



Land Acknowledgement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate – presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota.

We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.



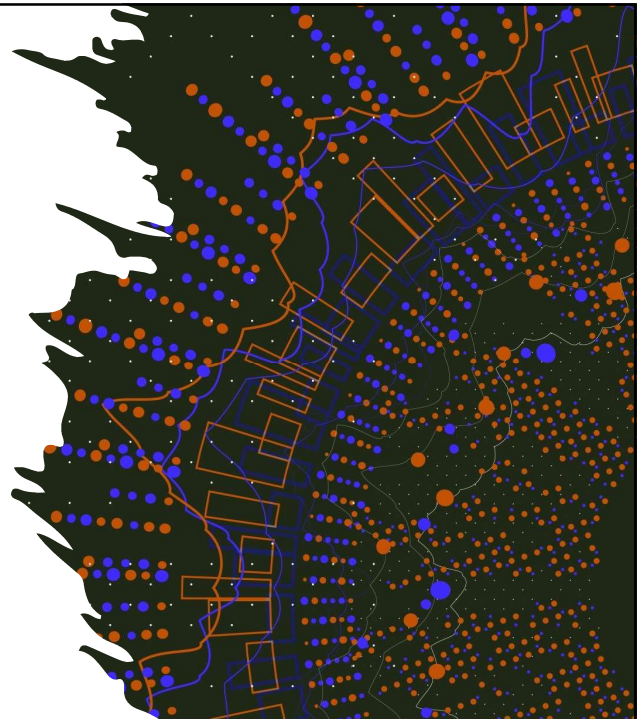
1

"Glocalized Learning: A Creative Strategy for Promoting Public and Rural Health"

Isaac Karikari, PhD, LMSW

Craig Burns, MA, MSW, LMSW

Grace Karikari, PhD, MPH



2

Objectives

1

Discuss population trends of New American, Foreign Born and Immigrant (NFI) in North Dakota and the U.S.

2

Discuss challenges impacting the health and well-being of NFI in North Dakota and the U.S.

3

Illustrate use of “glocalized” learning for supporting the health and well-being of NFI in North Dakota and the U.S.

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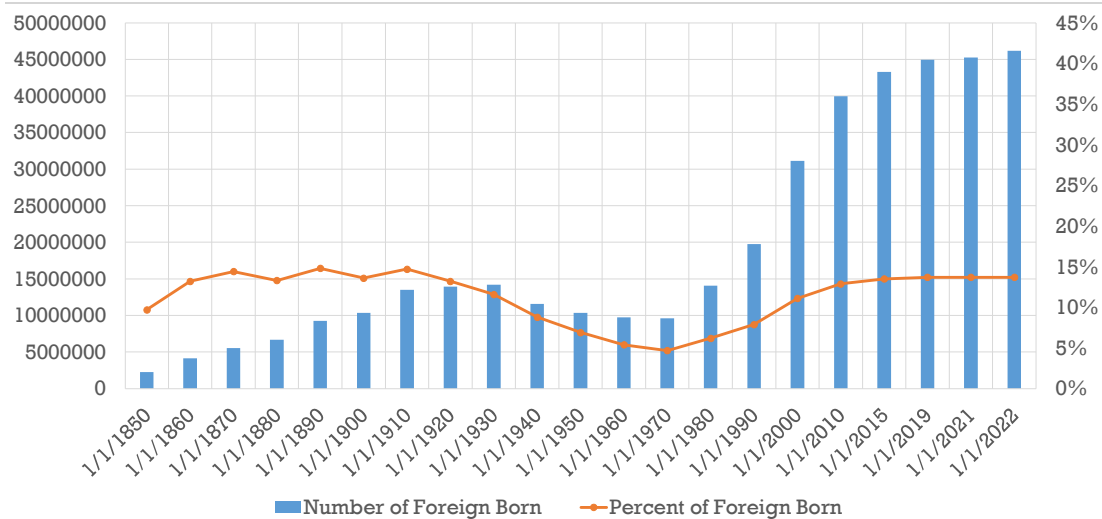
Statement of Problem

- **New American, Immigrant, Migrant Distinctions**
- The New American, Foreign Born and Immigrant (NFI) population in U.S.
 - Over 46 million (~14%) of the national population.
 - North Dakota, NFI make up ~5% of the state's population.
- NFI face diverse social, cultural, and health challenges but adequate attention and support is often lacking.
- Disproportionate attention on impact of global socio-economic and political factors on local U.S. communities particularly in rural regions.

(Azari et al., 2024; Beeler et al., 2024; Migration Policy Institute, n.d.)

4

Statistical and Visual Timeline – NFI Trends



(Azari et al., 2024; Migration Policy Institute, n.d.)

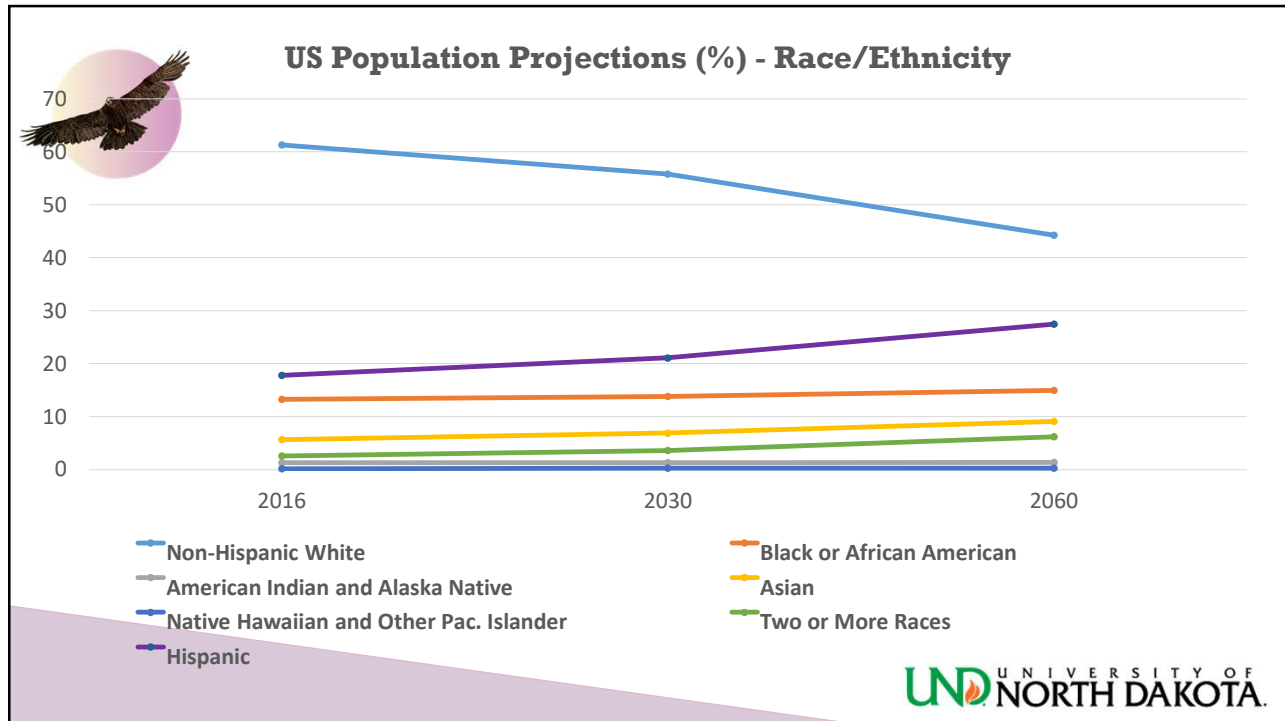
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Refugee Migration Trends

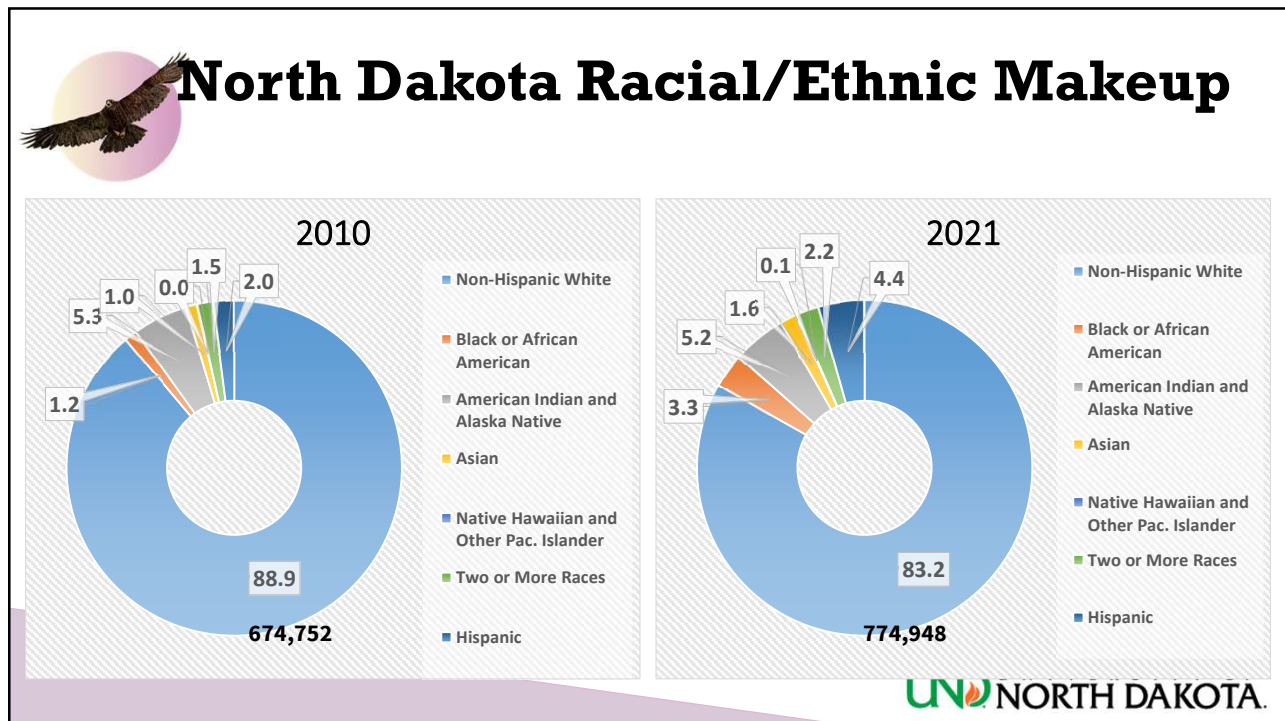
- <https://www.therefugeeproject.org/#/2022>
- <https://refugeemovements.com/>



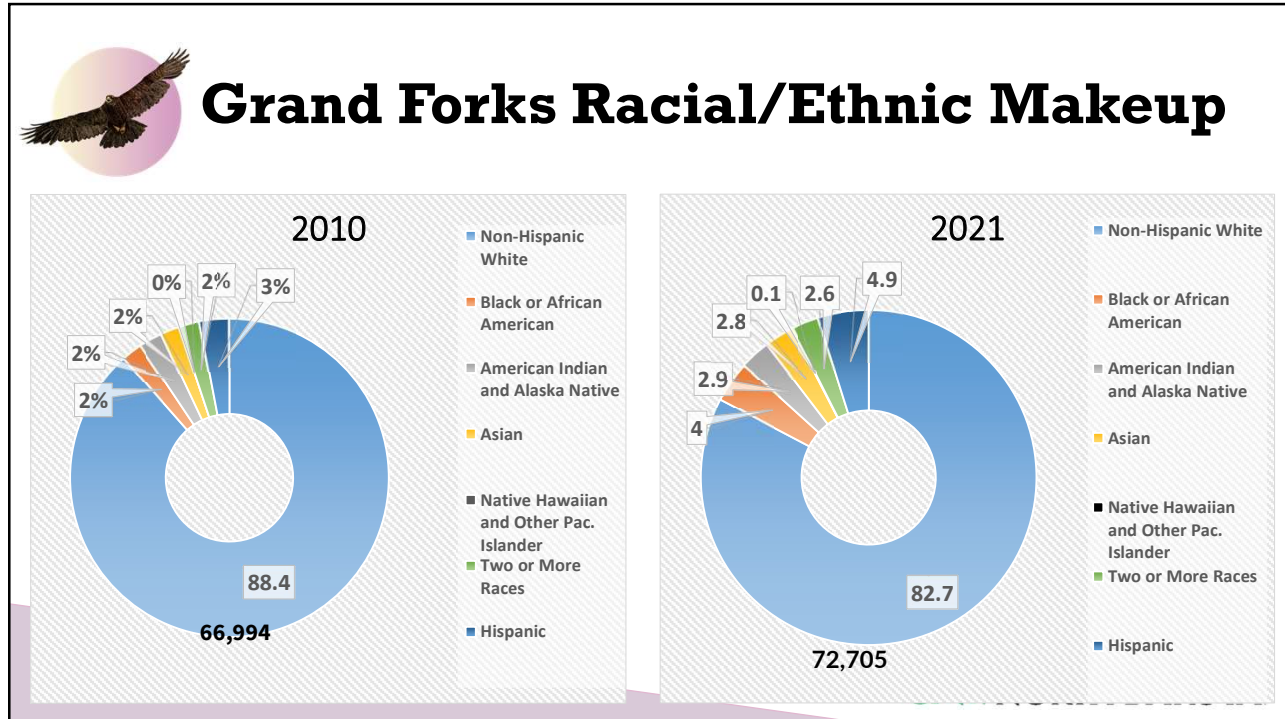
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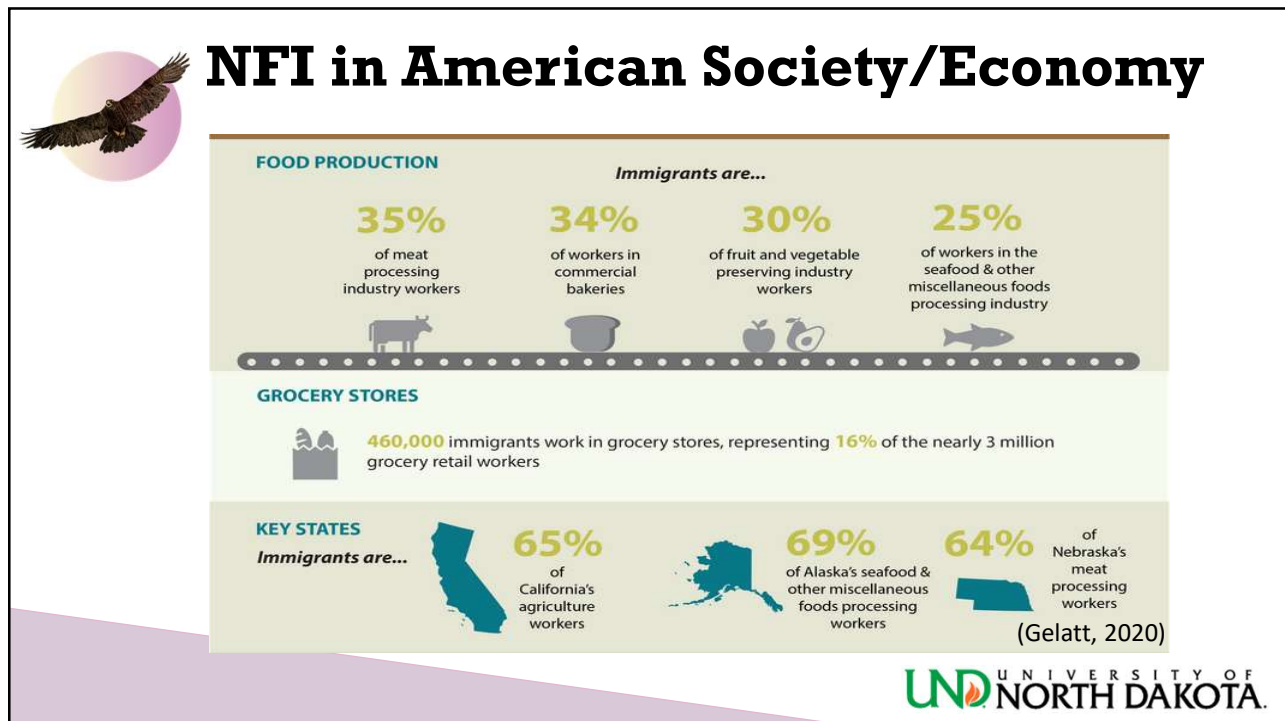
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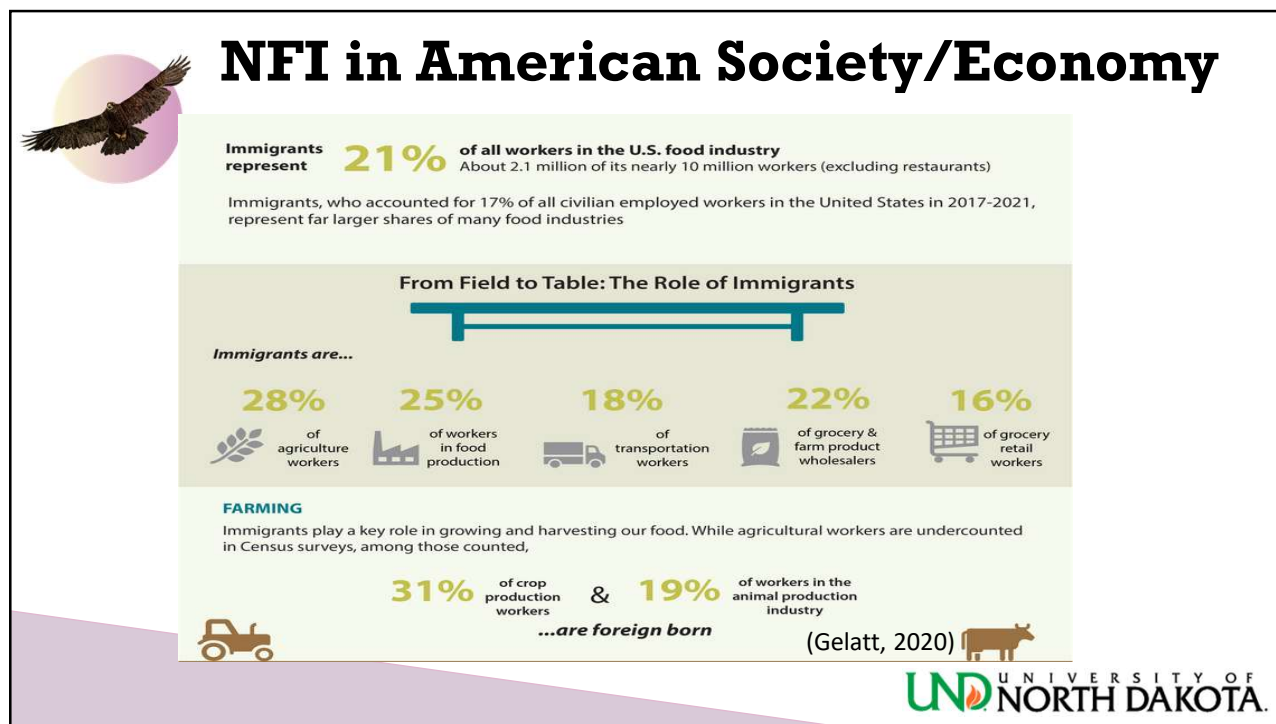
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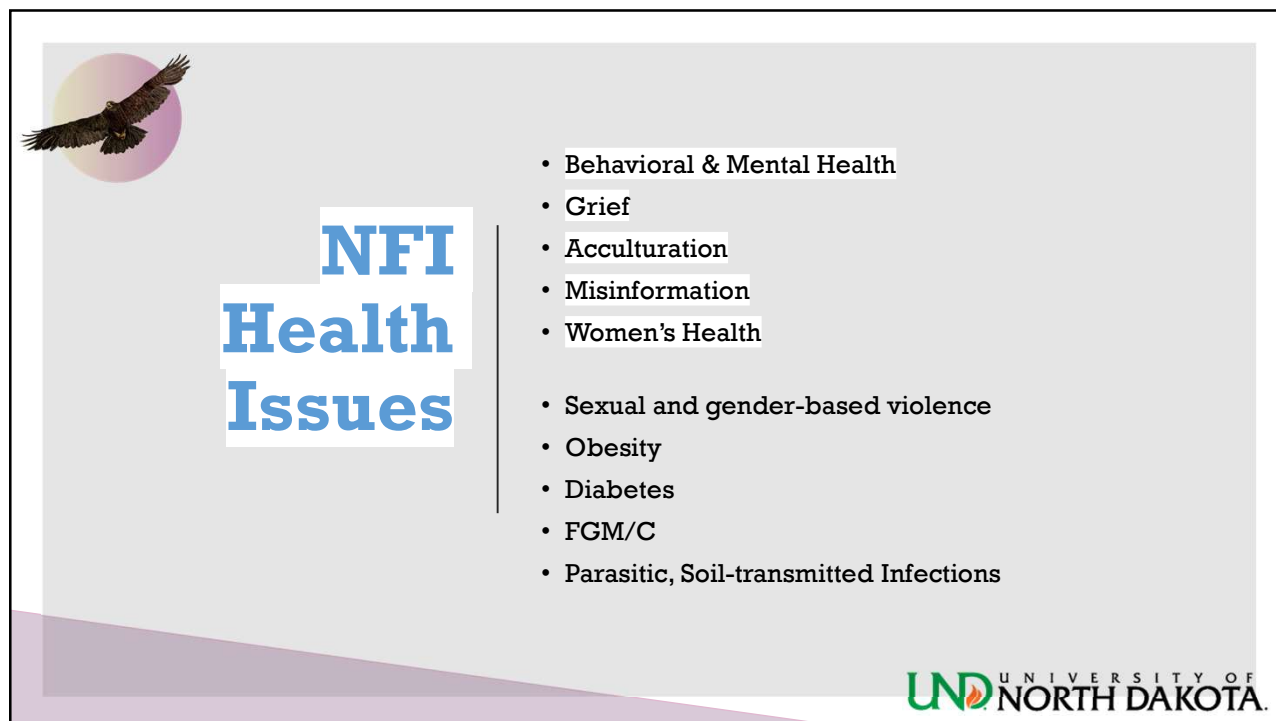
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10



11



12

NFI Health Issues contd.

- NFI health issues = global health localized
- Minority health
- Health equity
- Workforce diversity
- Cultural and linguistic competency

13

Methods

- Case studies of global/international social work courses from two Mid-western public universities from 2016 – 2022.
- Integration, review and analysis of student (N = 41) evaluations.
- Interviews and expressive feedback from faculty (N = 5)
- Descriptive statistics
- Exploration of themes



14



Global Social Work Courses

- Integrated learning experiences and understanding global contexts.
- Awareness of the interplay of multiple factors when designing interventions.
- Adapting innovative practices in use internationally for local use.
- Strategies for developing trust and serving as “co-learners” in cross-cultural and international settings.

15



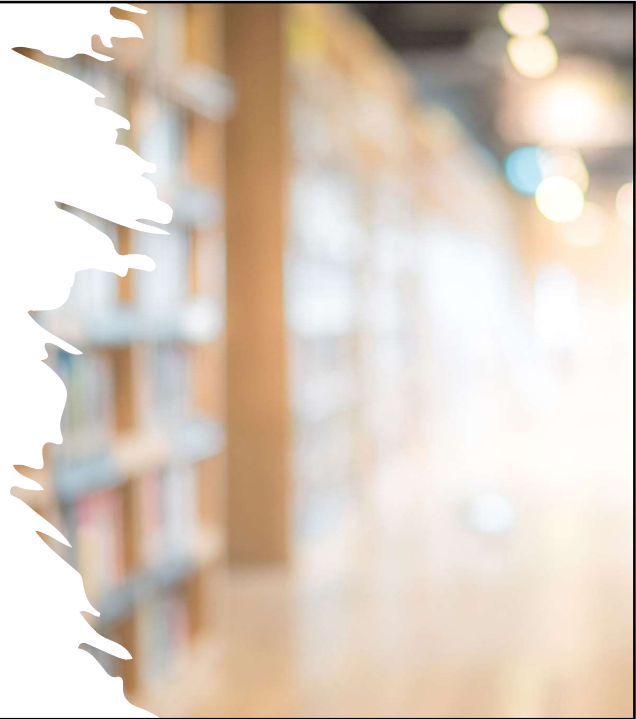
Theories

- Intercultural Sensitivity (Milton Bennett, 1986, 2013)
 - Ethnocentric - ethno-relative spectrum
- Contact hypothesis/Intergroup Contact Theory (Gordon Allport, 1954)
- Transdisciplinary Approach (Michael Gibbons and team, 1999)
- Intersectionality (Kimberlé Crenshaw, 1989)

16

Findings - Faculty Perspectives

- Epistemological pluralism.
- Students realize diversity within countries and within ethnicities.
- Information appeared to be new to students. Felt like a culture shock.
- Local context - like a mirror.
- The idea that local capacity needs to be developed is not always accurate.



17

Findings - Faculty Perspectives

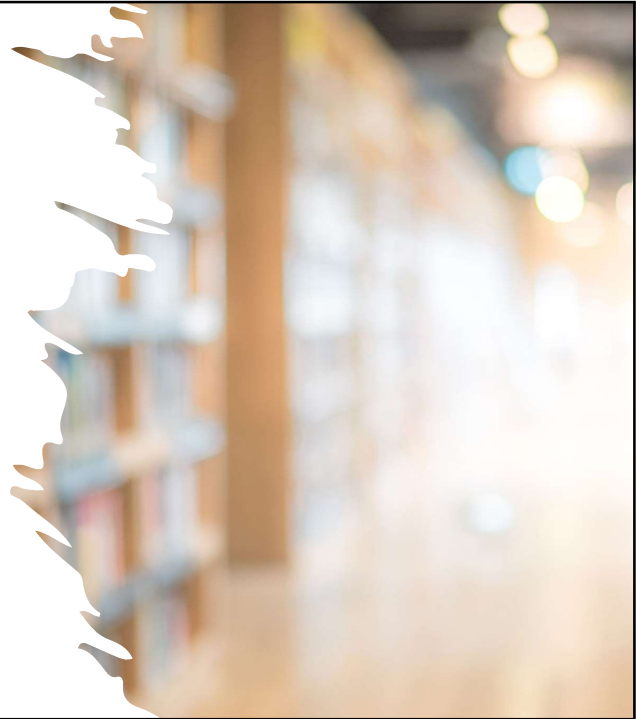
- Students understand cultural humility.
- Moving away from cultural humility to cross-cultural partnership, and critical intercultural learning
- DEI connection – paradigm shifting in showing alternative ways of development



18

Findings - Faculty Perspectives

- The amount of information is exasperating.
- Students feel readings are older.
- Covers components of inclusivity. It is just one course.
- Faculty interests shape the course.
- Having faculty with international experience will add a unique dynamic to the course.



19

Findings – Students' Perspectives

- I enjoyed the discussions but some readings could have been shortened
- [Course] might be improved by adding more uplifting material.
- Not receiving prompt feedback.
- Assignments should be explained clearly and in their entirety on the syllabus.

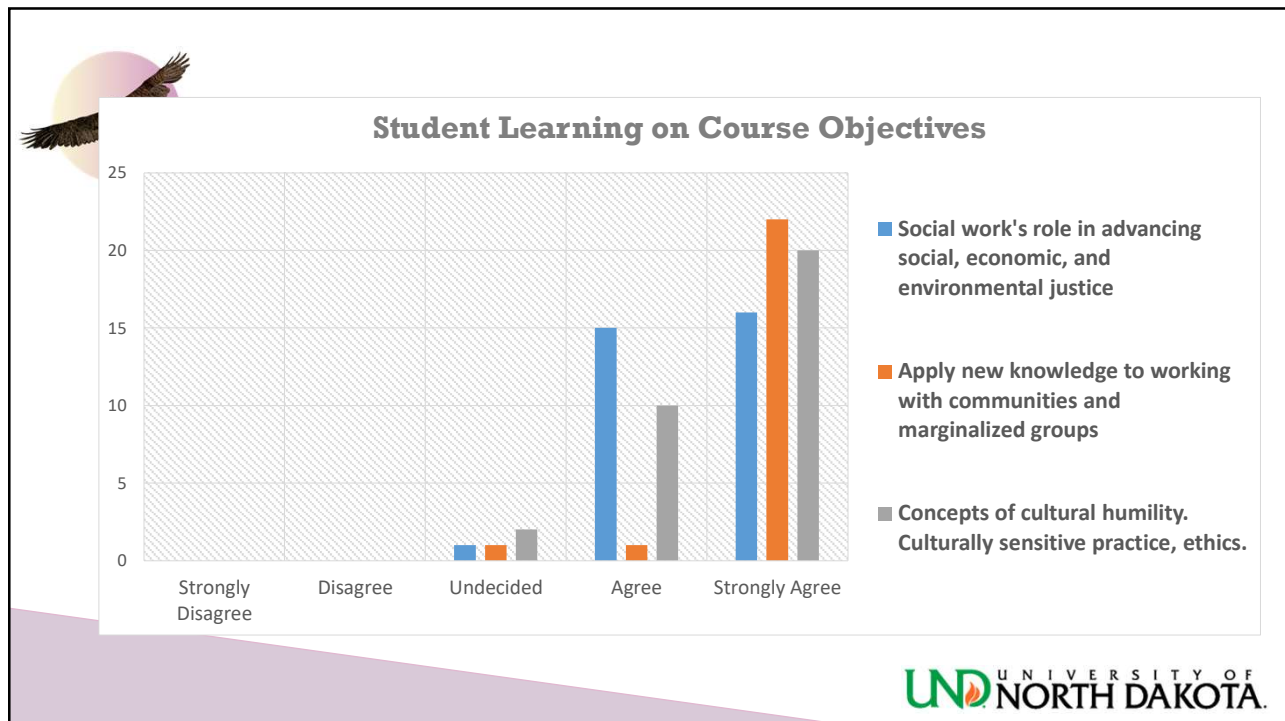
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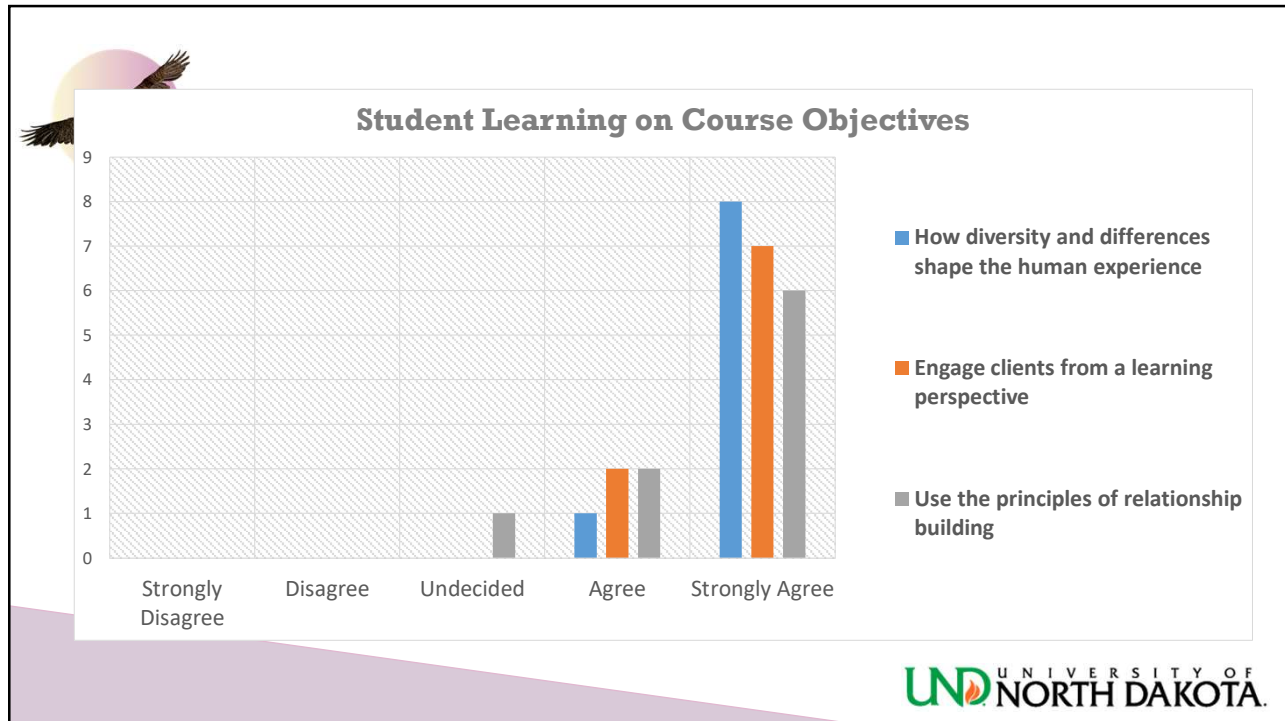
Findings – Students’ Perspectives

- Having guest presentations was excellent.
- Hearing from people in the field, practicing what we are learning in the classroom was a great practical application.
- Ability to speak freely and express opinions without the feeling of judgement.
- Not much in terms of methods or micro practice in a macro practice world.

21



22



23

Conclusions

- **Implications for Public Health/Human Services**
 - Workforce development
 - Health promotion
 - Promoting health equity
- **Limitations**
 - Exploratory nature of the study
 - Lack of standardized indicators across the two institutions

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24



References

- Available upon request



25



Thank You!



26



Contact Information

Isaac Karikari, PhD, LMSW
email: isaac.Karikari@und.edu
Office: Gillette Hall, Room 302

Craig W. Burns, MA, MSW, LMSW
email: craig.burns@und.edu
Office: Gillette Hall, Room 11

Grace Karikari, PhD, MPH
Department of Indigenous Health
Email: grace.Karikari@und.edu

