

PubH 6299
**Public Health is a Team Sport:
The Power of Collaboration**

Credits: 1.5
Meeting Time: May 30, 2009 1pm – 8pm **and**
May 31, 2009 1pm – 6pm
Meeting Place: May 30 Coffman Union – Mississippi Room
May 31 Moos Tower Room 2-520
Instructor: James Hart, MD
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I. Course Description:

Public health practitioners are at the crossroads of the science and art of public health as they seek to improve the health of the public. This course is designed to demonstrate how innovative public health strategies can impact the health of populations utilizing collaborative, interdisciplinary approaches to change. This course is designed to be valuable for public health students at all levels of experience.

II. Prerequisites

Students must be enrolled in a Master of Public Health degree program in the Public Health Practice major or the Executive Program in Maternal/Child Health in the School of Public Health, University of Minnesota.

III. Learning Objectives

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

1. Recognize that interdisciplinary, collaborative approaches can be used to address public health issues.
2. Distinguish between individual treatment approaches and population-based prevention approaches to health problems.
3. Create an interdisciplinary approach to addressing public health problems by understanding the knowledge, skills, attitudes and leadership needed to address complex issues.
4. Apply knowledge about the expertise of selected public health disciplines to a case study to craft appropriate interventions.

IV. Methods of Instruction

It is expected that each student will come having completed required pre-course readings and activities and be prepared to share their reflection on these items. While there will be some didactic material, a significant amount of the learning is dependent on the full participation of everyone in discussions and group activities. All parts of the class are considered mandatory in terms of attendance, including the Saturday evening dinner.

V. Requirements, Evaluation and Grading

The grading basis for the class is Satisfactory/Non-satisfactory only. To achieve a grade of “S”, the student must complete the pre-course assignments, actively participate in all class activities and submit a required final paper. Details on the paper are found below:

1. Pre-course assignment: Contribution to final “S” or “U” grade: 1/3
Students will complete the “What is Public Health” online module before coming to the course. This module provides a broad overview of public health – what it is, its origins, and evolution and how it is structured in the United States. Please complete the module, the post-test, and print out a certificate and submit to the course instructor. This online module can be found at: <http://cpheo.sph.umn.edu/mclph/course/wiph.html>

Some of this material may be redundant for some students, but it is important for the purposes of collaboration that all students come to the course with a certain familiarity with the principles of public health practice. This module also gives the students a common language in which to communicate with their public health colleagues.

2. Participation in Class Discussion and Activities (including discussion on book selection and article – see below): Contribution to final “S” or “U” grade: 1/3

3. Post-course assignment. Final Paper: Due by Tuesday, June 16, 2009.
Contribution to final “S” or “U” grade: 1/3

It is fine to send it electronically (hartx013@umn.edu) or by mail (Mayo C-396).

The paper should be three pages in length (double-spaced) and can take **one** of three forms:

- 1) Personal reflections during the course which might include collaboration with other professions, the scope and breadth of public health, the diversity of public health, new insights or revelations, personal mission and goals and dreams, or the use of your imagination in your work. This should draw from the online course, your readings, the cases, and discussions.

- 2) A report on your book reading. This should draw on the book discussions and questions and include examples of collaboration in the book.
- 3) A report on the case discussion. This should draw on the case discussions and questions and include the use of collaboration in the case.

You should think of this paper as something you will file away and use as a source of focus and strength in times of reflection in the future.

VI. Course Readings - Book Selection and article

A. Prior to the class, select one of these books and email your choice to Anne Ehrenberg at aehren@umn.edu. This reading assignment will be used during a class time activity, and so the number of persons who will be able to read a given book will be limited. You will have the best chance of reading your preferred book if you make your selection early. Anne will respond to you and either OK your choice or ask you to select another book if all the “slots” for your preferred book are taken. Do not purchase your book and begin to read until you receive a message that your choice is OK.

1. Random Family : love, drugs, trouble, and coming of age in the Bronx. Author: Adrian Nicole LeBlanc, published 2003, Scribner.
2. Guns, Germs, and Steel. The Fate of Human Societies. Author: Jared Diamond, published 1999, WW Norton & Co, NY.
3. Mama Might Be Better Off Dead: The Failure of Health Care in Urban America. Author: Laurie Kaye Abraham, published 1993, U of Chicago Press, Chicago.
4. Mountains Beyond Mountains: The Quest of Dr. Paul Farmer. A Man who Would Cure the World. Author: Tracy Kidder, published 2003, Random House.
5. The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures. Author: Annie Fadiman, published 1997, Farrar, Straus and Giroux, New York.
6. Three Cups of Tea: One Man’s Mission to Promote Peace... One School at a Time. Authors: Mortenson, Greg and Relin, David Oliver, published 2007, Penguin Books.
7. When Smoke Ran Like Water: Tales of Environmental Deception and the Battle Against Pollution. Author: Devra Davis, Foreword by Mitchell Gaynor, published 2003, Basic Books.

B. Read Gardner, D (January 31, 2005)"Ten Lessons in Collaboration" Online Journal of Issues in Nursing. Vol #10, Manuscript1. Available online at:

http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Volume102005/No1Jan05/tpc26_116008.aspx

VII. Scholastic Dishonesty and Plagiarism

Students are responsible for knowing the University of Minnesota, Board of Regents' policy on student conduct and scholastic dishonesty:

<http://www1.umn.edu/regents/policies/academic/StudentConductCode.pdf>.

Scholastic dishonesty is defined in the policy and will be reported to the Office of Student Judicial Affairs: <http://www.sja.umn.edu/> and will result in a grade of "F" or "N" for the entire course.

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/>.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources".

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

If you have any questions, consult the instructor.

VIII. Course Withdrawal

School of Public Health students may withdraw from this course **through Saturday May 30, 2009** without permission. No "W" will appear on the transcript. After that date, students may not withdraw from the course without scholastic committee approval.

IX. Course Schedule – subject to change

Saturday, May 30 – 1 PM to 8 PM

Sunday, May 31– 1 PM to 6 PM

The final agenda will be sent out one week before the course.

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).”

Additional Information

Book Exercise: Day One

Students move into groups of 5-6 persons who have read the same book and find a space (inside or outside) to have a conversation about the book. The following questions may be used to at least start to guide the conversation.

Questions for the groups:

1. How does the story illustrate the values and beliefs of the main characters, and how did these things shape their actions and choices?
2. What assumptions do you think you may have had about persons in these roles, cultures, occupations or situations? Were your assumptions true? Would you have understood their actions and choices differently if your assumptions were not true?
3. What issues in the story do you identify as public health issues? Why?
4. How did the choices persons (characters in the book and/or public health professionals) made impact the health of others?
5. Are there any events or situations in present day/at this time that present similar challenges?
6. How could this story inform the actions of public health professionals now?
7. Did public health professionals successfully collaborate to address the situation? What facilitated their collaboration? Who provided leadership?
8. If they didn't successfully collaborate, what were the barriers and how could they have been addressed?