Foundations for Global Health Practice
Population Health Sciences 640, Fall 2013
HSLC 1309
Mondays: 5:30 to 7:00pm

Dates: September 9, 16, 23, 30; October 7, 14, 21, 28: November 11, 18, 25;
December 2 and 9. NO CLASS: November 4th

Course Description: Foundations for Global Health Practice is a 1-credit interdisciplinary
course designed to prepare advanced health professional students and graduate students in
health-related fields for global health engagement. The course presumes some background and
understanding of global health and addresses key topics at a graduate level. Individualized
readings and assignments walk the students through the critical steps needed to prepare for a
global health field experience. Assignments, taken together, form a “briefing book” for the
global health field experience.

Instructor:
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Links:
Global Health Institute: http://ghi.wisc.edu
Instructor Bio: http://ghi.wisc.edu/lori-diprete-brown-mph-mts/
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I. Course Objectives:

- To review familiar precepts of global health with an emphasis on public health and inter-
disciplinary approaches (some background is presumed).

- To become familiar with competencies for global health as defined by the Association of
Schools of Public health, and to develop a personalized roadmap for acquiring desired
competencies needed for the field experience and beyond.
To consider best practices for partnership in global health, drawing implications and identifying some specific “do’s and don’ts” for planned field experience.

To be able to identify and use information from inter-disciplinary sources, including quantitative and qualitative data, as well as historical and cultural information, to gain a place-based understanding of the health status and health care system, as well as the overall socio-cultural context in which the project takes place.

To enable students to plan, implement and evaluate their global health field experience. Topics to include identifying a counterpart organization that is a good match with the students goals and values, clearly stating goals and objectives, developing a work plan work that is realistic and of mutual benefit to the student and the counterpart organization.

To assure that students understand risks associated with field work and are following recommended guidelines for safe and responsible travel.

To assure that students consider ethical dimensions of planned field work and comply with best practices in relation to research protocols (IRB process), professionalism, and other aspects of ethical conduct.

To consider field experience plans in light of global health policy, the right to health, and related movements for development and social change.

To be familiar with participatory methods for research and engagement and to develop a simple tool that can be used at the outset of the field experience.

To form a supportive joint learning community with other students in the class so that the group process enhances projects.

The course includes 12 classroom sessions during the semester. Sessions combine lecture, discussion, group work, and occasional guest speakers based on student areas of interest. Students will also have individual meetings with instructor or other advisors to plan the field project (as needed). Classroom- based learning is supported by online readings and resources on Learn@UW. The course is open to graduate students, health professional students, and special students who are candidates for the Certificate in Global Health. Other special students and undergraduates who are prepared to do graduate level work to prepare a field experience will be permitted with permission of the instructor on a space available basis.

II. Course Readings: Listed in course schedule. All readings are posted on learn@UW.

III. Grading and Assignments:
Students will be graded on class participation and assignments. 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.

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment Number and Title</th>
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<tbody>
<tr>
<td>10</td>
<td>Project Pre-proposal – SEPTEMBER 22nd</td>
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<tr>
<td>20</td>
<td>Partner Organization Profile and Query Letter- OCTOBER 6th</td>
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<td>15</td>
<td>GH Competencies Matrix – NOVEMBER 3rd</td>
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<tr>
<td>10</td>
<td>Walk-Along Guide -- NOVEMBER 27th</td>
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<tr>
<td>15</td>
<td>Presentation of Field Experience Plan –DECEMBER 2nd and DECEMBER 9th</td>
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<td>15</td>
<td>Country Profile (develop over time: hardcopy due at presentation)</td>
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<td>15</td>
<td>Attendance and Class Participation</td>
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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. Please include name, e-mail and assignment title on all submissions.

Description of Assignments

**September 22nd -- Project Pre-proposal (500 word max):** Please include your name, major or program, and your global health background (courses, previous field experiences). Briefly 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 would you like to go? What health topic do you hope to address? What role would you like to play? This should be posted before the first class.

**October 6th -- Partner Organization Profile and Query Letter:** Write a summary description of the partner organization where you would like to do your fieldwork. What type of organization is it? What are the organizational goals and history and mission? Who does it serve and how big is it? What are the sources of funding? What are core values that draw you to work with this organization? What challenges might you face working in this organization? Who is the key contact person who you will work with regarding your fieldwork? Write a query letter to the appropriate person in the partner organization. This letter should not exceed one page. You should clearly express why you are writing and show that you know what the organization does in paragraph 1. In paragraph 2 you should describe your skills and experiences and areas of interest. In paragraph three you should be specific about what kinds of experience you are able to do (dates of availability, duration, housing needs, whether or not salary is expected). Be sure to include complete contact information. You will get feedback on your draft from peers and course instructor. Note: an advocacy letter or fundraising letter may be substituted for the query if appropriate.

**November 3rd -- GH Competencies: Self-Assessment and Goals Setting:** This exercise is based on the ASPH defined competencies for global and public health that are presented at the start of the semester. Using a structured template provided by the instructor, students will assess their global public health skills. What skills do they have and at what level of mastery? How
well do these skills match what is needed for the field experience? What skills must be acquired before field experience? What skills does the student hope to acquire before completing her or his health science education? How might this be accomplished?

**November 27th -- Walk Along Guide:** This exercise enables students to apply principles of community-based research and action and appreciative inquiry into their project. Instructions will be provided in class and a template will be posted on Learn@UW.

**December 2 and 9th -- Field Experience Presentation and Defense:** Students should prepare a brief (5 minute) flash talk with summarizes their fieldwork plans, focusing on presenting what they plan to do, rather than general info about the country. This kind of succinct summary is an important professional skill. Past students have commented that it is harder to do a short presentation than a long one and this is true. Guest faculty will be invited to form a panel to provide feedback to students.

**Hardcopy at Presentation: Country Profile:** The country profile is a tool that guides students in gathering information from many sources and disciplines about your site. It allows you to develop a place-based and well-informed framework for your fieldwork. A template will be posted on Learn@UW.

**Attendance and Class Participation:** Students are expected to attend all classes. Class discussion should reflect thoughtful engagement with the material. Students are expected to engage in debates on controversial topics with integrity (stand up for what you believe) and civility (be courteous to those who you do not agree with). **Students will participate in evaluating their own participation and the participation of others.** Feedback to other students should be generous and supportive, well considered and honest. Students will lose 3 points for unexcused absence. Arrangements for make-up should be made in advance.

**Course Schedule**

**September 9th: Introductions and Course Overview**

Objectives:

- To provide course overview
- To share preliminary field experience plans and begin the process of building a community for joint learning

September 16th: What is Global Health?

Objectives:

- To define global health and global public health
- To review the history and a “timeline” of global health
- To consider the nature and scale of global health challenges
- To share examples of global health successes and failures

Note: The content of this first session will vary depending on the composition and needs of the class, based on review of project pre-proposals.


September 23: The Burden of Disease and Challenges to Health

The following objectives will be undertaken with examples from student field experience sites:

- To understand how the burden if disease is experienced and measured in the global context
- To understand the prevalence, incidence and other impacts of various events and diseases that impact health
- To consider disease burden from a life course perspective
- To explore disparities in health status within and between countries
Required Reading:


*Explore how to use the following websites before class. Prepare to share something you have learned with the class. These sources will be very useful for the country profile:*


For a quick overview, key facts, information about leaders, and a timeline of key historical events, consult the **BBC News Country Profiles** at [http://news.bbc.co.uk/2/hi/country_profiles/default.stm](http://news.bbc.co.uk/2/hi/country_profiles/default.stm)

For a more detailed overview that includes geography, people and society (basic health statistics are included here), an economic overview, description of key government sectors, and a summary of current transnational issues and challenges see the **CIA World Factbook** at [https://www.cia.gov/library/publications/the-world-factbook/](https://www.cia.gov/library/publications/the-world-factbook/)

If you want to focus on overall development and social progress, review the **UNDP Millennium Development Goal (MDG) Country Reports** at [http://www.undp.org/content/undp/en/home/librarypage/mdg/mdg-reports/](http://www.undp.org/content/undp/en/home/librarypage/mdg/mdg-reports/)

**The World Health Organization (WHO) Country Reports**, see [http://www.who.int/countries/en/](http://www.who.int/countries/en/), focus on health status, providing key statistics, along with regional and global comparison data, and useful graphs and charts. The site also includes information about the health workforce, service utilization, risk factors, and special reports on alcohol and tobacco use.

**The World Bank country profiles** feature current news and overview articles, as well as links to world development indicators related a broad range of health and development related topics, ranging from school enrollment, to water and sanitation statistics, to income, to climate change profiles that summarizes changes in rainfall patterns. This source also provides regional summaries by geographic region, income level, and other groupings. [http://web.worldbank.org/WEBITE/EXTERNAL/COUNTRIES/0,,pagePK:180619~theSitePK:136917,00.html](http://web.worldbank.org/WEBITE/EXTERNAL/COUNTRIES/0,,pagePK:180619~theSitePK:136917,00.html)

Reference articles (not required but posted for your information):


**September 30th: Health Systems and Global Health Actors**

**Objectives:**

- To understand the various ways that health services are financed and organized around the world through some case examples chosen from field experience sites for representativeness and comparison (types of health care systems)
- To enable students to use WHO Health System Building Blocks framework and concepts as they define their planned field experience
- To understand the different types of organizations (bilateral, multi-lateral, PVO, NGO, etc.) differ in mission, scope and objectives, with particular attention to important actors in the country/region where the student will work.

Frenk, J (2010). The global health system: strengthening national health systems as the next step for global progress. *PLoS Medicine, 7:*1, e1000089. doi: 10.1371/journal.pmed.1000089

PULATION/EXTHSD/0,,contentMDK:22346748~menuPK:6485077~pagePK:148956~piPK:21
6618~theSitePK:376793,00.html](http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTHEALTHNUTRITIONANDP
PULATION/EXTHSD/0,,contentMDK:22346748~menuPK:6485077~pagePK:148956~piPK:21
6618~theSitePK:376793,00.html)


October 7th: Global Health Policy

Objectives:

- To understand the goals and objectives and context of major global health policy efforts including the Alma Ata Declaration the Millennium Development Declaration, and others
- To discuss current policy trends, Health in All Policies, Framework Convention for Global Health, etc.
- To learn more about field sites by using various indices of health and well-being (such as the many Indices listed on the Beyond GDP website)


ISB: 978 92 4 159972 6

October 14th: Project Updates: Peer Feedback and Support

Students will work together in their small groups to support each other by providing feedback on query letters, project plans etc. No formal readings so that students may read and review peer projects and take needed steps to advance their own work.

October 21st: DON’T DO THAT! What Could be Wrong with Global Health Engagement

Objectives:

- To explore ways in which global health efforts might be ineffective or do harm
- To critically examine field experience plans in light of these concerns


Birnbaum, M. L. (2010). STOP!!!! Prehospital and Disaster Medicine, 25:2, 97-98. doi: http://dx.doi.org/10.1017/S1049023X00007780
October 28th (Class ends at 6:30): Best Practices for Partnerships and Global Health Competencies

Objectives:

- To review partnership best practices that have been articulated by various leading global health actors since the Paris Declaration of Aid Effectiveness and explore implications for field work
- Students will review and discuss ASPH Competencies for Global Health


November 4th – NO CLASS

November 11th: Planning your Field Experience

Objectives:

- To gain knowledge about how to work with counterparts and communities to develop a realistic and mutually beneficial scope of work for the global health field experiences.
- The promise and pitfalls of work planning tools (Logical Framework, others)
- Planning for Personal Health and Safety
- To review resources related to the ethical responsibilities and review processes necessary to carry out international research and practice

**November 18th: Principles and Methods for Global Health Engagement**

**Objectives:**

- To explain and provide examples of how understanding culture and context can make global health work more responsive, successful and rewarding
- To explore how participatory principles and methods might enhance proposed global health field projects
- To become familiar with some cross-cultural communication skills


Were, M. K. *Community Partnership in People Centered Health and Development*. *Sustainable Community Based Health Care* (139-145).


**Objectives:**

- To define, compare and contrast global health efforts grounded in charity, public health principles, human rights, and social justice.
- To become familiar with health and human rights primary sources and relate them to the student’s own work


December 2 and 9: Student Presentations and Feedback

Objectives:

- To present student work for feedback from peers and faculty with relevant experience and expertise
- To gain experience in providing constructive feedback to other students who are doing global health field work

Academic Policies

Attendance Policy:
Attendance is expected. Students are responsible for all information presented in the readings, course book and during lectures. Students who request to be excused from class must contact the instructor in advance and provide the reason (i.e., illness, religious observances, and academic or professional commitments).

Class Meeting Cancellation Notices:
Occasionally, severe weather, illness, or other circumstances may require cancellation of a class meeting. If this is so, students will be informed via an email notice sent to the class email list. It will be the responsibility of each class member to ensure that they check the email that they used for their course registration for such a message.

Non-Discrimination Policy:
The UW-Madison is committed to creating a dynamic, diverse and welcoming learning environment for all students and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other difference is deemed unacceptable in this class, and will be addressed publicly by the professor.

Disability Reasonable Accommodation Policy:
If you qualify for accommodations because of a disability, please submit a letter to the course director that outlines your request in a manner that is timely and consistent with established
university policies for making such request so that your needs may be addressed. Policies for accommodating disabilities are available through the McBurney Disability Resource Center, 903 University Ave., 608-263-2741 (phone), 263-6393 (TTY), 265-2998 (Fax), mcburney@uwmadmail.services.wisc.edu. For additional information, please see http://www.mcburney.wisc.edu/

**Religious Reasonable Accommodation Policy:**
Every effort shall be made to reasonably and fairly accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance, provided advance notification of the conflict is given. Whenever possible, students should give at least one week advance notice to request special accommodation.

**Student Honesty and Rules of Conduct:**
Academic honesty requires that the course work (e.g., quizzes, papers, exams) a student presents to an instructor honestly and accurately indicates the student's own academic efforts. These policies are available at http://www.studentaffairs.wisc.edu/

UWS 14 is the chapter of the University of Wisconsin System Administrative code that regulates academic misconduct. UW-Madison implements the rules defined in UWS 14 through our own "Student Academic Misconduct Campus Procedures." UWS 14.03 defines academic misconduct as follows:

"Academic misconduct is an act in which a student:
(a) seeks to claim credit for the work or efforts of another without authorization or citation;
(b) uses unauthorized materials or fabricated data in any academic exercise;
(c) forges or falsifies academic documents or records;
(d) intentionally impedes or damages the academic work of others;
(e) engages in conduct aimed at making false representation of a student's academic performance;
(f) assists other students in any of these acts."

If you are accused of misconduct, you may have questions and concerns about the process. If so, you should feel free to call Student Advocacy & Judicial Affairs (SAJA) in the Offices of the Dean of Students at (608) 263-5700 or send an email to dos@bascom.wisc.edu.

**Civility Policy:**
Members of the University of Wisconsin-Madison community are expected to deal with each other with respect and consideration. The civility policy for this course promotes mutual respect, civility and orderly conduct among the faculty, teaching assistants, and students. We do not intend this policy to deprive any person of his or her right to freedom of expression. Rather, we seek to maintain a safe, harassment-free workplace for the students, faculty, and teaching assistants. Positive communication is encouraged and volatile, hostile, or aggressive actions and language will not be tolerated. If the civility policy for this course is violated, the individual is subject to removal from the class and possibly the course altogether. In addition, the proper
authorities at the UW Departmental, School, and University levels will be notified of such behavior accordingly and further action may be taken if necessary.