P650: Health and Disease in Uganda
Course Syllabus – Spring 2009
Tuesdays 5:30-7:30 pm,
January 20–May 5, 2009
Room 1309 Health Sciences Learning Center

Credits: 2

Prerequisites: Graduate and health professional students and upper level undergraduate students with consent of instructor.

Faculty:

Cynthia Haq, MD (leading semester course)
Professor of Family Medicine and Population Health Sciences
Office: 4235 Health Sciences Learning Center
Phone: 263-6546
Email: clhaq@wisc.edu
Office hours: by appointment

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

Georgiana Nazos, (course teaching assistant)
Uganda field course student ’08, social work graduate student
Email: nazos@wisc.edu
Office hours: by appointment

Linda Baumann, PhD, RN, FNP (leading interdisciplinary field course)
Professor of Nursing
Email: ljbauman@wisc.edu

Eva Vivian, DPH (leading pharmacy clinical elective)
Assistant Professor of Pharmacy
Email: emvivian@pharmacy.wisc.edu

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 nations with an emphasis on Uganda. The course will focus on nutritional disorders,
maternal and child health, and major infectious diseases. Faculty from medicine and public
health, nursing, history of medicine, anthropology, veterinary medicine, nutritional sciences,
political sciences, and from Uganda will teach in the course. The course will meet on Tuesday
evenings from 5:30-7:30 from January 20-May 5, 2009.

Distance education methods will be used to involve students from remote sites. Students will
have the opportunity to view lectures on the web, to participate in on-line discussions, and to join
the field course in Uganda.

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 approaches to maternal and child health, infectious diseases and nutritional
health in Uganda.
5. Prepare to participate in health care in Uganda or another developing country.

Teaching Methods:
Seminars will include didactic presentations and discussions led by UW course leaders, content
experts and visiting faculty. Students will participate in classroom and web based discussions
and will complete final paper.

Method of Evaluation:
The course will be graded on an A-F basis based on:

- 20% -- Attendance at lectures and participation in class based discussions.
- 30% -- Completion of weekly readings, web based discussions and reflection. Students
  will be expected to post responses each week to on-line discussions of questions triggered
  by lectures, class discussions and/or readings.
- 10%-- Completion of a critical summary of an optional reading or a new reading,
  including strengths, weaknesses and points of disagreement and post to the course web
  site (2 pages maximum) by the 8th class session (before spring break).
- 40% -- Final paper. This paper should be a critical analysis of a specific health problem
  raised in the course including proposed strategies to address the problem. The paper
  should be 5-6 pages and include references. Papers will be posted to the course web site,
  presented and discussed in the final class.

Spring 2009 Class Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenters</th>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td><strong>January 20</strong></td>
<td>Introductions; course overview; expectations Introduction to Uganda</td>
<td>Cindy Haq, MD, Family Medicine, Georgiana Nazos</td>
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<tr>
<td></td>
<td>Introduction to field course; requirements and selection</td>
<td>Tammy Gibbs, UW Study Abroad, Linda Baumann RN, Nursing, Eva Vivian PharmD, Pharmacy, Cindy Haq MD, Family Medicine</td>
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<td><strong>January 27</strong></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</td>
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<td><strong>February 3</strong></td>
<td>Global burden of diseases; Epidemiology of diseases in Uganda</td>
<td>Scott Mead MD, Medicine</td>
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<td>Ugandan health care system; Primary health care</td>
<td>Cindy Haq MD, Family Medicine</td>
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<td><strong>February 4</strong></td>
<td>Optional: UW SMPH Global Health Symposium</td>
<td>Keynote speaker: Tony Goldberg PhD, MS, DVM, Veterinary Medicine</td>
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<td><strong>February 10</strong></td>
<td>Civil war in northern Uganda and <em>The Invisible Children</em> Film and discussion</td>
<td>Florence Ebila MA, Makerere University, UW African Languages and Literature</td>
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<td><strong>February 17</strong></td>
<td>Women, Development, Politics and Health</td>
<td>Florence Ebila MA, Makerere University, UW African Languages and Literature</td>
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<td>Aili Tripp PhD, Political Science</td>
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<td><strong>February 24</strong></td>
<td>Environmental aspects of health in Uganda</td>
<td>Tony Goldberg PhD, MS, DVM, Veterinary Medicine</td>
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<td>Date</td>
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<td>March 3</td>
<td>Nutrition and malnutrition</td>
<td>Julie Thurlow DrPH Nutritional Science</td>
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<tr>
<td>March 10</td>
<td>Child health in developing countries</td>
<td>James Conway MD, Pediatrics</td>
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<td>March 17</td>
<td>Spring Break</td>
<td>No class</td>
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<td>March 24</td>
<td>Women’s Health and Reproductive Health</td>
<td>TBA</td>
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<td>March 31</td>
<td>HIV/AIDS in Uganda</td>
<td>Frank Graziano MD Infectious diseases</td>
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<td>Presentation by Peter Mugenyi MD, director of the Joint</td>
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<td>Clinical Research Center in Kampala, Uganda</td>
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<td>April 7*</td>
<td>HIV/AIDS in Uganda</td>
<td>Ajay Sethi PhD, MHS</td>
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<td>Presentation by Stephen Asiimwe Mb, ChB, MS, director of</td>
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<td>the Kabwohe Clinical Research Center in Uganda</td>
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<td>April 14*</td>
<td>Noncommunicable Diseases</td>
<td>Linda Baumann, PhD</td>
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<td>Palliative Care in Uganda</td>
<td>Jim Cleary MBBS</td>
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<td>April 21*</td>
<td>Malaria and Tuberculosis</td>
<td>Dennis Maki MD, Infectious Diseases</td>
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<td>April 28</td>
<td>TBD</td>
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<td>May 5</td>
<td>Human resources for health in less economically developed</td>
<td>Cindy Haq, MD</td>
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<td>countries Course wrap up</td>
<td>Scott Mead, MD</td>
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*Indicates classes that vary from normal schedule.

Class Dates, Topics, Faculty, Objectives and Readings

- **Jan 20:** Introductions, course overview; introduction to Uganda (Haq, others) Introduction to field course (Gibbs, Baumann, Vivian, Haq, others):

Objectives:

1. Meet classmates, review course structure and objectives
2. Review basic history and social issues of Uganda
3. Overview demography and epidemiology of diseases in Uganda
4. Share impressions of Uganda
5. Review structure and content of field course for students interested in applying:
   Deadline for field course applications ????????, selection by ??????.

Required Readings:


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


Optional Readings:


• **Jan 27: History of health and colonialism in Africa (Keller, Kodesh):**

**Objectives:**
1. Identify critical historical developments that shape current health issues in Africa and Uganda

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

**Optional Readings:**

• **Feb 3: Global burden of disease. Health systems; health organizations; primary health care, the health system of Uganda (Mead, Haq):**

**Objectives:**
1. Describe global health trends and challenges, review global burden of diseases, demographic and epidemiologic transitions
2. Review structure, functions and key components of health systems
3. Review Ugandan health system, financing and policies
4. Discuss Primary Health Care and challenges to achieving basic health care for all

**Required Readings:**
World Health Organization and UNICEF (1978) *Declaration of Alma Ata*

Lopez AD et al; Measuring the Global Burden of Disease and Risk Factors; Chapter 1, pages 1-13; in Global Burden of Disease and Risk Factors; Oxford University Press and the World Bank 2006.


**Optional Readings:**


- Feb 10: Civil War in Northern Uganda and The Invisible Children (film and discussion Ms. Florence Ebila):

Objectives:
1. Bring and share food
2. Review history of conflict in northern Uganda
3. Watch film and discuss reactions

Required Readings:


Optional Readings:
Aboke Girls (will scan and indicate chapters)

- IDP children article from the daily monitor


- Feb 17. Women, Development, Politics and Health (Ms. Ebila and Aili Tripp):

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

Required Readings:


- Feb. 24 Environmental Aspects of Health in Uganda (Naughton, Goldberg):

  Objective:
  1. 

  Required Reading:

  Optional Reading:

- March 3: 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:


- March 10: Child Health in Developing Countries (Conway):

  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:

Integrated Management of Childhood Illness (1999), World Health Organization, Dept of Child and Adolescent Health

Brenzel L, Wolfson L, Fox-Rushby J, Miller M, Halsey NA. Vaccine-Preventable Diseases; Chapter 20 in Disease Control Priorities in Developing Countries, 2nd edition, 2006

Progress for Children: A World Fit for Children Statistical Review; UNICEF; Dec 2007, Number 6

• March 17: Spring Break, NO CLASS

• March 24: 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:


• March 31: 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:

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


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 Readings:


- April 7: HIV/AIDS in Uganda (Sethi):

Objectives:
1.

Readings:

Review Mbuya Reach Out website at: http://www.reachoutmbuya.org/


Kirungi, F. Uganda beating back AIDS: leadership, education, and openness are keys to progress. Africa Recovery, 15(1-2), June 2001 Uganda beating back AIDS
• **April 14: Noncommunicable Disease and Palliative Care (Baumann, Cleary):**

**Objectives:**
1. 
2. 

**Required Readings:**

**Optional Readings:**

• **April 21: Malaria and Tuberculosis (Maki):**

**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:**


• **April 28: TBD**

**Objectives:**

**Required Reading:**

• **May 5: Human resources for health in less economically developed countries and course wrap-up (Haq/students):**

**Objectives:**
1. Discuss challenges related to improving health with limited human, physical and financial resources
2. Identify successful strategies in the context of limited resources
3. Review challenges and progress in improving health in Uganda
4. Reflect on class and implications for future careers
5. Share course feedback

**Required Reading:**


Garrett L. *The Challenge of Global Health; Foreign Affairs Jan/Feb 2007.*

**Optional Readings:**


**Questions for Reflection and Discussion:**

Despite the proven benefits of investing in health few countries have been able to provide comprehensive primary health care services to the entire population. What are the challenges that countries must address in order to provide such access? How are the challenges in Uganda similar to or different from those in the United States or Canada?

**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).