Interdisciplinary Perspectives on Global Health and Disease: East Africa
PHS 644-003
Course Syllabus – Spring 2010

Tuesdays 5:30-7:30 pm
January 19–May 4, 2010
Room 1309 Health Sciences Learning Center

Credits: 2

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

Faculty:

Cynthia Haq, MD (co-leading semester and field courses)
Professor of Family Medicine and Population Health Sciences
Office: 4256 Health Sciences Learning Center
Phone: 263-6546
Email: clhaq@wisc.edu
Office hours: Tuesdays from 4:30-5:15 prior to class or by appointment

Scott Mead, MD (co-leading semester and field courses)
Clinical Assistant Professor, Internal Medicine
Office: H6/169
Email: sm5@medicine.wisc.edu
Office hours: by appointment

Heather Lukolyo, MHS (course teaching assistant)
Uganda field course student ’04, UW medical student
Email: lukolyo@wisc.edu
Office hours: by appointment

Annie Lietzow (staff for semester and field courses)
Office: 4256 Health Science Learning Center
Phone: (608) 262-3862
Email: lietzow@wisc.edu

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 Uganda. The course is designed to prepare students for field study in Uganda or other African nations, and will focus on the history and culture of Uganda, the development of its health system, maternal and child health, infectious diseases, public and environmental health. Faculty from medicine and public health, nursing, history of
medicine, anthropology, veterinary medicine, nutritional sciences, political sciences, and Ugandan experts will be included. The course will meet on Tuesday evenings from 5:30-7:30 from January 19-May 11, 2010.

Students will have the opportunity to participate in classroom and on-line discussions, and to develop preliminary projects and practical skills to apply to their field work in Uganda and other African countries.

Course Objectives:

By the completion of the course students will:

1. Understand the global burden of diseases, the health transition, and the triple burden of diseases.
2. Explore the impact of historical, socioeconomic, geographic and environmental determinants of health in Uganda.
3. Review the structure of the Ugandan health system, the role of primary health care, and the roles of non-governmental organizations in the health sector.
4. Explore problems in maternal and child health, infectious diseases and chronic diseases as well as the approaches to addressing these problems.
5. Prepare to participate in field work in Uganda or another African country, including cultural and language training.
6. Work effectively in an interdisciplinary team to develop a service learning project proposal, part of the project will be conducted during the field experience.

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 and web-based discussions and develop a group project throughout the course. The group project will have some dedicated time during class, but will likely require extra meeting time outside of class.

Method of Evaluation:

The course will be graded on an A-F basis. (Medical students may request to take the course pass/fail, consistent with M1 curriculum.) Grades will be based on:

- 20% -- Attendance at lectures, completion of weekly readings and participation in class based discussions.
- 20% -- Participation in web based discussions. Some class sessions will include a discussion case or question. Students will be expected to post responses to the question by the Sunday following that class session.
- 20% -- Completion of the background section for the project proposal, to be completed as a group, consisting of 2 pages (500 words) plus references. This is due on March 26th, 2009.
- 20% -- Presentation and write-up of project proposal to be completed with members of your small group. The paper should be 5-6 pages (1250-1500 words) plus references. Papers will be posted to the course web site, presented and discussed in the final class.
- 20% -- Completion of a written reflection on the group project proposal, consisting of 2 pages (500 words) summarizing learning points, your contributions to the project, challenges of creating the proposal, and dynamics of working within a group.
## Spring 2010 Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>January 19</td>
<td>Introductions; course overview; expectations</td>
<td>Cindy Haq and Scott Mead</td>
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<tr>
<td></td>
<td>Introduction to Uganda</td>
<td>Heather and Chris Lukolyo</td>
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<td>Introduction to Ethiopia</td>
<td>Girma Tefera</td>
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<td></td>
<td>Assign small groups and discuss personal goals</td>
<td>Cindy Haq and Scott Mead</td>
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<tr>
<td>January 26</td>
<td>History of health and colonialism in Africa</td>
<td>Richard Keller, History of Medicine</td>
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<td>Neil Kodesh, History of Medicine</td>
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<tr>
<td>February 2</td>
<td>Global burden of diseases; Epidemiology of diseases in Uganda</td>
<td>Scott Mead MD</td>
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<tr>
<td><em>Class will end early at 6:30pm to make up for February 3 Symposium</em></td>
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<tr>
<td>February 3</td>
<td>UW Global Health Symposium</td>
<td>Keynote address: Ajay Sethi PhD, MHS:</td>
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<td>February 9</td>
<td>Community based service learning</td>
<td>Lori DiPrete Brown MSPH</td>
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<td>Group project time #1</td>
<td>Heather Lukolyo MHS</td>
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<td>February 16</td>
<td>Malaria</td>
<td>Scott Mead MD</td>
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<td>Tuberculosis</td>
<td>Scott Mead MD</td>
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<td>Date</td>
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<tr>
<td>February 23</td>
<td>Ugandan health care system; Primary health care; HIV/AIDS in Uganda</td>
<td>Cindy Haq MD; Frank Graziano MD</td>
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<td>March 2</td>
<td><em>Where do I belong?</em> short story discussion</td>
<td>Florence Ebila</td>
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<td>Women’s health, family planning/reproductive health, and maternal mortality</td>
<td>Claire Wendland MD PhD</td>
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<td>March 9</td>
<td>Environmental aspects of health in Uganda</td>
<td>Tony Goldberg PhD, MS, DVM, Veterinary Medicine</td>
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<td><em>Uganda: Out of the Wild</em> video and in-class discussion #1</td>
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<td>March 16</td>
<td>Nutrition and malnutrition</td>
<td>Julie Thurlow DrPH</td>
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<td>Cultural and language lesson #1</td>
<td>Nutritional Science</td>
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<td><em>Potluck – please bring food to share</em></td>
<td>Chris Lukolyo MBA; Girma Tefera MD for students who plan to study in Ethiopia</td>
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<td>March 23</td>
<td>Child health in developing countries</td>
<td>Sabrina Wagner MD</td>
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<td>Group project time #2</td>
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<td>(March 30)</td>
<td>Spring Break</td>
<td>No class</td>
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<td>April 6</td>
<td>Adolescent health: <em>Life Choices</em> DVD and discussion</td>
<td>Heather Lukolyo MHS</td>
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<td>In-class discussion #2</td>
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<td>Date</td>
<td>Topic</td>
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<td>April 13</td>
<td>Non-communicable disease in developing countries</td>
<td>Linda Baumann PhD, Nursing</td>
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<td>Group project time #3</td>
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<td>April 20</td>
<td>Human resources for health in developing countries</td>
<td>Solomon Ondoma MBChB Cindy Haq MB</td>
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<td>In class discussion #3</td>
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<td>April 27</td>
<td>Group project time #4</td>
<td>Chris Lukolyo MBA; Girma Tefera MD for students who plan to study in Ethiopia</td>
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<td>Cultural and language lesson #2</td>
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<td>May 4</td>
<td>Group presentations</td>
<td>Cindy Haq MD Scott Mead MD Heather Lukolyo MHS</td>
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<td>Course wrap-up</td>
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Class Dates, Topics, Faculty, Objectives and Readings

**JAN 19: COURSE OVERVIEW; INTRODUCTION TO UGANDA (HAQ, MEAD, LUKOLYO, TEFERA)**

**Objectives:**
1. Meet classmates, review course structure and objectives
2. Review basic history and social issues of Uganda and Ethiopia
3. Discuss personal goals related to taking the course in small groups

**Required Readings:**


Uganda Bureau of Statistics.  Uganda Demographic and Health Survey.  2006

**Optional Readings:**


**JAN 26: HISTORY OF HEALTH CARE AND COLONIALISM IN AFRICA (KELLER, KODESH):**

**Objectives:**
1. Identify critical historical developments that shape current health issues in Africa and Uganda
2. Review history of health care delivery systems in Uganda
3. Reflect and discuss how this history may influence your interactions in Uganda or Africa

**Required Reading:**

Packard, Randall and Paul Epstein. Medical Research on AIDS in Africa: A Historical Perspective

**Optional Reading:**


**FEB 2: GLOBAL BURDEN OF DISEASES; EPIDEMIOLOGY OF DISEASES IN UGANDA (MEAD)**

**Objectives:**

1. Describe global health trends and challenges, review global burden of disease
2. Understand demographic and epidemiological transitions
3. Know the components of the triple burden of disease
4. Review Uganda's burden of disease and progress toward the Millennium Development Goals

**Required Readings:**


**Optional Readings:**


2007-08 Uganda Health Sector Report

2008 UN Millenium Development World Report
WHO 2004 Global Burden of Disease Update

WHO Global Burden of Disease Projection 2002 to 2030

FEB 3: GLOBAL HEALTH SYMPOSIUM KEY NOTE ADDRESS: ADDRESSING HIV/AIDS IN UGANDA (SETHI)

Your attendance at the Key Note Address of the Global Health Symposium is required. There are no readings for this class.

FEB 9: COMMUNITY BASED SERVICE LEARNING & GROUP PROJECT TIME (DIPRETE BROWN):

Objectives:
1. Explore the conceptual framework for community based research and discuss its relevance to service learning activities in Uganda.
2. Practice some CBR methods in preparation for using them in a community setting in Uganda.
3. Begin to apply these concepts to group projects

Readings: (Required vs. optional readings to be announced)

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.


Were, Miriam. Community Partnership in People-Centered Health and Development, pp. 139-145. In Sustainable Community-Based Health Care (citation needed).


Resources for Using Asset-Based Community Development Principles:


FEBRUARY 16: MALARIA & TUBERCULOSIS (MEAD)

Objectives:
1. Review global burden of malaria and tuberculosis
2. Explore effective strategies for prevention and treatment
3. Discuss programs to address malaria and tuberculosis in Uganda

Required Readings:


Optional Readings:


Uganda Malaria Control Strategic Plan 2005-2010

2008 WHO Malaria World Report

2009 WHO Tuberculosis World Report

Chen LH. The Role of the Traveler in Emerging Infections and Magnitude of Travel. Medical Clinics of North America. 2008. 92(6)


FEBRUARY 23: UGANDAN HEALTH CARE SYSTEM (HAQ); HIV/AIDS IN UGANDA (GRAZIANO)

PART 1: Ugandan Health Care System (Haq)
Objectives:
1. Review the structure of the Ugandan health system, financing and policies
2. Discuss fundamentals of primary health care and challenges to basic health care delivery in Uganda

Required Readings:
Optional Readings:

Tollman S, Doherty J and Mulligan J, General Primary Care, Chapter 64 in Disease Control Priorities in Developing Countries, 2nd edition, 2006:


PART 2: HIV/AIDS in Uganda (Graziano)

Objectives:
1. Review history of HIV/AIDS in Uganda
2. Review Uganda’s approach to preventing and managing HIV/AIDS
3. Describe the effects of HIV/AIDS on resources and the health system in Uganda

Required Readings:

US Agency for International Development: HIV/AIDS programs in Uganda:

Morisky DE et al (eds); Overcoming AIDS: Lessons Learned from Uganda, Nsubuga YK and Jacob WJ, Chapter 2; A Multisectoral Strategy for Overcoming AIDS in Uganda, Information Age Publishing 2006, pp 15-42.

Optional Video and Readings:

View Denis Nansera’s lecture from UW SMPH IME video library:


MARCH 2: WOMEN, DEVELOPMENT & HEALTH (EBILA); WOMEN’S HEALTH, REPRODUCTIVE HEALTH, FERTILITY AND MATERNAL MORTALITY (WENDLAND)
PART 1: **Women, Development & Health (Ebila)**

**Objective:**
1. Explore cultural, economic, political and social determinants of the health of women in Uganda

**Required Reading:**


***Please be sure to read this short story before class, as this session will be entirely discussion-based.***

PART 2: **Women’s health, reproductive health, fertility and maternal mortality (Wendland)**

**Objectives:**
1. Review key components of reproductive health programs-family planning, maternal and child health programs, treatment of sexually transmitted diseases
2. Review the Safe Motherhood Initiative
3. Identify factors that contribute to high fertility and maternal mortality
4. Discuss concepts of the demographic trap

**Required Readings:**


**Optional Readings:**


Korra, A. 2002. Attitudes toward family planning, and reasons for nonuse among women with unmet need for family planning in Ethiopia. Calverton, Maryland, USA: ORC Macro.
MARCH 9: ENVIRONMENTAL ASPECTS OF HEALTH IN UGANDA (GOLDBERG)

Objectives:
1. Understand the problem of global emerging infectious disease and its implications for human, animal, and ecosystem health using Uganda as a model

Required Reading:


Optional Reading:


MARCH 16: NUTRITION AND MALNUTRITION (THURLOW); CULTURAL & LANGUAGE LESSON #1 (LUKOLYO/TEFERA)

PART 1: Nutrition and Malnutrition (Thurlow)

Objective:

1. To provide an overview of the causes and disorders that result from malnutrition in Uganda

Required Reading:

Uganda Food and Nutrition Policy 2003


Optional Reading:


PART 2: Culture and Language Lesson #1 6:30-7:30 pm
Chris Lukolyo-Uganda; Girma Tefera-Ethiopia:

Objectives:
1. Review cultural traditions and guidelines for respectful behavior for expatriate visitors who plan to and live and work in Uganda and/or Ethiopia
2. Discuss customary rules of conduct for greetings, visiting public community sites, shopping and home visiting
3. Learn and practice basic Luganda and/or Amharic (for students who will go to Ethiopia) greetings and questions

Readings:

Peace Corps Uganda Volunteer Living Conditions:
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 23: CHILD HEALTH IN DEVELOPING COUNTRIES (WAGNER):

Objectives:
1. Review major causes of preventable child mortality
2. Explore integrated management of childhood illness
3. Identify the health status of children in Uganda

Required Reading:


Optional Readings:


March 30: Spring Break, NO CLASS
**APRIL 6: ADOLESCENT HEALTH (LUKOLYO)**

Objectives:
1. Understand adolescent risk factors for sexually transmitted diseases, unwanted pregnancies, and HIV/AIDS
2. Think about the type of decisions young people in Uganda face related to their sexual and reproductive health

**Required Readings:**


**Optional Readings:**


**APRIL 13: NONCOMMUNICABLE DISEASE (BAUMANN):**

Objectives:
1. Understand the growing burden of chronic disease, injuries and violence in developing countries
2. Review the scope of diabetes in Uganda and some approaches to the problem

**Required Readings:**


**Optional Readings:**


**APRIL 20: HUMAN RESOURCES FOR HEALTH IN LESS ECONOMICALLY DEVELOPED COUNTRIES (ONDOMA/HAQ):**

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. Listen to the story of a Ugandan surgeon
4. Discuss challenges and progress towards improving health in Uganda

Required Reading:


Optional Readings:


APRIL 27: CULTURE AND LANGUAGE LESSON #2 (LUKOLYO/TEFERA)

Objectives:

1. Review cultural traditions and guidelines for respectful behavior for expatriate visitors who plan to and live and work in Uganda and/or Ethiopia
2. Discuss customary rules of conduct for greetings, visiting public community sites, shopping and home visiting
3. Learn and practice basic Luganda and/or Amharic (for students who will go to Ethiopia) greetings and questions

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

MAY 4: GROUP PRESENTATIONS & COURSE WRAP-UP (HAQ/MEAD/STUDENTS):

Objectives:
1. Share group presentations
2. Reflect on class and implications for future careers
3. Share course feedback
Key Websites:

-News Websites:

1) All Africa News and Information Site- 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
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:

4) Makerere University (Uganda)- www.mak.ac.ug
5) My Uganda- www.myuganda.co.ug

-Background Information on Health in Developing Nations

1) Centers for Disease Control and Prevention (CDC)- www.cdc.gov
2) Disease Control Priorities Project- www.dcp2.org/pubs/DCP
3) National Center for Health Statistics (NCHS)- www.cdc.gov/nchs/
4) Partners in Health- www.pih.org/
5) Uganda’s Ministry of Health Website- www.health.go.ug
6) UNAIDS- www.unaids.org/
7) United Nation’s Children Fund- www.unicef.org
8) World Health Organization (WHO)- www.who.int/en/
-Advocacy Websites-

1) Allied Solutions for Sustainable Education and Trust: www.assetuganda.blogspot.com

2) Health Volunteers Overseas- https://www.hvousa.org/


3) Village Health Project: www.villagehealthproject.org

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 teaching assistant (TA) as applicable. If the issue is not resolved at this level, the student should then go to the course professor. If the solution is still not satisfactory, the student should discuss the situation with the Associate Dean for Academic Programs in the School of Nursing.

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.

School of Nursing policies and procedures for the receipt, manipulation, storage, dissemination, transmission and/or disposal of patient information.
Students are expected to know and abide by policies that protect the privacy of patient information. When storing or disseminating patient information as part of required course work, it must be free of any identifiers, whether transmitted orally, in writing, or electronically.

When disposing of any patient related information, paper copies must be shredded or placed in a confidential trash bin located throughout the Health Sciences Center or other health facilities.

Electronic forms of information must reside in a location in which access is limited by a password or screensaver. Audiotapes, videotapes, floppy disks or CD-ROMs must be kept in a secure place or be erased or destroyed when the information on them is no longer needed. These guidelines apply regardless of site (e.g. home, school, or clinical location).

Students who violate these guidelines will be expected to obtain additional security and privacy training and may be denied access to patient records until repeated training is completed. Serious
or repeated violations may result in penalties such as those outlined in the UWS Chapter 14 Academic Misconduct guidelines (http://www.wisc.edu/students/uws14.htm).