didactic	Discipline	Debate	Discussion	Dialogue
To tell and teach	To correct and redirect	To take sides on the information	To make your point	To honor another's voice and perspective
Closed, one-way communication				Open, two-way communication
Talking				Talking and listening

COMPARISONS BETWEEN DIALOGUE, DISCUSSION, AND DEBATE

Dialogue
The purpose of dialogue is to reach understanding.

- I listen in order to understand.
- I listen for strengths so as to affirm and to learn from others.
- I speak for myself from my own understanding and experience.
- I ask questions to increase my understanding and the understanding of others.
- I allow others to complete their communications.
- I focus on others' words and feelings.
- I accept others' experiences as real and valid for them.
- I allow the expression of real feelings in myself and in others.
- I honor silence.

Discussion
The purpose of discussion is to make a decision.

- I listen in order to understand options.
- I listen in order to compare strengths and weaknesses.
- I speak based on information and opinions about options.
- I ask questions to gather information on pros and cons of the options.
- I change the subject if I think I have enough information.
- I question others' facts, information, and opinions.
- I avoid expressing feelings.
- I consider silence a waste of time.

Debate
The purpose of debate is to argue successfully for my position over that of an opponent.

- I listen in order to argue against what I hear.
- I listen for weaknesses so as to discount and devalue.
- I speak based on my assumptions about others' positions or motives.
- I ask questions to trip up or to confuse.
- I interrupt or change the subject.
- I focus on the point I next want to make.
- I critique others' experiences as distorted or invalid.
- I express my feelings to manipulate others and deny that their feelings are legitimate.
- I use silence to gain advantage.

*Engage human relationships
for institutional partnerships.*

Engage

To participate in conversation; to hire and/or employ. Engagement is a promise or agreement to be at a particular place at a particular time. It can also mean a hostile encounter or conflict.

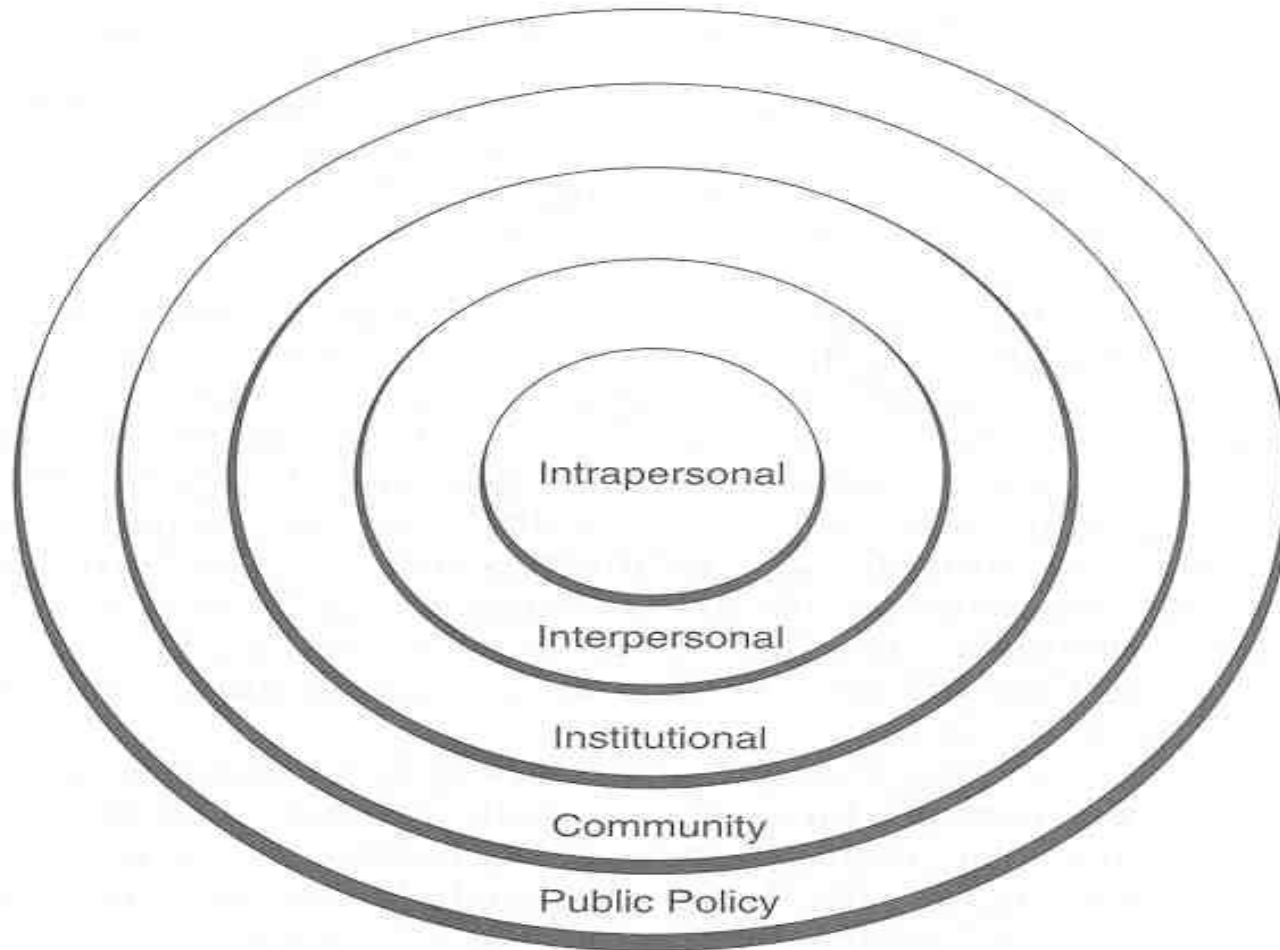
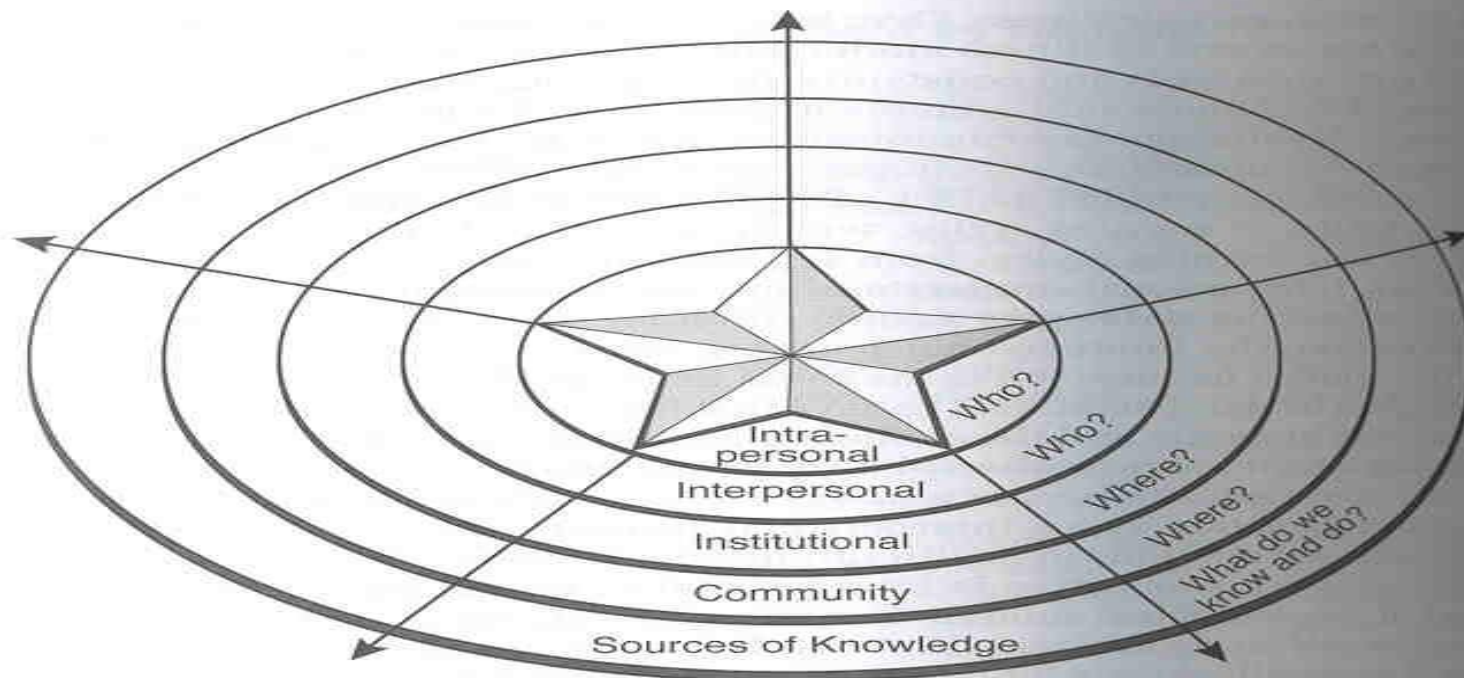


Figure 2.1 Ecological model.

Adapted, by permission, from J.M. Eddy et al., 2002. "Application of an ecological perspective in worksite health promotion: A review," *American Journal of Health Studies* 17(4): 197-202.



Influence	Level of Ecological Model	Perspectives to Consider
People	Intrapersonal and interpersonal	Culture, age, race, ethnicity, gender, status
Places	Institutions and communities	Setting, place, geographical location
Things	Sources of knowledge to use, adapt, or develop	Papers, pamphlets, posters, performances, presentations, professional code of ethics, props, public service announcements, publications, plans, programs, procedures, policies, position statements, principles of practice, pedagogy, people interaction, personal philosophy

Figure 5.3 Contextual model of human expertise.

Adapted, by permission, from J.M. Eddy et al., 2002, "Application of an ecological perspective in worksite health promotion: A review," *American Journal of Health Studies* 17(4): 197-202.

Voice of the Expert vs Expertise

- But we must also know how to engage and negotiate the public with our ideas and launch with care when we work in our institutions in our communities. When certain ideas work for “us”, we can separate ourselves from others in arrogance, judgment, ridicule.
- Societal ills are based on hierarchical barriers and one-way communication.

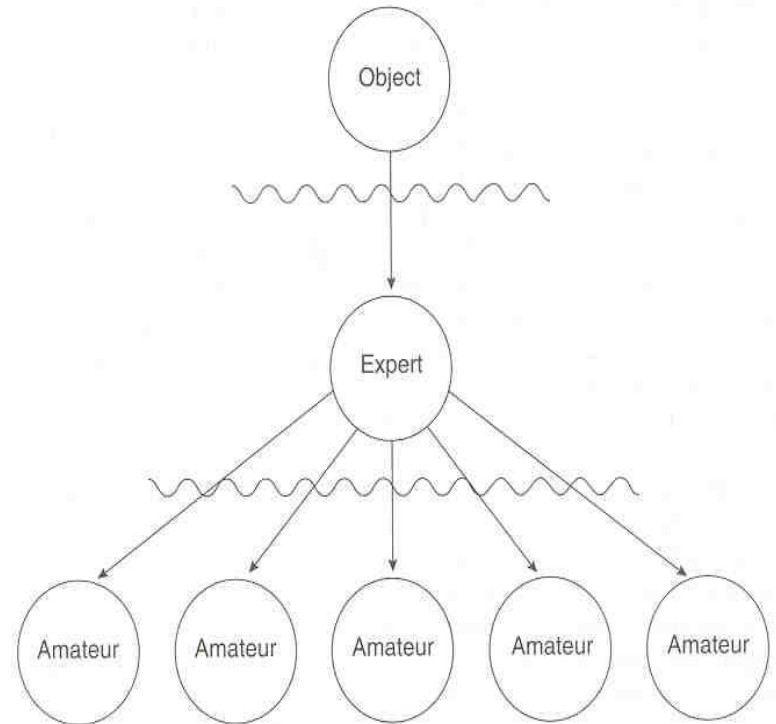


Figure 2.2 The objectivist myth of knowing.

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Identities not Identity

“The skin I’m in is just a covering. It cannot tell my story. The skin I’m in is just a covering. If you want to know who I am you have got to come inside and open your heart way wide. The skin I’m in looks good to me. It will let you know one small way to trace my identity.”

by bell hooks, 2004

The Skin I’m In

Societal Messages in Multiple Texts

“We need to learn that there are many different kinds of texts, and that each text is uniquely embedded in a societal context. There is text in library books, text on television, text in high-stakes tests, text on the blackboard, text on a cafeteria menu. And each of these texts differs in their social purposes and aims” (Armstrong, 2003, p. 99).

Principles of Engagement for shared Expertise

- Build relationships between people and their ideas (and their sources of knowledge);
- Remember that people make programs, policies, performances, products, props, publications; these “patterns of knowing” cannot be more important than people when educating for health;
- Communication between “me and thee” forms the “we” of institutional partnerships.

Possible Partnerships

- Educational Institutions, e.g., schools, colleges, and universities;
- Other Educational Institutions, e.g., museums, health education centers, learning centers, online courses, bookstores, zoos & botanical gardens;
- Community Organizations and Agencies
- Support Services and Faith-Based Organizations

Teaming with Educational Institutions

Who?

- Public, private, and parochial schools
- Technological (vocational) schools
- Colleges and universities
- Orphanages and home schooling

How?

- Before and after school programming onsite and off site
- Guest speakers and educators during site visits
- Homerooms with extended curricula and/or programming
- Health clinics for health and medical information
- Counseling offices for educational referrals
- Food service & cafeterias for onsite meetings, display boards, or media
- Teacher and faculty in-service training, including internships & placements

Teaming with *Other* Educational Institutions

Who?

- Public and private museums
- Health education centers
- Tutoring (learning) centers
- Online courses
- Bookstores
- Zoos and botanical gardens

How?

- Joint theme studies on the body or lifestyle artifacts;
- Mutual exchange of literature & materials;
- Individual and small group interventions for those who need additional supports for learning (and reading);
- Shared links on websites; and
- Coupons for shared resources and programs, including reciprocity

Teaming with Community Organizations & Agencies

Who?

- Family, health, or social service agencies
- Aging or health councils
- Community theatre
- Counseling and crisis centers
- Foundations
- Clubs

How?

- Intergenerational and cross cultural programs
- City - community councils and coalitions
- Fund raisers (Walk-a-thons, Auctions) for health promotion & disease prevention
- Parks and recreation, garden clubs, and/or cooperative extension

Teaming with Support Services & Faith-Based Organizations

Who?

- Food banks
- Financial institutions
- Family resource centers
- Churches, chapels, temples, synagogues, mosques

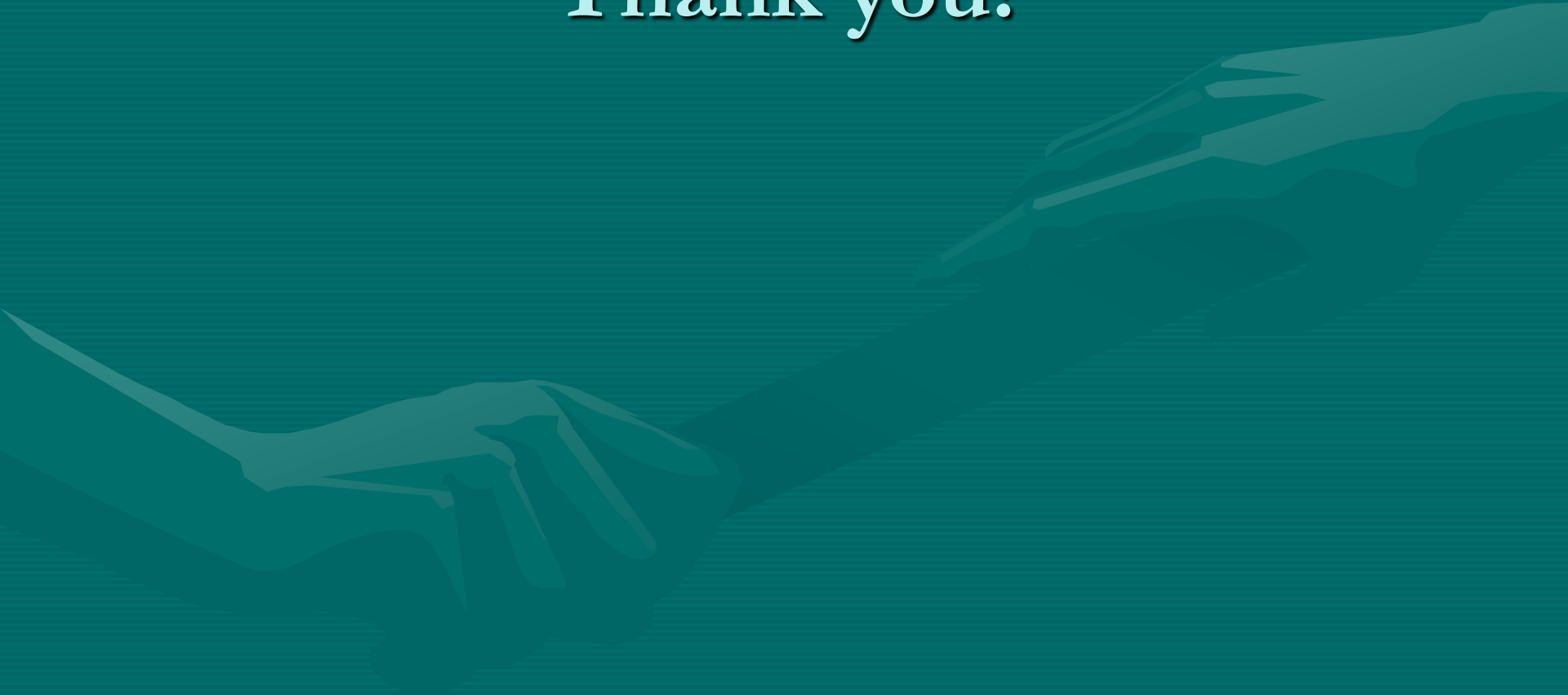
How?

- Museum displays of food as objects of study
- Cost analysis of health habits and changing consumerism
- Wellness programs via parish health ministries
- Guest speakers shared between locations
- Available meeting rooms or galleries for retreats

Stand for our Closing Pledge

- We will “INSPIRE to design” innovative programs, products, props, presentations, policies, performances, and publications;
- We will “CHALLENGE closed communication” through dialogue (not debate) that honors another’s voice and perspective; and
- We will “ENGAGE human relationships for institutional partnerships”.

Thank you!



- I pledge
My head to clearer thinking,
My heart to greater loyalty,
My hands to larger service, and
My health to better living,
For my club, my community, my country, and my world.
- The 4-H pledge originated in the U.S., and was written by Otis Hall of the Kansas State College of Agriculture. It was officially adopted by the American 4-H program at the first National 4-H Camp in June 1927. At the request of several states and on the recommendation of 4-H members attending National 4-H Conference (formerly National 4-H Club Camp), the pledge was changed in 1973 to include "my world." Their addition is the only change ever made to the 4-H pledge.

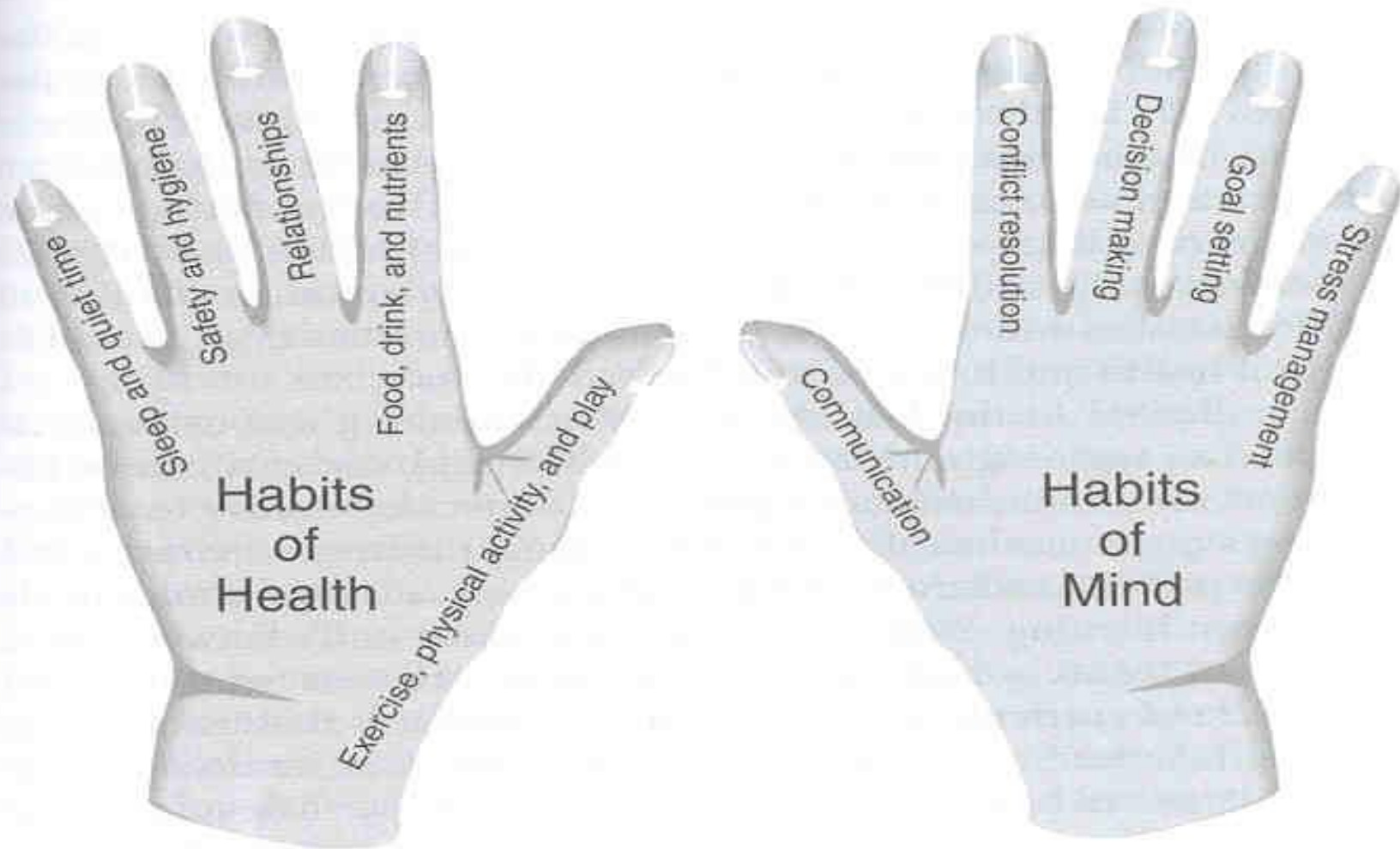


Figure 4.1 Habits of health and habits of mind.

Conditions “4” Learning

(Ubbes, 2008)

- Developmentally appropriate,
- Culturally sensitive,
- Body brain compatible, and
- Health enhancing.