

## **Foundations for Global Health Practice Population Health Sciences 640, Fall 2009**

**Mondays, 5:30-7:30, HSLC 1222**

**Dates: September 21, October 5 and 19, November 2 and 15 and 30, December 14**

**Course Description:** Foundations for Global Health Practice is a 1-credit interdisciplinary course designed to prepare health professional students and graduate students in the health sciences for specific global health field experiences. The course assumes general background and understanding of global health topics, and focuses on individualized readings and assignments, which, taken together, walk the students through the critical steps needed to prepare for a global health field experience.

### **Course Objectives:**

1. To review general precepts of global health with an emphasis on public health and interdisciplinary approaches.
2. To prepare students to use data from inter-disciplinary sources, including quantitative and qualitative data, to gain an understanding of their health, as well as a broad understanding of the socio-cultural context in which the project takes place.
3. To enable students to plan, implement and evaluate their global health field experience. Topics to include identifying a counterpart organization that is a good match with the students goals and values, developing a scope of work that is of mutual benefit to the student and the counterpart organization, considering how and guidelines for safe and responsible travel.
4. To consider field experience plans in light of overall global health initiatives, the right to health as articulated in primary source human rights document, and related movements for development and social change.
5. To improve field work plans through attention to skills in interpersonal communications across cultures, community participation, and effective principles of partnership with host country organizations.

The course includes 7 classroom sessions during the semester. Sessions combine lecture, discussion and group work, occasional guest lectures based on student areas of interest, and student presentations and feedback. Classroom-based learning is supported by online readings and resources and complemented by web-based interaction on learn@UW. The course is open to graduate students, health professional students, special students who are candidates for the Certificate in Global Health, and others by consent of the instructor. Other special students and undergraduates will be permitted with permission of the instructor on a space available basis.

**Instructor:** Lori DiPrete Brown, MSPH, Assistant Director, Center for Global Health  
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**Background Text:** Skolnik, Richard. *Essentials of Global Health*, Health and Human Rights, Basic International Documents, Second Edition. Edited by Stephen P. Marks. Basic Texts on the Right to Health, pp. 80-106.

**Course Readings:** All required and optional readings are available on-line at **learn@UW** or are available via an internet link as noted.

### **Grading and Assignments:**

Students will be graded on class participation and completion of the following assignments. Course assignments build on each other so that, taken together, they form a core of background documents that function as a “briefing book” for the student’s particular field assignment. Each assignment will be graded on the point system below. “Participation” points will be based on participation in the group sessions and any on-line discussions associated with the course.

<u>Points</u>	<u>Assignment Number and Title</u>
10	1- Personal Statement (e-mail to instructor before 1 <sup>st</sup> class)
20	2- Partner Organization Profile (class 3)
20	3- Query Letter or Advocacy Letter (class 5)
30	4- Geo-Journal and Project Plan/Scope of Work (final class)
20	Class Participation

100 points

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. All assignments should be posted in the submitted to the lead faculty in the drop box at learn@UW. They should also be posted in the discussion boards for peer review and comment by other students. Please include name, e-mail and assignment title on all submissions.

### **Class 1: Introduction to Foundations in Global health Practice**

#### **Objectives:**

- To review various definitions of international medicine and international public health
- To review history of international health
- To consider current global health challenges
- To introduce student project and begin the process of building a community for joint learning

#### **Readings:**

Beaglehole R, and Ruth Bonita, Global Public Health: a scorecard. Lancet 2008; 372: 1988-96.

Koplan J, Bond C, Merson M et. Al. Towards a common definition of global health. Lancet 2009; 373:1993-1995.

Paul Basch, Textbook of International Health , Oxford University Press, 1999. Introduction, pp. 1-10.

*Are you Practicing Cultural Humility?- The Key to Success in Cultural Competence.* 2007.  
California Health Advocates, Newsletter.  
[www.cahealthadvocates.org/newsletter/2007/04/humility.html](http://www.cahealthadvocates.org/newsletter/2007/04/humility.html)

Optional Resources:

Review the Millennium Development Goals at [www.developmentgoals.org](http://www.developmentgoals.org) , and other sites noted in end of syllabus.

**Assignment 1-Personal Statement:** Write a 300-word statement about why you are interested in international health, and describe the field experience that you hope to carry out in the coming year. This can be thought of as a statement of your goals and objectives. Where do you plan to go? What health topic do you hope to address? What professional skills do you hope to develop? How do you expect this experience to affect you as a person? What impact do you think it have on your life and career? What aspect of this experience will be the most challenging for you? **Please e-mail to instructor (dipretebrown@wisc.edu before the first class). After you have been assigned to a small group at the first class, please post your revised personal statement in your assigned small group discussion boards at Learn@#UW.**

## **Class 2: Measurement of Health and Disease in Populations**

**Objectives:**

- To appreciate the importance of data in understanding health problems and the ability of health services to address them
- To be able to access epidemiological and health care service information related to the health of populations around the world, and to the study topic chosen
- To be able to use composite indicators of human development to understand how the country selected for study ranks and compares to other countries overall, as well as to countries with similar, culture, income levels, geography etc.
- Introduce assignments 2 (organizational profile), 3(query letter or advocacy letter) and 4, (Geo-journal and project plan)

**Readings:**

Skolnik, Chapter 2: Measure of Health and Disease in Populations, pp. 17-40.

Skolnik, Part III, The Burden of Disease, pp. 113-143 (Skim).

Murray, Christopher. 2007. Towards good practice for health statistics: lessons from the Millennium Development Goal health indicators. Lancet, 369; 862-873.

Ambuj S, Adil Najam. 1998. The human development index: a critical review. Ecological Economics 25: 249–264.

CSIS Commission on Smart Global Health Policy, Using Measurement to Drive Results: The Case for a New Strategic Measurement Framework. Center for Strategic and International Studies, July 2009.

Also, please review HDI Description posted on learn at UW. For more on the human development indices see <http://hdr.undp.org/en/statistics/indices/hdi/>.

### **Class 3: Culture and Health**

#### **Objectives:**

- To explore how anthropology and other social sciences can compliment epidemiology and the medical sciences to better understand and address health problems
- To integrate information from the social sciences into an overall understanding of the student's intended field experience.

#### **Readings:**

Skolnick, Chapter 6: Society, Culture and Health, pp. 97-110.

Singer M, and Baer, H. Why Have a Medical Anthropology? In Introducing Medical Anthropology: A Discipline in Action, pp. 1-34.

Hahn, Robert. 1995. Anthropology and Epidemiology: One Logic or Two? pp. 99-128 in Sickness and Health: an Anthropological Perspective. Yale University Press, New Haven.

Additional Required Reading: Please identify and review 2-3 articles about the topic and region that you have selected that address the topic from a social science (anthropology, sociology, psychology, etc.). Come to class prepared to summarize what you have learned for the class. Also, plan to include a brief written summary of these articles in your geo-journal. This individualized required reading is intended to complement general and primary source with review of studies and place-based examples.

### **Class 4: Global Partners: International Agencies Engaged in Global Health Work**

#### **Objectives:**

- To learn gain insight about how international agencies (bilateral, multi-lateral, PVO, NGO, etc.) differ in mission, scope and objectives
- To analyze the impacts of development organizations themselves on the health systems and populations they serve.

### **Readings:**

Skolnik, Chapter 15, *Working together to Improve Global Health*

Jeffrey Sachs, The End of Poverty. (read or skim) OR read Sachs, “Can Extreme Poverty be Eliminated, *Scientific American*, September 2005 (posted in learn@UW).

Easterly, W. 2006. The White Man’s Burden: Why the West’s Efforts to Aid the Rest Have Done so Much Ill and so Little Good, pp. 4-30, 239-265, 366-384.

Levine, R. 2007. Case Studies in Global Health: Millions Saved. Jones and Barlett. Introduction, pp. xxiii-xxxiv. Select 3 or of examples listed in the summary in the introduction and review the case descriptions in more detail (all are posted on Learn@UW). Prepare to discuss in class in light of the ideas and recommendations of Sachs and Easterly.

### **Class 5: Public Health and Human Rights: Synergies and Tensions**

#### **Objectives:**

- To understand how human rights are defined by law, and the ways in which this perspective can both reinforce and contradict principles of public health or personal ethics
- To provide an introduction to the ethical responsibilities and review processes necessary to carry out international research
- To be able to apply general precepts about rights to specific global health topics

#### **Readings:**

Skolnik. Chapter 4, Ethical and Human Rights Concerns in Global Health. P. 59-72.

Marks, Stephen P, ed. 2006. Health and Human Rights, Basic International Documents, Second Edition. Basic Texts on the Right to Health, pp. 80-106.

Mann, Jonathan, Sofia Gruskin, Michael Grodin, George Annas. 1999. Health and Human Rights: A Reader, Routledge. Human Rights and Public Health, pp. 5-36, and The Public Health Human Rights Dialogue 46-71, *Medicine and Public Health, Ethics and Human Rights*. pp.439-452.

Kass, N. 2001. *An Ethics Framework for Public Health*. American Journal of Public Health. Vol 91 non11, pp.1776-1782.

Review University of Wisconsin IRB guidelines application process at <http://info.gradsch.wisc.edu/research/compliance/humansubjects/tutorial/>.

Optional:

View February 2008 Center for Global Health Lecture on Health and Human Rights by Professor Stephen Marks of Harvard University's Center for Health and Human Rights. <http://videos.med.wisc.edu/videoInfo.php?videoid=2234>). This is also located at the CGH website under past events.

## **Class 6: International Partnerships and Participatory Approaches to Research and Action**

### **Objectives:**

- To explore how to work with counterparts and communities to develop a realistic and mutually beneficial scope of work for the global health field experiences
- To explore how participatory principles and methods might enhance student projects

### **Readings (to be posted on Learn@UW):**

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.

Kretzmann, John. Building Communities from the Inside Out, National Housing Institute. September/October 1995/. <http://www.nhi.org/online/issues/83/buildcomm.html>. Also, Kretzmann and John McKnight, pp. 1-11, from Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets, Evanston, IL: Institute for Policy Research (1993).

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

Tindana, P, Singh J, et.al. 2007. Grand Challenges in Health: Community Engagement in Research in Developing Countries, PLoS Medicine, v.4, issue 9, e273, pp. 1-9.

UW Center for Global Health Partnership Guidelines. Center for Global Health Annual Report 2009-2009. Attachment 3, pp 42-43.

Resources for Using Asset-Based Community Development Principles:

Carroll AM, Perez M., Toy P. *Performing a Community Assessment Curriculum*. Los Angeles: UCLA Center for Health Policy Research. Health DATA Program. September 2004. (also available in Spanish).

Barton, T. Borrini-Feyerabend, G., de Sherbinin, A. and P. Warren (1997). *Our People, Our Resources*, World Conservation Union. ICUN, Gland, Switzerland and Cambridge, UK. (Also available in French).

**Class 7:** Roundtable Review of Student Projects  
Health, Safety and Professionalism

Health and Safety Resources: Review country-specific health and safety information at the CDC and State Department websites. [www.cdc.gov/travel](http://www.cdc.gov/travel), <http://travel.state.gov/travel>, [www.traveldoctor.co.uk](http://www.traveldoctor.co.uk) , [www.tripprep.com/scripts/main/default.asp](http://www.tripprep.com/scripts/main/default.asp). Other useful sites include [www.who.int/ith/en](http://www.who.int/ith/en), <http://www.globaled.us/peacecorps/index.html>.

UW professionalism guidelines to be handed out in class.

## RESOURCES:

### **Ebling Library Global Health Portal**

<http://ebling.library.wisc.edu/portals/globalhealth/index.cfm> , for more information contact Erika Severson at [esevetson@library.wisc.edu](mailto:esevetson@library.wisc.edu), 262-9506.

If your field work involves research on human subjects you will need IRB approval to do the work. IRB guidelines application process at <http://info.gradsch.wisc.edu/research/compliance/humansubjects/tutorial/>.

The **Global Health Education Consortium** has a rich website with educational resources, specific advice about international travel, and ideas about sites. The site includes a comprehensive annotated bibliography and an annotated list of global health websites. [http://www.globalhealth-ec.org/GHEC/Resources/QAGuidance\\_resources.htm](http://www.globalhealth-ec.org/GHEC/Resources/QAGuidance_resources.htm)

**Global Health Council**. Very informative website that posts many job opportunities and publishes an excellent global health news summary weekly for its listserv members. (subscription is free). [www.globalhealthcouncil.org](http://www.globalhealthcouncil.org)

The **American Medical Student Association (AMSA)** Global Health Action Committee aims to educate, empower and promote action on global health issues. Extensive information about how to prepare for a clerkship, and a data-base of possible sites for Global health experiences can be found at [www.amsa.org/global/ih/ihopps.cfm](http://www.amsa.org/global/ih/ihopps.cfm) .

The **International Council of Nurses** [www.icn.ch](http://www.icn.ch).

**National Institutes of Health** [www.nih.gov](http://www.nih.gov)

**UNICEF** [www.unicef.org](http://www.unicef.org)

**WHO** [www.who.int](http://www.who.int)

US Agency for International Development [www.usaid.gov](http://www.usaid.gov)

Please see the Center for Global Health Website [www.pophealth.wisc.edu/gh](http://www.pophealth.wisc.edu/gh) for more links. In addition to a list of resources related to field work and informative websites, the site holds a Global Health Bibliography and many global health presentations from our annual Lecture Series and Symposium are available for viewing (see Past Events). Global Health Faculty and their research and publications are also featured on this site.