

Collaborations Across Institutions and Disciplines

A multi-institutional team of faculty from four colleges and one university in Kansas collaborated around developing a shared freshman level course for public health. They represented various disciplines, including veterinary medicine, biology, epidemiology, food science, biosecurity, law enforcement, and kinesiology. Given the breadth of the field and its changing nature (the H1N1 flu epidemic hit during the building of the course), the team wanted to bring in varied types of expertise to help learners. They invited experts in public health, gerontology, human-animal bonds and health, lab biosecurity measures, global food production, rabies, and national agricultural defense to speak on camera about their work and concerns. (The videos were shot by Kent Nelson, with assistance from Joseph Chapes. As the instructional designer on this project, I created and conducted all the interviews.)



Professionally Developed Logo to Brand [Pathways to Public Health](#) Videos on YouTube

Dr. Dan Richardson, “[Human and Animal Food Safety: K-State Olathe Innovation Campus](#)”

Dr. Doug Powell, “[Handling Food Safely](#)”

Myliissia Stukey, “[Lab Biosafety](#)”

Dr. Marty Vanier, “[Public Health and Biosecurity](#)”

Dr. Ingrid Garrison, “[Public Health and the Role of Veterinarians](#)”

Challenge: The team also wanted to accommodate learners from around the world in their own locales, helping them understand some of the government structures put into place for human public health. How could they give learners an idea of some of the offices that support public health in their respective locales?

What should they do?

- A. They should do video tours of facilities stateside and explain how the various public health offices or water treatment facilities or other offices work.
- B. They should encourage their learners to take web-based tours of various public health offices and venues.
- C. They should convey book knowledge and not worry about the real-world lived knowledge yet. These are only freshman and sophomore students.
- D. They should encourage students to visit their local public health venues — with the permission of their local authorities — to get a hands-on and lived sense of how public health is done.
- E. They should require students to travel to the U.S. to go on local tours of various public health facilities.

Answer: D. The team created flexible assignments that would allow learners to capitalize on their local public health resources in order to learn about the on-ground realities where they lived. The students were asked to share their findings with each other for an effective “jigsaw” experience.

- A. Video tours would be a stand-in for some types of site visits.
- B. Web-based tours may also substitute for some live visits.
- C. Book knowledge without lived knowledge is a limiting option.
- E. Requiring travel is too expensive for a fully online course.