

Interdisciplinary Perspectives on Global Health and  
Disease: East Africa  
PHS 644: Section 30

Course Syllabus – Spring 2011

**Wednesdays 5:30-7:30 pm**  
**January 19–May 4, 2011**  
**HSLC 1325 (Core lectures)**  
**HSLC 1309 (Section seminars)**

**Credits: 2**

**Prerequisites:** Graduate and health professional students who plan field study in Uganda and/or East Africa; upper level undergraduates accepted into Uganda field course.

**Faculty:**

**Scott Mead, MD** (co-leading semester course)  
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**Cynthia Haq, MD** (co-leading semester course)  
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**Louise Root-Robbins** (co-leading semester course, leading Tanzania field course)  
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**Ajay Sethi, PhD** (leading Uganda field course)  
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**Lisa Steinkamp, PT, MS, MBA** (leading physical therapy Uganda field course)  
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**Roman Aydiko** (Teaching assistant for PHS 644 East Africa section)  
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Additional faculty will participate in teaching specific sessions and in the field course.

### **Course Description:**

This 2-credit course will introduce students to key concepts of global health in less economically developed countries with an emphasis on East Africa with Uganda as a focus country. The course is designed to prepare students for field study in Uganda or other East African nations. While the core lectures will focus on major themes in global health, this section will apply those themes to East Africa, with an emphasis on cooperative group work, cultural competence and basic language training. It will also explore the impact of colonial rule, HIV and human resources for health relevant to Uganda. The course will meet on Wednesday evenings from 5:30-7:30 from January 19-May 4, 2011.

Students will have the opportunity to participate in classroom discussions, to work in groups to develop a semester project, and learn practical skills to apply to their field work in Uganda and other African countries.

### **Course Objectives:**

By the completion of the course students will be able to

1. Understand the Ugandan burden of disease as well as its healthcare system, including the role of nongovernmental organizations
2. Explore how the history of Uganda impacts its health and healthcare today
3. Prepare to participate in field work in Uganda or another East African country by demonstrating basic cultural and language skills.
4. Engage in in-depth discussions with Ugandans, addressing cultural issues as well as the challenges facing human resources for healthcare
5. Learn how community based methods can be used to address HIV through real world examples
6. Work effectively in an interdisciplinary team to develop a final presentation

### **Teaching Methods:**

Seminars will include didactic presentations and discussions led by UW course leaders, content experts and visiting faculty. Some class sessions will be devoted to culture and language training. Students will prepare with required readings, participate in classroom discussions and develop a group project throughout the course. The group project will have some dedicated time during class, but will require extra meeting time outside of class.

### **Grading and Assignments:**

Course grades will be based on attendance, participation and discussion as well as classroom assignments.

**25% - Attendance at lectures and participation in class discussion (graded individually)**  
It is expected that students will regularly attend both the core class and regional section seminars. Students are expected to actively participate in regional sections, both in class and in group settings. Absence policy is written in the end of the syllabus.

**25% - Midterm Paper (graded individually)**

This essay is due no later than **March 11, 2011. No credit will be awarded for late submissions.**

**25% - Group Project Presentations (graded as a group)**

Each group will prepare a PowerPoint presentation and will be given 30 minutes for the presentation and discussion (e.g. 20 minute presentation and 10 minutes for Q/A). Each group should submit a copy of the PowerPoint presentation, literature references and a copy of the tool that is proposed for use in collecting information from the community to the course instructor. Course grade will include group and individual components. Teams are asked to identify the individual contributions of team members in their presentations.

**25% - Take Home Final (graded individually)**

Each of the core lecturers will provide questions for the final exam. The format of the exam will be 50 questions, multiple choices, take home, open book final.

**The grading scale for the course will be: 90-100 A, 85-89AB, 80-84B, 74-79BC, 69-73C, 64-68 D, 63 or below F.**

**Small groups:**

Students will be organized into small groups of 4-6 students each, approximately based on the groups that the students will be a part of for their field course. For the semester class students will work within these groups to complete the final semester presentation.

**Midterm paper:**

Each student will be required to complete a midterm paper due no later than March 11, 2011. Essays should be 3-5 pages, single-spaced, 1 inch margin, 12 point font. Please include literature references at the end of the paper. All essays must be turned in electronically to regional course leader by due date. No credit will be awarded for late submissions.

All students must have their paper reviewed by one of the peers in their small group prior to submitting the paper to instructors. The name of the reviewer should be provided with the paper.

The paper should address a health problem in Uganda or another East African nation. The topic should be different from the topic chosen by your group for the final presentation. Please try broaden your scope beyond the problems usually associated with East African nations like HIV and malaria, and consider issues such as non-

communicable diseases (diabetes, heart disease), nutritional deficiencies, neglected tropical diseases, women's health, substance abuse, violence (domestic or otherwise), accidents, disability, mental health etc.

For the paper, please address:

- a) the nature and scope of the health problem including incidence/prevalence, the impact of the problem on the country and its people, and a comparison with how that problem impacts the health of citizens of the United States
- b) the upstream determinants that contribute to the health problem
- c) known interventions that are available to address the health problem or the upstream determinants, to what extent, if any, they are being used in the country of interest and how well they are being implemented.
- d) your suggestions as to how the problem could be better addressed in the country of interest, including a consideration of resources required enact your proposed changes

The paper will be graded on the basis of writing clarity and organization, incorporation of concepts from the class and quality of analysis of the health problem.

### **Final Group Project Presentation:**

Students will work in their small groups to develop a group project throughout the semester, culminating in a final group presentation to their peers. Most of the work for the project will occur outside the class. The project will consist of a review of a specific health problem as it applies to Uganda or another East African country and development of an intervention to address the problem. To avoid duplication of topics, groups must email Dr. Mead with their when they have chosen their topic to ensure that it hasn't been taken by another group.

For the presentation, please address:

- a) the nature and scope of the problem, including incidence/prevalence
- b) a review of upstream determinants that contribute to the problem
- c) a review of interventions that are available to address the problem, and whether they are being implemented in the country of interest
- d) a proposed intervention to address the problem that includes:
  - a description of the intervention
  - resources (human and financial) required
  - strategies for monitoring and evaluating the intervention
  - how socioeconomic and cultural factors influenced design of the intervention
  - strategies for dialoging with the community during the planning and implementation of the intervention

Each group will have 10-20 minutes to present their project to the class, followed by 5 minutes for questions and discussion. They should provide the instructors with the powerpoint presentation and their literature references by the end of the final class on May 4<sup>th</sup>, 2011.

**Spring 2011 Class Schedule**

Class	Date	Title	Lecturer	Second Hour	
				Title	Presenter
1	January 19	<i>Introduction to health in low and middle income countries</i> (1 hr) Course Overview IAP (1 hr)	Cindy Haq James Conway Erica Hass-Gallo (IAP)	X	X
2	January 26	Historical Perspectives on Global Health	Richard Keller	Introduction to the section and syllabus Introduction to Uganda	Mead
3	February 2	Ebling Library Presentation	Erika Severson		
4	February 9	Pharmacists' Contributions toward Improving Global Health	Trisha Seys Ranola	The impact of colonial rule on health and healthcare	Neil Kodesh
5	February 16	Community Based Learning	Lori DiPrete Brown	Group exercise on community-based learning	X
6	February 23	One Health: the interface between animal and human health and disease	Chris Olsen	Burden of disease in Uganda and the Ugandan health system	Mead
7	March 2	Seventh Annual Global Health Symposium. "Global Health: Nurturing Respectful Partnerships"		X	X
<b>SPRING BREAK</b>		<b>March 12-20</b>		<b>SPRING BREAK</b>	
8	March 9	Food and Nutrition(1hr) Climate Change and Ecosystems Services (1hr)	Ken Shaprio Jonathan Patz	X	X
9	March 23	Chronic, non-communicable	Linda Baumann	Group project time	Mead Haq
10	March 30	Maternal and Newborn Health	Claire Wendland (confirmation pending)	Human Resources for health	Solomon Ondoma
11	April 6	<i>The Impact of Communicable</i>	James Conway & Ajay Sethi	Community-based approaches to HIV	Ajay Sethi

		<i>Diseases on Global Health &amp; Strategies for Prevention</i>			
12	April 13	Water Quality and Vector Borne Disease	Tom Yuill	Language and culture	Chris Lukolyo Heather Lukolyo
13	April 20	Potluck	Global Health Careers ( Gaus)	X	X
14	April 27	Student Presentations in regional sections		X	X
15	May 4	Student Presentations in regional sections		X	X

## **Class Dates, Topics, Faculty, Objectives and Readings:**

### **JAN 26: COURSE OVERVIEW; INTRODUCTION TO UGANDA (MEAD)**

#### **Objectives:**

1. Meet classmates, review course structure and objectives
2. Explain basic history and social issues of Uganda
3. Create small groups
4. Discuss personal goals for taking the course in small groups

#### **Required Readings:**

Leggett I: Uganda: Introduction: the creation of a state; The country and its people; Pre-colonial and colonial Uganda: legacies of the past; Twenty terrible years; The conflict in the North pages 1-35. Oxfam 2001.

US Agency for International Development: Country Health Statistical Report Uganda December 2009

#### **Optional Readings:**

CIA World Fact Book: Uganda: <https://www.cia.gov/library/publications/the-world-factbook/geos/ug.html>

World Development Report (2004). World Bank, Oxford University Press.  
Spotlight on Uganda

### **FEB 2: BURDEN OF DISEASE IN UGANDA, UGANDAN HEALTH SYSTEM (MEAD)**

**Objectives:**

1. Review Uganda's burden of disease, patterns of demographic transition, and progress toward the Millennium Development Goals
2. Understand the basic organization of the Ugandan Health System

**Required Readings:**

Health Sector Strategic Plan 3, Ministry of Health, Republic of Uganda, 2010-2015, pages: 1-30. (further reading is optional).

**Optional Readings:**

Uganda Poverty Reduction Strategic Plan – as available on the IMF website  
<http://www.imf.org/external/country/UGA/index.htm>

IMF Staff Commentary on Uganda Poverty Reduction Strategic Plan  
<http://www.imf.org/external/country/UGA/index.htm>

2010 Uganda Millennium Development Goal Report

**FEB 9: THE IMPACT OF COLONIAL RULE ON HEALTH AND HEALTHCARE (KODESH):**

**Objectives:**

1. Identify critical historical developments that shape current health issues in Africa and Uganda, focusing on the role of early colonial rule
2. Discuss how this history may influence your interactions in Uganda or Africa

**Required Reading:**

Megan Vaughan, "The Great Dispensary in the Sky: Mission Medicine," in *Curing their Ills: Colonial Power and African Illness*

**Optional Reading:**

Textbook of International Health (1999), 2<sup>nd</sup> Ed., PF Basch, Oxford University Press:  
Chapter 2, International Health Before 1900, pp 11-41

**FEBRUARY 23: GROUP PROJECT TIME**

**Objectives:**

1. Outline the semester group project, including expectations and grading criteria

2. Determine the topic for each group

### **MARCH 23: CULTURAL & LANGUAGE LESSON #1 (LUKOLYO)**

#### **Objectives:**

1. Explain the cultural traditions and guidelines for respectful behavior for expatriate visitors who plan to and live and work in Uganda and/or Tanzania
2. Discuss the customary rules of conduct for greetings, visiting public community sites, shopping and home visiting
3. Practice speaking basic Luganda

#### **Readings:**

Peace Corps Uganda Volunteer Living Conditions:

[http://www.peacecorpswiki.org/Uganda#Living\\_Conditions\\_and\\_Volunteer\\_Lifestyle](http://www.peacecorpswiki.org/Uganda#Living_Conditions_and_Volunteer_Lifestyle)

Or

Peace Corps Ethiopia Volunteer Living Conditions

<http://www.peacecorpswiki.org/Ethiopia>

*Note: while UW students are not joining the Peace Corps, much of this information provided to Peace Corps volunteers is relevant to the Uganda and Ethiopia field experiences*

### **MARCH 30: HUMAN RESOURCES FOR HEALTH IN LESS ECONOMICALLY DEVELOPED COUNTRIES (ONDOMA):**

#### **Objectives:**

1. Discuss challenges related to improving health with low levels of human, physical and financial resources
2. Identify strategies to strengthen human resources for health in the context of limited resources
3. Share your reactions after listening to the story of a Ugandan surgeon
4. Discuss challenges and progress towards improving health in Uganda

#### **Required Reading:**

WHO: World Health Report 2006: Working Together for Health: Overview:

<http://www.who.int/whr/2006/overview/en/index.html>

Dal Poz M, et al.; Addressing the health workforce crisis; towards a common approach (abstract): Human Resources for Health 2006: <http://www.human-resources-health.com/content/4/1/21>

**Optional Readings:**

Health Gap Global Access Project: <http://www.healthgap.org/hcw.htm>

Lindstrand A, Bergstrom S, Rosling H, Rubenson B, Stenson B, Tylleskar T. *Global Health: An Introductory Textbook*. Narayana Press, Denmark 2007. Chapter 11: Health Policy and Health Systems p. 265-287

Garrett L. The Challenge of Global Health; Foreign Affairs Jan/Feb 2007. <http://www.foreignaffairs.org/20070101faessay86103/laurie-garrett/the-challenge-of-global-health.html>

**APRIL 6: COMMUNITY BASED APPROACHES TO HIV (SETHI):**

**Objectives:**

- 1.

**Readings:**

**APRIL 13: CULTURAL & LANGUAGE LESSON #2 (LUKOLYO)**

**Objectives:**

1. Explain the cultural traditions and guidelines for respectful behavior for expatriate visitors who plan to and live and work in Uganda and/or Tanzania
2. Discuss the customary rules of conduct for greetings, visiting public community sites, shopping and home visiting
3. Practice speaking basic Luganda

**Readings:**

Wagner, S. Preparing for study abroad, culture shock and guidelines for professional behavior. approved by UW Center for Global Health Steering Committee 2009; post pdf

**Key Websites:**

***-News Websites:***

- 1) All Africa News and Information Site- [www.allAfrica.com](http://www.allAfrica.com)

- 2) BBC News (Search Africa or Uganda)- <http://news.bbc.co.uk/> or <http://news.bbc.co.uk/2/hi/africa/default.stm>
- 3) Daily Monitor Newspaper- <http://www.monitor.co.ug/>
- 4) New Vision Newspaper Online (Government-owned newspaper)- <http://www.newvision.co.ug/>
- 5) PBS News Hour Online- <http://www.pbs.org/newshour/world/>

**-Background and Basic Information on Uganda Websites:**

- 1) Central Intelligence Agency: The World Factbook- <https://www.cia.gov/library/publications/the-world-factbook/geos/ug.html>
- 2) Government of Uganda- <http://www.statehouse.go.ug/>
- 3) Invisible Children- [www.invisiblechildren.com/home.php](http://www.invisiblechildren.com/home.php)
- 4) Makerere University (Uganda)- [www.mak.ac.ug](http://www.mak.ac.ug)
- 5) My Uganda- [www.myuganda.co.ug](http://www.myuganda.co.ug)
- 6) U.S. Department of State- <http://www.state.gov/p/af/ci/ug/>

**-Background Information on Health in Developing Nations**

- 1) Centers for Disease Control and Prevention (CDC)- [www.cdc.gov](http://www.cdc.gov)
- 2) Disease Control Priorities Project- [www.dcp2.org/pubs/DCP](http://www.dcp2.org/pubs/DCP)
- 3) National Center for Health Statistics (NCHS)- [www.cdc.gov/nchs/](http://www.cdc.gov/nchs/)
- 4) Partners in Health- [www.pih.org/](http://www.pih.org/)
- 5) Uganda's Ministry of Health Website- [www.health.go.ug](http://www.health.go.ug)
- 6) UNAIDS- [www.unaids.org/](http://www.unaids.org/)
- 7) United Nation's Children Fund- [www.unicef.org](http://www.unicef.org)
- 8) World Health Organization (WHO)- [www.who.int/en/](http://www.who.int/en/)
- 9) World Health Organization- Health: A Key to Prosperity (WHO)- <http://www.who.int/inf-new/index.html>

**-Advocacy Websites-**

- 1) Allied Solutions for Sustainable Education and Trust: [www.assetuganda.blogspot.com](http://www.assetuganda.blogspot.com)

- 2) Health Volunteers Overseas- <https://www.hvousa.org/>
- 3) United Nations: Millennium Development Goals- [www.un.org/millenniumgoals/](http://www.un.org/millenniumgoals/)
- 3) Village Health Project: [www.villagehealthproject.org](http://www.villagehealthproject.org)

### **Policy on Absence**

Attendance to both hours of the class and participation in the regional sections count for 25% of the grade. Missing class will negatively impact a student's grade. For an absence to be excused, students should contact their section leaders ahead of time and inform them of the conflict and make arrangements for makeup work to compensate for the missed lectures. Emergencies and excused absences will be handled on a case by case basis by the course leader. Unexcused absence from class will result in points lost from attendance and participation for the semester.

### **Policy on Student Concerns/Complaints**

Any student who has a concern or complaint specific to an experience in this course should first talk with the instructor, preceptor, or course assistant as applicable. If the issue is not resolved at this level, the student should then go to the course professor.

### **Policy on Academic Integrity**

Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions." (UWS 14.01) If you have any questions about the interpretation of this policy, please see the course professor.

### **Students with Disabilities or Special Needs**

The McBurney Disability Resource Center, 263-6393, provides academic support services to students with disabilities. Students seeking accommodation should contact the center and request assistance as early as possible, preferably at least eight weeks prior to the date of anticipated need. It is the responsibility of students to inform nursing faculty, in a timely manner, of their request for accommodation. Faculty, either directly or in coordination with McBurney, work with students to identify and provide reasonable instructional accommodation.