

Foundations for Global Health Practice
Population Health Sciences 640
Spring 2009

Tuesdays, 5:00-8:00, HSLC 1220

Dates: January 27, February 24, March 24, April 21, May 5
Course Syllabus

Course Description: Foundations for Global Health Practice is a 1-credit interdisciplinary course designed to prepare health professional students graduate students in the health sciences and related fields, as well as community health professionals who take part as UW-Madison special students, for specific global health field experiences. The course fosters a general understanding of global health topics, and focuses on individualized readings and assignments, which, taken together, walk the students through the critical steps needed to prepare for a global health field experience.

Course Objectives:

1. To familiarize students with general precepts of global health.
2. To prepare students to use quantitative and qualitative data to gain an understanding of the health situation related to their selected country and health topic of focus, so that they may maximize what they learn and contribute during their international field experience.
3. To enable students to take concrete steps toward planning a global health field experience, such as selecting a site, identifying a counterpart organization, developing a scope of work that is of mutual benefit to the student and the counterpart organization, and preparing to travel (health and safety).

The course includes five 3-hour classroom sessions during the semester. Sessions combine lecture, discussion, occasional guest lectures based on student areas of interest, and student presentations and feedback. Classroom-based learning is supported by online readings and resources and complemented by web-based interaction on learn@UW. The course open to graduate students, health professional students, special students who are candidates for the Certificate in Global Health, and others by consent of the instructor. Other special students and undergraduates will be permitted with permission of the instructor on a space available basis.

Instructor:

Lori DiPrete Brown, MSPH, Assistant Director, Center for Global Health
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Phone: 608-262-4801, 608-239-1154

Required Texts available at University Book Store and on Reserve at Ebling: Skolnik, Richard. *Essentials of Global Health*, Jones and Bartlett Publishers, Inc. Sudbury, MA. 2007.

Grading and Assignments:

In each of the course modules, students will be asked to complete an assignment that applies lessons from the course readings to the country and site where they will carry out their global health field work. Course assignments build on each other so that, taken together, they form a core of background documents that function as a “briefing book” for the student’s particular field assignment. Each assignment will be graded on the point system below. “Participation” points will be based on participation in the group sessions and any on-line discussions associated with the course.

<u>Points</u>	<u>Assignment Number and Title</u>
10	1- Personal Statement (e-mail to instructor before 1 st class)
20	2- Health and Culture Assignment (post to group before 2 nd class)
20	3- Geo-Journal Worksheet (hardcopy due at last class)
10	4- Query Letter (post to group before 3 rd class)
20	5- Field Assignment Presentations (classes 4 and 5)
20	Class Participation

100 points

The grading scale for the course will be: 90-100 A, 85-89 AB, 80-84 B, 74-79 BC, 69-73 C, 64-68 D, 63 or below F. All assignments should be posted in the submitted to the lead faculty in the drop box at learn@UW. They should also be posted in the discussion boards for peer review and comment by other students. Please include name, e-mail and assignment title on all submissions.

Class 1: Overview of International Health

Objectives:

- To review various definitions of international medicine and international public health
- To review history of international health
- To consider current global health challenges
- To explore how belief systems relate to health, disease, cure (introduce Assignment 2- Health and Culture)

Readings:

Paul Basch, Textbook of International Health , Oxford University Press, 1999. Introduction, pp. 1-10.

Beaglehole R, and Ruth Bonita, Global Public Health: a scorecard. Lancet 2008; 372: 1988-96.

WHO Global health: Chapter 1: today's challenges (skim)

<http://www.who.int/whr/2003/chapter1/en/print.html>

Review the Millennium Development Goals at www.developmentgoals.org

Assignment 1-Personal Statement: Write a 300-word statement about why you are interested in international health, and describe the field experience that you hope to carry out in the coming year. This can be thought of as a statement of your goals and objectives. Where do you plan to go? What health topic do you hope to address? What professional skills do you hope to develop? How do you expect this experience to affect you as a person? What impact do you think it have on your life and career? What aspect of this experience will be the most challenging for you? **Please e-mail to instructor (dipretebrown@wisc.edu before the first class).**

Classroom session #1: Overview of Global Health. Overview of syllabus, Ebling Library Global Health Portal, description of Assignment 2 (Annotated Bibliography). Students will meet for the first time in their small groups. Groups will discuss articles that will be handed out in class (*To Hell with Good Intentions* by Ivan Illich, Horace Miner's, *Body Ritual among the Nacirema*, and Roberts, Maya. (2006) *Duffle Bag Medicine*. JAMA. Vol. 295 No. 13, 1491-1492, also *Cultural Humility*, California Health Advocates.)

Learn@UW- Please post your revised personal statement in your assigned small group discussion boards.

Class 2: Measurement of Health and Disease in Populations

Objectives:

- To appreciate the importance of data in understanding health problems and the ability of health services to address them
- To be able to access epidemiological and health care service information related to the health of populations around the world
- To begin to prepare a descriptive overview of the global health field site (Introduction to Assignment 3-Geo-journal)

Readings:

Skolnik, Chapter 2: Measure of Health and Disease in Populations, pp. 17-40.

Chapter 6: Culture and Health, pp. 97-110.

Skolnik, Part III, The Burden of Disease, pp. 113-143. (Skim the relevant chapters for background information on your health topic to prepare you for your literature search).

Assignment 2- Annotated Bibliography: Through a literature search using the Ebling Library Global Health Portal, identify 4-6 articles that relate to your health topic of interest in the region/country where you would like to work. 2-3 of the articles should explore they way that culture affects health and disease, and 2-3 should describe the health topic (etiology, prevalence, incidence, prevention and treatment options). All articles should be specific to the site where

you wish to work. Write a brief summary of each key article. Summarize what you learned about the health topic in your site and reflect on how cultural issues might affect your work. (Are there aspects of the beliefs that you can embrace? Are there beliefs or cultural practices that you feel put the health of populations at risk? How will you respond to these if they come up in your work?)

Learn@UW: Please post your annotated bibliography on your small group discussion board (assignment 2) before class.

Classroom session #2: First hour will include a lecture about using health data and information to prepare for global health field work. Also, Jeff Hartman will present an introduction to assignment 3 (Geo-journal worksheet) and Lori DiPrete Brown will discuss guidelines for query letters (assignment 4). During the second hour groups will meet to present/discuss their annotated bibliographies. During the third hour groups will discuss the following short articles (will be posted on Learn @UW):

Jeffrey Sachs, Can Extreme Poverty Be Eliminated? Scientific American, Sept.2005, pp.56-65.
Amartya Sen, Development as Freedom (pp. i-xx).

Begin Assignment 3 Geo-journal assignment: Using the Ebling Global Health Portal and other resources, complete the geo-journal worksheet for your global health field site to the best of your ability. It is not necessary to gather all the data suggested in the worksheet, however, you are encouraged to be as comprehensive as you can so that you have a broad understanding of your site.

Class 3: Global Partners: International Agencies Engaged in Global Health Work

Objectives:

- To learn gain insight about how international agencies (bilateral, multi-lateral, PVO, NGO, etc.) differ in mission, scope and objectives
- To analyze the impacts of development organizations themselves on the health systems and populations they serve.

Readings:

Skolnik, Chapter 15, *Working together to Improve Global Health*

Garrett, *The Challenge of Global Health*, Foreign Affairs, Jan/Feb 2006 (posted on learn@UW)

Farmer and Garrett, *From Marvelous Momentum to Health Care for All: Success is Possible with the Right Programs*, Foreign Affairs, July/August 2006 (posted on learn@UW)

Eric Friedman, Wendy Johnson, Rick Rowden, et. Al. *NGO Code of Conduct for Health Systems Strengthening Pledge*. May 2008. (to be posted on learn@UW)

Assignment 4 – Query Letter. Develop a query letter **Learn@UW:** Please post your query letter on your small group discussion board (assignment 4) before class.

Classroom session #3: Lecture about international agencies and the roles they play in international health. We will have a classroom discussion about the articles above. There will also be time for students to provide peer feedback on query letters in the small groups.

**Class 4: Student Presentations (½ of students will present)
Discussion of Health, Ethics, and Human Rights**

Objectives:

- To understand how human rights are defined by law, and the ways in which this perspective can both reinforce and contradict principles of public health or personal ethics
- To provide an introduction to the ethical responsibilities and review processes necessary to carry out international research

- To be able to apply general precepts about rights to specific global health topics

Readings:

Skolnik, Chapter 4, Ethical and Human Rights: Concerns in Global Health.

Mann, Jonathan, Sofia Gruskin, Michael Grodin, George Annas. **Health and Human Rights: A Reader**, Routledge, 1999. (page selections will be specified and posted electronically on Learn@UW)

View February 2008 Center for Global Health Lecture on Health and Human Rights by Professor Stephen Marks of Harvard University's Center for Health and Human Rights. (<http://videos.med.wisc.edu/videoInfo.php?videoid=2234>). This is also located at the CGH website under past events.

Student Presentations: Students will present their projects for comment by Global Health Faculty and their peers. Each student will prepare a PowerPoint for oral presentation to the class which describes her/his plans for a global health field experience. Please post PowerPoint in small group discussion board (assignment 5) on Learn@UW.

**Class 5: Student Presentations (second ½ of students will present)
Community Based Participatory Approaches to Partnerships for Research and Action (Discussion)**

Objectives:

- To explore how to work with counterparts and communities to develop a realistic and mutually beneficial scope of work for the global health field experiences
- To explore how participatory principles and methods might enhance student projects

Readings (to be posted on Learn@UW):

Mathie, Alison. *From Clients to Citizens: Asset-Based Community Development as a Strategy for Community Driven Development*, Jan 2002. The Coady Institute, St. Francis Xavier University.

Kretzmann, John. *Building Communities from the Inside Out*, National Housing Institute. September/October 1995/. <http://www.nhi.org/online/issues/83/buildcomm.html>

Carroll AM, Perez M., Toy P. *Performing a Community Assessment Curriculum*. Los Angeles: UCLA Center for Health Policy Research. Health DATA Program. September 2004. Skim and review selected methods of interest (also available in Spanish).

Barton, T. Borrini-Feyerabend, G., de Sherbinin, A. and P. Warren (1997). *Our People, Our Resources*, ICUN, Gland, Switzerland and Cambridge, UK. (Alternative methods more aligned with environmental and animal health issues).

Student Presentations: Students will present their projects for comment by global health faculty and their peers. Each student will prepare a PowerPoint for oral presentation to the class which describes her/his plans for a global health field experience. Please post PowerPoint in small group discussion board (assignment 5) on Learn@UW.

RESOURCES:

Ebling Library Global Health Portal

<http://ebling.library.wisc.edu/portals/globalhealth/index.cfm> , for more information contact Erika Sevetson at esevetson@library.wisc.edu, 262-9506.

If your field work involves research on human subjects you will need IRB approval to do the work. IRB guidelines application process at <http://info.gradsch.wisc.edu/research/compliance/humansubjects/tutorial/>.

The **Global Health Education Consortium** has a rich website with educational resources, specific advice about international travel, and ideas about sites. The site includes a

comprehensive annotated bibliography and an annotated list of global health websites.
http://www.globalhealth-ec.org/GHEC/Resources/QAguidance_resources.htm

Global Health Council. Very informative website that posts many job opportunities and publishes an excellent global health news summary weekly for its listserv members. (subscription is free). www.globalhealthcouncil.org

The **American Medical Student Association (AMSA)** Global Health Action Committee aims to educate, empower and promote action on global health issues. Extensive information about how to prepare for a clerkship, and a data-base of possible sites for Global health experiences can be found at www.amsa.org/global/ih/ihopps.cfm .

The **International Council of Nurses** www.icn.ch.

National Institutes of Health www.nih.gov

UNICEF www.unicef.org

WHO www.who.int

US Agency for International Development www.usaid.gov

Health and Safety Resources: <http://www.globaled.us/peacecorps/index.html>. Review country-specific health and safety information at the CDC and State Department websites. www.cdc.gov/travel and <http://travel.state.gov/travel/warnings.html> . Other useful sites include www.who.int/ith/en, www.traveldoctor.co.uk , www.tripprep.com/scripts/main/default.asp (register to use, but it's free)

Please see the Center for Global Health Website www.pophealth.wisc.edu/gh for more links. In addition to a list of resources related to field work and informative websites, the site holds a Global Health Bibliography and many global health presentations from our annual Lecture Series and Symposium are available for viewing (see Past Events). Global Health Faculty and their research and publications are also featured on this site (forthcoming, Fall 2008).