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

Course Syllabus – Spring 2012

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:
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Professor of Family Medicine and Population Health Sciences
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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.

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 and healthcare system, including the role of traditional healers and 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. Apply the concepts from the core lectures to situations specific to Uganda or another East African country
5. Engage in in-depth discussions with Ugandans, addressing cultural issues as well as the challenges facing health and development in Uganda
6. Learn how community based methods can be used to address HIV through real world examples
7. 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 primarily require student work outside of class sessions.

**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. 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)
   This essay is due no later than March 23, 2012. 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. Specific instructions on the paper can be found below.
   **No credit will be awarded for late submissions.**
3) 25%--Culminating Presentations (Regional Section)
Each group will prepare a PowerPoint presentation and will be given 40 minutes for the presentation and discussion (e.g. 30 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. Specific instructions are found below.

4) 25%--Online Final (Global Perspectives core lectures)
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.

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 23, 2012. 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 the instructor. 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. Consider using a health topic of interest to you from previous classroom or clinical work.

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**. Resources to assist your paper can be found at the end of the syllabus. 

**Final Group Presentation:**  
Students will work in their small groups to develop a project proposal throughout the semester, culminating in a final group presentation to their peers. Most of the work for the project will occur outside of class. The presentation will consist of a review of a specific health problem as it applies to Uganda and development of a proposal 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. In general, the more **specific** the topic, the easier time you will have with the project. 

For the presentation, please include:  

a) the nature and scope of the problem, including epidemiology of the problem  
b) a review of the upstream determinants that contribute to the problem  
c) a review of interventions that are available to address the problem as well as whether, and to what degree, they are being implemented in the country of interest and how well they are working  
d) a project proposal to address the problem that includes: 
   - the goals of the proposed project  
   - a description of the proposed project  
   - resources (human and financial) required to carry out the project (exact dollar amounts are not necessary)  
   - strategies for monitoring and evaluating the project  
   - how socioeconomic and cultural factors influenced design of the project  
   - development and incorporation of at least one information-gathering tool from the session on community-based participatory research/action  
   - strategies for dialoging with the community throughout the planning and implementation of the project  

Keep in mind that the project should not be an overly ambitious attempt to definitively solve a complex health problem. Instead, it could just be a way of finding out more information about the problem, or address one specific aspect of the problem.
Each group will have 20 minutes to present their project to the class, followed by 10 minutes for questions and discussion. By May 9th, 2012 you should provide the instructor with:

- your powerpoint presentation,
- literature references,
- a copy of the information-gathering tool that includes all details describing the tool and how it will be used
- list of contributions by each group member to the project

The project will be graded on organization, inclusion of the above requirements and incorporation of concepts from the class.
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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Lecture</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>January 25th</td>
<td>5:30-5:45pm</td>
<td>Course Overview</td>
<td>Lori Diprete Brown Jim Conway</td>
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<td></td>
<td>5:45-6:30pm</td>
<td>Introduction to health in low &amp; middle income countries</td>
<td>Cynthia Haq</td>
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<td>6:30-7:30pm</td>
<td>Global Health Careers Panel</td>
<td>Section Leaders</td>
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<td>February 1st</td>
<td>5:30-6:15pm</td>
<td>Historical Perspectives on Global health</td>
<td>Richard Keller</td>
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<td>6:30-7:30pm</td>
<td>Regional section Introduction to instructors and students, Introduction to Uganda</td>
<td>Scott Mead</td>
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<td>February 8th</td>
<td>5:30-6:15pm</td>
<td>Climate Change &amp; Ecosystem Services</td>
<td>Jonathan Patz</td>
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<td>One Health</td>
<td>Chris Olsen/ Keith Poulsen</td>
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<td>February 15th</td>
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<td>Regional section Uganda Burden of Disease</td>
<td>Scott Mead</td>
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<td>6:30-7:30pm</td>
<td>Regional section Traditional healers</td>
<td>Scott Mead Neil Kodesh</td>
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<td>February 22nd</td>
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<td>Food &amp; Nutrition</td>
<td>Sherry Tanumihardjo</td>
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<td>Water &amp; Sanitation</td>
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<td>February 29th</td>
<td>5:30-6:15pm</td>
<td>Communicable Diseases</td>
<td>Jim Conway</td>
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<td>6:30-7:30pm</td>
<td>Expanding HIV treatment through mobile pharmacy</td>
<td>Ajay Sethi</td>
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<td>March 7th</td>
<td>5:30-6:15pm</td>
<td>Chronic Disease</td>
<td>Scott Mead</td>
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<td>6:30-7:30pm</td>
<td>Microfinance and development</td>
<td>Scott Mead Joy Ngobi</td>
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<td>March 14th</td>
<td>5:30-6:15pm</td>
<td>Global Health Symposium</td>
<td>Ruth Levine (Keynote)</td>
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<td>March 21st</td>
<td>5:30-6:15pm</td>
<td>Alcohol and Disease</td>
<td>Ajay Sethi</td>
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<td></td>
<td>6:30-7:30pm</td>
<td>Group project time</td>
<td>Scott Mead</td>
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<td>March 28th</td>
<td>5:30-6:15pm</td>
<td>Community Based Learning</td>
<td>Lori Diprete Brown</td>
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<td>6:30-7:30pm</td>
<td>Exercise in community based research methods</td>
<td>Scott Mead</td>
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<td>Spring Break</td>
<td>March 31st –</td>
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<td>April 8th</td>
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<td>April 11th</td>
<td>5:30-6:15pm</td>
<td>Maternal &amp; Child Health</td>
<td>Claire Wendland</td>
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<td>6:30-7:30pm</td>
<td>Pharmacy &amp; Global Health</td>
<td>Trisha Seys Ranola</td>
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<td>April 18th</td>
<td>5:30-6:15pm</td>
<td>Vulnerable Populations</td>
<td>Karen Solheim</td>
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<td>6:30-7:30pm</td>
<td>TBD</td>
<td>John Ferrick James Ntambi</td>
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<td>April 25th</td>
<td>5:30-6:15pm</td>
<td>Human Resources in the Ugandan Health System (tentative)</td>
<td>Solomon Ondoma</td>
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Uganda Section Dates, Topics, Faculty, Objectives and Readings:

FEB 1, 6:30-7:30 PM: SECTION OVERVIEW, STUDENT AND INSTRUCTOR INTRODUCTIONS, INTRODUCTION TO UGANDA (MEAD)

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

Required Readings:


Optional Readings:

FEB 15, 5:30-6:30 PM: 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:
Optional Readings:

Uganda Poverty Reduction Strategic Plan

2010 Uganda Millennium Development Goal Report

**FEB 15, 6:30-7:30 PM: TRADITIONAL HEALERS AND COLONIALISM (KODESH):**

Objectives:

1. Review the role of traditional healers in the Ugandan health system, including the types of traditional healers and the reasons for their popularity among Ugandans
2. Understand the influence of colonial rule on traditional healers
3. Discuss how the presence of traditional healers in the Ugandan health system may influence your interactions in Uganda or Africa

Required Reading:

Langwick, S. Devils, Parasites and Fierce Needles: Healing and the Politics of Translation in Southern Tanzania

Optional Reading:


**FEB 29, 6:30-7:30 PM: EXPANDING HIV TREATMENT THROUGH MOBILE PHARMACY (SETHI):**

Objectives:

1. Understand the history of HIV/AIDS in Uganda and the ways in which the country has addressed the problem
2. Appreciate one researcher’s attempt to expand and improve HIV treatment through a mobile pharmacy project.

Required Reading:
Laurent, C. Scaling up HIV treatment in resource-limited countries: The challenge of staff shortages. Journal of Public Health Policy advance online publication, 24 February 2011

MARCH 7, 6:30-7:30 PM: TO BE DETERMINED (MEAD, NGOBI):

Objectives:
1. Understand the potential impact of microfinance initiatives on health and development
2. Hear the viewpoint of a Ugandan doctor who has worked to address poverty and other problems in her home country

Required Reading:


MARCH 21, 6:30-7:30 PM: GROUP PROJECT TIME

Objectives:
1. Review the expectations and format of the group project
2. Work in small groups towards deciding on a topic for your group project and dividing up responsibilities

MARCH 28, 6:30-7:30: EXERCISE IN COMMUNITY-BASED LEARNING

Objectives:
1. Become familiar with the concepts and methods of community-based learning through exercises based on the core lecture given prior to the section meeting

APRIL 18, 6:30-7:30: TBD (FERRICK, NTAMBI)

Objectives:
1. 

Required Readings:

APRIL 25, 5:30-6:30 PM: HUMAN RESOURCES FOR HEALTH IN LESS ECONOMICALLY DEVELOPED COUNTRIES (ONDONA):
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:


Optional Readings:


APRIL 25, 6:30-7:30 PM: 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

Required Reading:

Peace Corps Uganda Volunteer Living Conditions: http://www.peacecorpswiki.org/Living_conditions_and_volunteer_lifestyles_in_Uganda
Health and Disease in East Africa Course Syllabus; Spring 2011

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

Wagner, S. Preparing for study abroad, culture shock and guidelines for professional behavior. Approved by UW Center for Global Health Steering Committee 2009. PDF posted

MAY 2 AND 9, 5:30-7:30 PM: GROUP PROJECT PRESENTATIONS

Objectives:
1. Students will present their work on their group projects, followed by an opportunity for the class and instructors to discuss and ask questions
2. Make final plans and preparations for the field course experience

Key Resources (* recommended):

News Websites:
2) *All Africa News and Information Site - www.allAfrica.com
3) BBC News (Search Africa or Uganda) - http://news.bbc.co.uk/
4) Ugandan Daily Monitor Newspaper - http://www.monitor.co.ug/
5) Ugandan New Vision Newspaper Online (Government-owned newspaper) - http://www.newvision.co.ug/
6) PBS News Hour Online - http://www.pbs.org/newshour/world/

Background and Basic Information on Uganda Websites:
3) Uganda’s Ministry of Health Website - www.health.go.ug
4) Invisible Children - www.invisiblechildren.com/home.php
5) Makerere University (Uganda) - www.mak.ac.ug

**General Resources in Global Health:**

1) *Ebling Library: You can use the Global Health Portal (http://ebling.library.wisc.edu/portals/globalhealth/index.php) or contact Erika Sevetson (esevetson@library.wisc.edu) for further assistance

2) Centers for Disease Control and Prevention (CDC) - www.cdc.gov

3) *Disease Control Priorities Project - www.dcp2.org/pubs/DCP

4) National Center for Health Statistics (NCHS) - www.cdc.gov/nchs/

5) Partners in Health - www.pih.org/

6) UNAIDS - www.unaids.org/


8) United Nation’s Children Fund - www.unicef.org

9) World Health Organization (WHO) - www.who.int/en/

**Advocacy Websites**

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

2) Hope Institute of Uganda - http://www.hopeinstituteuganda.org/

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

4) Village Health Project - 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 to 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.