PHS 810-644: Interdisciplinary Perspectives on Global Health and Disease: Country Studies
Course Number PHS 810-644

2 credits
Spring 2012
Wednesday 5:30-7:30pm, 1325 HSLC
Core lecture 5:30-6:15pm, Regional 6:30-7:30pm

Prerequisites:
This course is intended for graduate and health professional students and those participating in the Certificate in Global Health. Upper-level undergraduate students may also participate on a space-available basis with consent of instructor. Preference will be given to students who plan to participate in a PHS 645 Global Health Field Study or other credit-based field experiences in the country or regions studied.

Faculty:
The Center for Global Health Steering Committee and Staff are responsible for coordination of this course and its sections. Faculty leadership of PHS 644 sections will vary depending on the countries studied, and instructors with country-specific expertise from around campus will also be involved in teaching these courses and leading the related field studies. The course is offered through both 1) a common core of global health lecture for all sections and, 2) place-based sections that focus on regions or specific countries.

Global Perspectives (5:30pm-6:15pm)
1325 TBD
- James H. Conway, MD. Associate Director of Health Sciences, Global Health Institute. (jhconway@pediatrics.wisc.edu)
- Lori DiPrete Brown, MSPH. Associate Director of Education and Engagement, Global Health Institute; Director, Certificate in Global Health (dipretebrown@wisc.edu)
- Sweta Shrestha, MPH. Associate Instructional Specialist, Global Health Institute (sshrestha@wisc.edu)
- Vidaur Durazo. Course Assistant (durazo@wisc.edu)

Regional Sections (6:30pm-7:30pm)

“Health and Disease in Latin America” (PHS 644, section 10)
1222 HSLC
- Lori DiPrete Brown, MSPH. Associate Director of Education and Engagement, Global Health Institute; Director, Certificate in Global Health (dipretebrown@wisc.edu)
- David Gaus, MD, MPH, TM. Associate Professor, Dept. of Family Medicine. Andean Health and Development (david.gaus@fammed.wisc.edu)

“Health and Disease in South Asia” (PHS 644, section 20)
1268 HSLC
- Lalita du Perron, PhD. Associate Director of the Center for South Asia (duperron@southasia.wisc.edu)
- Ann Behrman, MD. Clinical Assistant Professor, School of Medicine and Public Health (atbehrma@wisc.edu)
- Lauren Mueenuddin, MPH. Honorary Associate, Population Health Sciences (mueenuddin@wisc.edu)
“Health and Disease in East Africa” (PHS 644, section 30)
1309 HSLC
- Scott Mead, MD. Clinical Assistant Professor, Department of Medicine (sm5@medicine.wisc.edu)
- Ajay Sethi, PhD. Assistant Professor, School of Medicine and Public Health (aksethi@wisc.edu)
- James H. Conway, MD. Associate Director of Health Sciences, Global Health Institute. (jhconway@pediatrics.wisc.edu)

“Health and Disease in South East Asia” (PHS 644, section 40)
1202 HSLC
- Karen Solheim, RN, PhD. Clinical Professor, School of Nursing (kdsolheim@wisc.edu)
- James H. Conway, MD. Associate Director of Health Sciences, Global Health Institute. (jhconway@pediatrics.wisc.edu)
- Linda Baumann, RN, PhD, FAAN, Professor Emeritus, School of Nursing (ljbaum@wisc.edu)
- Tom Yuill, PhD, Professor Emeritus, School of Veterinary Medicine (tmyuill@wisc.edu)

Course Description:
This 2-credit semester course provides global health core content as well as country-specific interdisciplinary perspectives on global health and disease. The class will be a weekly two hour session comprised of a core lecture followed by breakout sessions by region.
The course will address topics related to maternal and child health, nutrition, infectious disease, chronic illness, environmental health, and the human-animal link in health and disease. The interdisciplinary approach brings in perspectives from medicine, veterinary medicine, nursing, pharmacy, public health and the social sciences. Each section will provide a historical and cultural overview and will include consideration of cultural competence and cultural humility. Sections will also engage students in learning about country-specific health data and descriptive information about the health system. Students will work individually and in small, interdisciplinary groups to explore health topics relevant to the sites they will visit. They will be oriented to learn from local health care providers and community members about community strengths and needs, so that they are prepared to carry out their field study within a framework of mutual learning, respect for local knowledge, and professional ethics.

Course Objectives:
By the end of the course student will be able to:
- Explain the global burden of diseases, the health transition, and the triple burden of disease as it relates to the country/region studies
- Describe how country-specific environmental, cultural, economic, and social factors influence health.
- Review the structure of the health system in the country studied, the role of primary health care, public health, and non-governmental organizations in the health sector.
- Describe diseases commonly found in the country studied and explain the etiology, epidemiology, clinical presentation in humans and animals, public health implications, and prevention and treatment strategies.
- Explore public health approaches for maintaining health and preventing and treating illness in community settings, including surveillance, diagnostic activities, and interventions. This should include basic health needs such as maternal and child health and nutrition, as well as transnational health challenges such as avian flu, HIV/AIDS and other acute and chronic emerging issues.
- Utilize principles and strategies for interdisciplinary team work (communication, negotiation, respect for group dynamics, and conflict resolution).
• Explore concepts related to cultural competence and cultural humility, as well participatory community approaches to health.
• Examine ethical issues related to global health.

Teaching Methods:
Seminars will include didactic presentations and discussions led by UW course leaders, content experts and visiting faculty. Students will participate in classroom discussions, group work, and web-based discussions. Each student will deliver a presentation.

Grading and Assignments:
Course grades will be based on attendance, participation and discussion as well as classroom assignments. While assignments and the weight given to assignments may vary by section at the discretion of instructors, the following evaluation guidelines will be used for the course:

1)25% --Attendance at lectures and participation in class discussion
It is expected that students will regularly attend both the core class and regional section. Students are expected to actively participate in regional sections, both in class and in group settings that requires outside work. Several discussion sessions have been set aside for students to work on group projects.
Absence policy is written in the end of the syllabus.

2)25%--Midterm Paper (Regional Section)
Each student will identify a current health problem in the country that you will be working in. You should select an issue different from the one being addressed in your group project.

• Describe the health problem and its impact on the health of the local people and, by comparison, its impact on health of United States citizens.

• Describe the upstream health determinants that may contribute to this problem in both countries.

• Describe interventions that are being used to improve the health problem both in the country that you will be working in and the United States, highlighting the roles of health professionals from multiple disciplines.

• Reflect on how this health issue may have differences in urban vs. rural settings.

This essay is due no later than the beginning of class on March 23, 2012. Essays should be 3-5 pages, single-spaced, using 12 point font. Please include literature references at the end of the paper. All essays must be turned in by the due date. No credit will be awarded for late submissions.
Specific instructions on the paper will be given by the regional section leaders.

3)25%--Culminating Presentations (Regional Section)
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. Presentation grade will include group and individual components. Teams are asked to identify the individual contributions of team members in their presentations. Specific instructions on the presentation will be given by the regional section leaders.
Questions will be from the core lectures. The format of the exam will be online, 50 questions, multiple choices, open book final. Students will have one week during which they can complete the final exam online.

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.

Core Course Lectures:

January 25th
- Course Overview, James Conway & Lori DiPrete Brown (15 mins)
  James H. Conway, MD. Associate Director of Health Sciences, Global Health Institute.
  (jhconway@pediatrics.wisc.edu)
  Lori DiPrete Brown, MSPH. Associate Director of Education and Engagement, Global Health Institute;
  Director, Certificate in Global Health (dipretebrown@wisc.edu)
- Introduction to health in low and middle income countries,
  Cynthia Haq, MD, Professor, Department of Family Health and Population Health Sciences
  (clhaq@wisc.edu) (45 mins)
- Global Health Careers Panel (45 mins)

February 1st
- Historical Perspectives on Global Health (Hour 1)
  Richard Keller, PhD, Associate Professor, Department of Medical History & Bioethics
  (rckeller@wisc.edu)
- Regional section breakout (Hour 2)

February 8th
- Climate Change and Ecosystem Services (Hour 1)
  Jonathan Patz, MD, MPH, Director & Professor, Nelson Institute for Environmental Studies &
  Department of Population Health Sciences (patz@wisc.edu)
- One Health: the interface between animal and human health and disease (Hour 2)
  Christopher Olsen, DVM, PhD, Professor, Associate Dean, School of Veterinary Medicine,
  (olsenc@svm.vetmed.wisc.edu)
  Keith Poulsen, DVM, DACVIM, Postdoctoral Fellow and Clinical Instructor, School of Veterinary
  Medicine (poulsenk@svm.vetmed.wisc.edu)

February 15th
- Full two hours of class with regional section

February 22nd
- Pharmacists' Contributions toward Improving Global Health (Hour 1)
  Trisha Seys Ranola, PharmD, CDE, CGP, Clinical Instructor, School of Pharmacy
  (trisha.seysranola@va.gov)
• Water & Sanitation (Hour 2)
  William Bland, PhD, Associate Professor and Chair, Department of Soil Sciences (wlbland@wisc.edu)

February 29th
• The Impact of Communicable Diseases on Global Health & Strategies for Prevention (Hour 1)
  James H. Conway, MD. Associate Director of Health Sciences, Global Health Institute.
  (jhconway@pediatrics.wisc.edu)

• Regional section breakout (Hour 2)

March 7th
• Chronic, non-communicable diseases (Hour 1)
  Scott Mead, MD. Clinical Assistant Professor, Department of Medicine (sm5@medicine.wisc.edu)

• Regional section breakout (Hour 2)

March 14th (5:00pm – 9:00 pm HSCL) No Class – Students are expected to attend the Global Health Symposium
Eight Annual Global Health Symposium.
  Keynote Speaker: Ruth Levine, PhD, Director of Global Development and Population Program, William
  and Flora Hewlett Foundation

March 21st
• Alcohol as a root cause of disease (Hour 1)
  Ajay Sethi, PhD. Assistant Professor, School of Medicine and Public Health (aksethi@wisc.edu)

• Regional section breakout (Hour 2)

March 28th
• Community Based Learning (Hour 1)
  Lori DiPrete Brown, MSPH. Associate Director of Education and Engagement, Global Health Institute;
  Director, Certificate in Global Health (dipretebrown@wisc.edu)

• Regional section breakout, Group exercise on community-based learning (Hour 2)

Spring Break March 31st – April 8th

April 11th
• Maternal and Newborn Health (Hour 1)
  Claire Wendland, MD, PhD, Assistant Professor, Department of Anthropology, Obstetrics and
  Gynecology, Medical History and Bioethics (cwendland@wisc.edu)

• Food & Nutrition (Hour 2)
  Sherry Tanumihardjo, PhD, Associate Professor, Department of Nutritional Sciences
  (sherry@nutrisci.wisc.edu)

April 18th
• Vulnerable Populations (Hour 1)
Karen Solheim, RN, PhD. Clinical Professor, School of Nursing (kdsolheim@wisc.edu)

- Regional section breakout (Hour 2)

April 25th
- Full two hours of class with regional section

May 2nd
- Student Presentations in Regional Sections (Both hours)

May 9th
- Student Presentations in Regional Sections (Both hours)

**Policy on Absence**
Attendance to both hours of the class and participation in the regional sections count for 25% of the grade. Missing class or failing to participate 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.