

Population Health Sciences 640

"Foundations in Global Health Practice"

Spring Semester, 2019

1 credit

Canvas URL: <https://canvas.wisc.edu/courses/141982>

Course designation and attributes: Graduate/Professional and Capstone Certificates in Global Health

Meeting Times and Location: The course will meet for in-person classes in Room 1309 Health Sciences Learning Center (HSLC) from 5:30-7:30pm on the following dates -

- February 6, 2019
- February 20, 2019
- March 6, 2019
- April 3, 2019
- April 17, 2019
- April 24, 2019

Instructional Mode: This is a blended learning course, with the majority of the content provided through asynchronous online delivery, along with six in-person class meetings.

How Credit Hours Are Met by the Course: This course utilizes the UW-Madison 45-hours per credit rule. It is estimated that the 12 online modules and associated assignments will, on average, take approximately 3 hours to complete (36 hours), plus the class will meet in-person for a total of 12 hours across six dates, thus totaling to 48 hours, consistent with one credit equaling approximately 45 hours of learning activities.

Course Instructors

Christopher W. Olsen, DVM PhD

- Professor Emeritus (Public Health), School of Veterinary Medicine
- Affiliate Faculty Member, Department of Population Health Sciences; Director of the Graduate/Professional and Capstone Certificates in Global Health, Office of Global Health, School of Medicine and Public Health
- Associate Director, UW-Madison Global Health Institute

Office: 1191F Health Sciences Learning Center

Email: chris.olsen@wisc.edu

Nichelle Cobb, PhD

- Director of the Health Sciences Institutional Review Boards, University of Wisconsin-Madison
- Director of Regulatory Operations for SMART IRB, National Institutes of Health

Office: Suite105, 800 University Bay Drive

Email: nlc@medicine.wisc.edu

James Conway, MD

- Professor of Pediatrics, Pediatric Infectious Diseases Fellowship Program Director, and Director of the Office of Global Health, School of Medicine and Public Health
- Associate Director, UW-Madison Global Health Institute

Office: 1191E Health Sciences Learning Center

Email: jhconway@wisc.edu

Kayla Behnke

- Course Assistant

Email: globalhealth@ghi.wisc.edu

(The online course video lectures were recorded by and are used with permission of **Lori DiPrete Brown**, MSPH, MTS ; Distinguished Faculty Associate, School of Medicine and Public Health; Associate Director of the UW-Madison Global Health Institute; Director of the 4W Program)

Course Description and Prerequisites

- Foundations for Global Health Practice is designed to prepare health professional students and graduate students in health-related fields for undertaking global health engagement through an independent field experience.
- This course presumes some background and understanding of global health and addresses key topics at a graduate level.
- Success in the course requires completion of individualized learning activities and assignments that walk students through critical steps needed to prepare for a global health field experience.
- Key activities will include, but are not limited to, online learning modules, online and in-person discussions, preparation of a country profile for the country (or region) in which an independent field experience will take place, and preparation of a comprehensive field experience proposal.

This course is open by instructor permission 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 for an independent field experience may be permitted on a space available basis. Students are encouraged to wait to take PHS 640 until they have sufficient topical and

geographic focus that they are ready to engage in planning and research for an independent field experience.

To request permission to register for the course, students send a description of the intended field experience, specifying the field of study, geographic and topical focus, the in-country partner organization that is being considered and the name and contact information of the student's faculty/staff mentor (a UW-affiliated faculty or staff member who has site and topic specific expertise). If all this information is not available prior to enrollment, students should provide as much as possible.

Course Learning Objectives

After completion of this course, students should be able to:

- Define global health and describe why interdisciplinary approaches are valuable; define one current global health issue and describe how at least four different disciplines could contribute to advancements in that area;
- Apply the global health certificate and PHS640 learning objectives to plans for a proposed field project;
- Describe best practices for partnerships in global health, including examples of at least three "dos" and three "don'ts;"
- Demonstrate the ability to integrate information from multiple perspectives into an assessment of a country/location's health status (such as: history, politics, culture, societal structure, economics, environmental sciences, health care system(s), health databases, disease epidemiology, human rights, human subjects protections);
- Demonstrate the ability to identify a counterpart organization that is a good match to the proposed field project's goals and values;
- Develop a project work plan with clear goals and objectives that is realistic and of mutual benefit to both the student and his/her counterpart organization;
- Locate at least two sources of information on international travel safety and health concerns for the chosen field work country, and translate those into plans and procedures to maximize safety;
- Explain the concept of "health in all policies" and how this might apply to a proposed field project;
- Explain the principles of "community based participatory research (CBPR)" and how these could be used in a proposed field experience.

Course Organization, Assignments, and Grading

General format: This is a blended learning course, with the majority of the content provided through asynchronous online delivery, along with 12 hours of in-person class meetings. Students will progress through 12 required modules designed to enhance one's global health knowledge and facilitate planning an independent field experience. Modules will typically include recorded lectures and assigned readings and/or videos that highlight the key important facts and concepts one must master to be a competent global health practitioner. It is recommended that, for continuity, students access the course website at least twice a week to keep up with course activities, announcements, discussions, etc. Each

module includes assignments (in many cases including online discussions) that allow students to engage with the module content and use the described concepts and skills. These assignments should be completed prior to moving to the next module.

Graded assignments: Student grades will be based on the following:

- Completion of the 12 online learning modules, including module-specific assignments (5 points each x 11 modules [module 12 is the presentation – see below] = 55 total points)
 - Four points will be awarded for modules that are completed after the listed due date, but before May 1.
 - No points will be awarded for modules that are not completed by May 1.
- Preparation of a country profile (using the template provided online) for the student's chosen field experience country (or region) and submission by the listed due date (up to 10 points)
- Preparation of a detailed independent field experience proposal, incorporating each of the required elements as outlined in the assignment instructions online and submission by the listed due date (up to 12 points)
- Preparation and delivery of a "Ted-style" talk (5 slides, 10 minutes) summarizing the student's fieldwork plans. This presentation should focus on presenting what one plans to do, rather than solely on general information about the country (up to 10 points).
 - Being able to create and deliver 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. Students will present the flash talks during the final session of the class. *The maximum of 5 slides and 10 minutes will be strictly enforced.*
- In-class attendance and participation (up to 12 points)
 - The success of the course will depend upon our shared responsibility to develop an active and respectful intellectual exchange. You are expected to come to class fully prepared to engage in collegial discussion. You are also expected to provide attention and respect to peer comments and lecture presentations.
 - One excused absence (speak with Dr. Olsen as far ahead of the class as possible, ideally at least one week) is permitted during the course, with an option to make-up those attendance and participation points – Dr. Olsen will determine a suitable assignment based on the nature of the class missed. Absence from the student presentation class meetings cannot be made up.
 - Students with unexcused absences will not will not have the opportunity to make-up attendance/participation points for the class session..
 - Class participation points will be assigned based on the following "*Evaluating Participation Guidelines.*"

Evaluating Participation Guidelines*

- **Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished. Good contributors will receive 2 points for the class.

- **Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. Adequate contributors will receive 1.5 points for the class.
- **Non-Participant:** This person says little or nothing in class. Non-participants will receive 1 point for attending the class.
(Adapted from Adam Nelson and Walter Stern and the UW-Madison Writing Across the Curriculum website authored by Professor Virginia Sapiro.)*
- Attendance at the UW-Madison Global Health Institute Annual Symposium, April 16, 2019, 4:30pm, HSLC (1 point). A sign-in sheet will be available at the symposium.

Total points for the course = 100 points.

Grading scale:

Points earned Letter grade

92 - 100	A
87-91.9	AB
82-86.9	B
77-81.9	BC
70-76.9	C
65-69.9	D
0-64.9	F

Course Schedule

Students are expected to work through all of the online modules in the course throughout the semester. The schedule below describes what will be done during in-person class sessions and due dates for assignments and completion of the modules.

Modules	To be completed before the in-person class session	Activities during the in-person class session	Semester-long assignments
Session 1: FEBRUARY 6			
Module 1 <ul style="list-style-type: none"> • What is global health? 	- Review the syllabus and identify questions - Become familiar with the course Canvas site - Complete module 1	- Introductions - Syllabus review and course overview - General discussion of field experiences...hopes, dreams, concerns	

Session 2: FEBRUARY 20			
Modules 2 and 3: <ul style="list-style-type: none"> • Concepts and frameworks for global health • Country profiles 	- Complete modules 2 and 3	- Human subjects and IRB overview (Cobb) - Open discussion as time permits regarding field experience plans	- On-going work on country profile
Session 3: MARCH 6			
Modules 4, 5, and 6: <ul style="list-style-type: none"> • Using the global burden of disease study • Global health engagement • Partnership principles 	- Complete modules 4-6	- Overview of global health and travel safety issues and prevention strategies (Conway) - Open discussion as time permits regarding field experience plans	* Country profile due - On-going work on field experience proposal and presentation
Session 4: April 3			
Modules 7, 8, and 9: <ul style="list-style-type: none"> • Partner organization selection • Systems and organizations • Socioecological model 	- Complete modules 7, 8, and 9	- Global health ethics case studies and discussion (Olsen) - Open discussion as time permits regarding field experience plans	- On-going work on field experience proposal and presentation
April 16, 4:30pm, Global Health Institute Annual Symposium, HSLC			
Session 5: April 17			
Modules 10, 11, and 12: <ul style="list-style-type: none"> • Global health policies and the post-2015 agenda • Community-based participatory research • Presentations 	- Complete modules 10-12	- Student presentations	- On-going work on field experience proposal

Session 6: APRIL 24			
		- Student presentations	- On-going work on field experience proposal
PLEASE NOTE: final field experience proposals are due May 1, 2019			

Technology

Students will be expected to have access to the internet through this course, as there are weekly assignments/discussions. Please see the [Learn@UW overview page](#) to ensure your computer has all the recommended software and browsers to be successful in this course. (Note: Although this system check resource was originally created for use with Desire2Learn, which is another learning management system within Learn@UW, it is also reliable for use with Canvas.) Students will be required to upload assignments during this course. This will consist of written assignments, as well as a video/audio recording with associated slides. Please be aware of this and start making arrangements if you do not currently have access to a camera or a microphone. High quality equipment is not necessary - using a standard computer microphone and/or camera is acceptable.

Instructor Profiles

Christopher W. Olsen is Professor Emeritus of Public Health in the Department of Pathobiological Sciences at the School of Veterinary Medicine; affiliate faculty member in the Department of Population Health Sciences and Director of the Graduate/Professional and Capstone Certificates in Global Health in the School of Medicine and Public Health; and, Associate Director of the Global Health Institute at the University of Wisconsin-Madison. He was part of the team that initially created the UW-Madison International Health Advisory Committee, which transformed into the Center for Global Health and ultimately today's GHI. He has also been affiliated with the Master of Public Health (MPH) degree program since its inception, serving in various teaching and committee roles. He is currently a member of the MPH Program Steering Committee, as well as the UW-Madison Wisconsin Without Borders Advisory Committee, the Journal of Veterinary Medical Education Editorial Board, and the American Veterinary Medical Association Council on Public Health and Regulatory Veterinary Medicine.

Dr. Olsen received his DVM and PhD degrees from Cornell University and completed a post-doctoral fellowship at the UW-Madison. In addition to his research and teaching roles, he has served in several administrative positions. From 2007-2012 he was Associate Dean for Academic Affairs in the School of Veterinary Medicine, from September 2012 through June 2014 he served as Interim Vice Provost for Teaching and Learning for the UW-Madison, and from 2014-2015 he was Acting Director of the GHI.

Dr. Olsen's research focused on public health aspects of influenza in animals and the viral and host factors that control transmission of influenza viruses among people and animals. More generally, he has strong educational interests in zoonotic infectious diseases, in building bridges between the veterinary medical and human medical

professions, and in promoting a cross-disciplinary One Health approach for global and public health. His research career has involved collaborations in multiple countries; he has also conducted global health education programs in Ecuador, Thailand, Ghana, and Sierra Leone; and, his work has included engagement with organizations such as the WHO, the CDC, the Institute of Medicine, the American and Wisconsin Veterinary Medical Associations, and various animal health and biopharma organizations. He is also the recipient of several faculty honors including the School of Veterinary Medicine's Norden Distinguished Teacher Award and Walter F. Renk Distinguished Professor Award, and election to the University of Wisconsin-Madison Teaching Academy.

Nichelle Cobb is the Director of the Health Sciences Institutional Review Boards at the University of Wisconsin-Madison and has worked with IRBs since 1999. She obtained her PhD in biological anthropology with a focus on behavioral development in juvenile non-human primates. In addition to her duties as an IRB Director, Nichelle acts as the Director of Regulatory Operations for SMART IRB, a project sponsored by the National Institutes of Health to promote streamlining regulatory processes for researchers through single IRB oversight of human subjects research. Nichelle also acts as a site visitor for a voluntary accreditation group, Accreditation of Human Research Protection Programs (AAHRPP), which helps ensure institutions have robust policies, processes and infrastructure to protect human subjects.

James H. Conway is a Professor of Pediatrics, Pediatric Infectious Diseases Fellowship Program Director, and serves as the Director of the Office of Global Health at the University of Wisconsin-Madison School of Medicine & Public Health, as well as Associate Director for the UW-Madison Global Health Institute. He is responsible for coordinating global health educational programs involving health professional students at UW-Madison, and oversight of international programs in the UW School of Medicine & Public Health.

Dr. Conway is actively involved in projects helping improve immunization coverage in the US and abroad. He is the Global Immunization Sustainability Advisor for a collaboration between the American Academy of Pediatrics and the Centers for Disease Control, working with 9 national pediatrics professional organizations in vaccine advocacy activities. He is a Fellow of the American Academy of Pediatrics, and received an AAP Special Achievement Award in 2009 for his immunization projects.

University and Course Policies

The University of Wisconsin - Madison is dedicated to a safe, supportive and non-discriminatory learning environment.

Expectations for professional, academic, and non-academic misconduct for this course and the graduate/professional and capstone certificates in global health more generally, as well as processes related to resolution of grievances, appeals, and crime reporting, are outlined in detail in the global health certificate student handbook. This information is also available on the GHI website - see: <http://ghi.wisc.edu/conduct-expectations/>, <http://ghi.wisc.edu/education/professional-graduate-and-capstone/resolution-of->

[grievances-and-appeals-process/](#), and <http://ghi.wisc.edu/education/professional-graduate-and-capstone/reporting-misconduct-and-crime/>.

For information regarding the UW-Madison's [Responsible Use of Information Technology Policy](#), please see: <https://it.wisc.edu/about/office-of-the-cio/it-policies/>.

Attendance Policy

In-class attendance and participation and online participation are expected and a part of the course grade. Students are responsible for all information presented in the required online learning activities and during lectures. *If students need to miss an in-person class, they should contact Dr. Olsen as far ahead as possible. Potentially valid reasons to miss class include debilitating personal illness, serious family emergency, observance of religious holidays, scholarly activities (e.g., participation at scientific meetings), or other exceptional circumstances. All decisions regarding make-up or credit for missed classes will be made on a case-by-case basis. Only one excused absence with the potential to make-up the class points will be allowed during the course.*

Class Meeting Cancellation Notices

Occasionally, severe weather, instructor illness, or other circumstances may require cancellation of a class meeting. If this happens, 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 SMPH is committed to creating a dynamic, diverse and welcoming learning environment for all students and has a non-discrimination policy (<https://uwmadison.app.box.com/s/dd0kz4bt5qiiy0yxo2a4tfj8335dbmyy>) 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.

Disability Reasonable Accommodations

Students with a recognized disability and accommodation plan should contact Dr. Olsen at the start of the course to set up a meeting to discuss accommodations.

Our Commitment to Equal Access to Learning and Evaluation Opportunities

The University of Wisconsin School of Medicine and Public Health (UW SMPH) is committed to providing equal access to learning and evaluation opportunities and provides a confidential process for students with documented needs. To ensure access to this class, and your program, please note the following services:

Disability Services: Contact McBurney Disability Resource Center at 608-263-2741; be sure to indicate that you are a medical student. You may also contact our Director of Technical Standards at 608-265-9666 or via email at TSAAC@med.wisc.edu. You

can also find information regarding the process for requesting disability services in OASIS Notices>General Information>Disability & Title IX Services Information.

Temporary Disabilities: Contact our Director of Technical Standards at 608-265-9666 or via email at TSAAC@med.wisc.edu. You can also find information regarding the process for requesting temporary accommodation services in OASIS Notices>General Information>Disability & Title IX Services Information.

Title IX Rights: [Title IX](#) provides protection against discrimination on the basis of sex in any educational program or activity. If you are pregnant or need to access a lactation room, you may be eligible for accommodations under Title IX. Contact our Director of Technical Standards at 608-265-9666 or via email at TSAAC@med.wisc.edu if you require Title IX protections. You can also find information regarding the process for requesting Title IX services in OASIS Notices>General Information>Disability & Title IX Services Information.

Please note that being a pregnant woman or a nursing mother are not considered disabling conditions. However, medical complications arising from pregnancy may qualify you for disability services under the Americans with Disabilities Act. If you have questions about this, contact the Director of Technical Standards.

Additional Information: Accommodations are not retroactive, nor do they alter or waive an essential part of any course, program, or degree. Receiving reasonable accommodations is not a guarantee of academic success. Accommodations are in place for the purpose of providing equal access and opportunity to meet the technical standards set forth by SMPH.

Civility

Members of the University of Wisconsin-Madison community are expected to interact with each other with respect and consideration. Civility is expected in this course to promote mutual respect and orderly conduct among the faculty, teaching assistants, and students. This expectation is not intended to deprive any person of his or her right to freedom of expression. Rather, it is promulgated to maintain a safe, harassment-free workplace and learning environment for the faculty, teaching assistants and students. Positive communication is encouraged and volatile, hostile, or aggressive actions and language will not be tolerated. If this expectation is violated, the individual is subject to removal from the class and possibly the course in its entirety. In addition, the proper individuals at the course, school, and university levels will be notified of such behavior and further action may be taken if necessary.

FERPA

Access to student academic records is governed by the Family Education Rights and Privacy Act (FERPA).

Consistent with FERPA, students have the following rights:

- The right to inspect and review their records
- The right to seek to have their records amended or corrected
- The right to control disclosure of certain portions of their records
- The right to file a complaint with the U.S. Department of Education

Students have real-time access to their academic records via the student information and learning management systems, i.e. OASIS, SIS, and Canvas.

Under FERPA, faculty and staff access to records is limited to only those with a legitimate educational need to know.

- Faculty of record and instructional staff are granted access to student records systems and instructional technologies for their course records only.
 - Functionally, this restriction limits faculty access only to records in their course. Academic performance is not “forward fed” from one course to the next. Faculty and staff acting as advisors may review the totality of a student’s academic record but are encouraged to be transparent when doing so.
- The Registrar or their designee grants faculty and staff access to records, which is commensurate with their educational role and need to know.
 - Ability to access to records within student information and educational technology systems is limited by both user roles and training. The Registrar or designee reviews and approves requests for access outside the normal scope of a faculty or staff member’s educational role.

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“Academic integrity is a commitment, even in the face of adversity. The purpose of education is learning, not grades; there are short-cuts to grades, but not to learning. If you are tempted to cheat, you should question why you are here.”

Dean Yolanda Garza, UW-Madison Division of Student Life/Judicial Affairs