

**PubH 6131**  
**Working in Global Health**  
**Spring 2016**

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<b>Credits:</b>	<b>2</b>
<b>Meeting Days:</b>	<b>Wednesday</b>
<b>Meeting Time:</b>	<b>6-8:30PM</b>
<b>Meeting Place:</b>	<b>Mayo A-110</b>
<b>Instructor:</b>	<b>Karin Hamilton, DVM, MPH, DACVPM</b>
<b>Office Address:</b>	<b>385N Animal Science Vet Med, St. Paul Campus</b> (I am often on the East Bank campus and can meet there for scheduled appointments as well.)
<b>Office Phone:</b>	<b>612-625-8762</b>
<b>E-mail:</b>	<b>khamilton@umn.edu</b> (Email is the best method of communication with me.)
<b>Office Hours:</b>	<b>By appointment.</b> Please see me if you are having a problem with some aspect of the course, but also keep in mind that office hours (appointments) are not only a time to address problems. I love working in the global health field and enjoy teaching and talking about it. I'd be happy to talk with you about your areas of interest.

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**I. Course Description**

This course is meant to help graduate students who plan to work in global health, broadly defined (abroad, locally with international populations, etc), to learn and practice the needed management, cultural, communication, and leadership skills.

The course will address:

- Global health in context: historical and cultural influences, contemporary issues, working across cultures
- Organizational skills: project development, management, systems thinking
- Professional skills: collaborative leadership, networking, communication strategies
- Intervention skills: monitoring and evaluation, qualitative research, and community engagement

**II. Course Prerequisites**

Graduate Student or Instructor Consent

### III. Course Goals and Objectives

Students will learn and practice a range of skills useful to working in global health and be able to:

- Understand the historical and cultural influences of global health
- Understand the roles, strengths, challenges of and collaboration between the Intergovernmental Organizations involved in global health
- Demonstrate relevant skills including time management, project planning, budgeting, and grant-writing
- Apply systems thinking to complex global health challenges
- Select and effectively integrate communication and leadership styles into practice, appropriate to the cultural contexts in which they work
- Describe your own culture and preferred leadership and communication styles
- Demonstrate cultural humility when approaching complex global health challenges
- Demonstrate the drive to truly understand a person or community's values, wants, and needs as related to health
- Use systems thinking, critical thinking, and problem solving techniques to seek the root cause(s) when approaching complex global health challenges

### IV. Methods of Instruction and Work Expectations

This class will focus on practical skills used in global health. Therefore, full participation and engagement is essential. It is expected that students will complete the preparatory work before coming to class so that class time will be used effectively to discuss, clarify, and practice skills. Your diversity of experiences, backgrounds, majors, and perspectives will greatly enhance the discussions and activities while practicing these skills. As adults have numerous ways of learning, I will use a variety of activities and assignments to involve those different learning preferences.

### V. Course Text and Readings

- 1) Digital Course Pack required for purchase through the University E-Reserves System.
- 2) Online readings as indicated on Moodle.

### VI. Course Outline/Weekly Schedule

Date	Topics
<b>Wk 1 1/20</b>	Introductions Course overview
<b>Wk 2 1/27</b>	History of global health Communication
<b>Wk 3 2/3</b>	Organizations in global health
<b>Wk 4 2/10</b>	Budgets Finance
<b>Wk 5 2/17</b>	Community engagement and resiliency
<b>Wk 6 2/24</b>	Teamwork Collaboration Networking
<b>Wk 7 3/2</b>	Cultural humility

<b>Wk 8 3/9</b>	Current topic debates
<b>Wk 9 3/16</b>	Spring Break
<b>Wk 10 3/23</b>	Stakeholders Power Systems thinking
<b>Wk 11 3/30</b>	Qualitative research or Healthcare systems
<b>Wk 12 4/6</b>	Monitoring Evaluation
<b>Wk 13 4/13</b>	Project management
<b>Wk 14 4/20</b>	Global health round table
<b>Wk 15 4/27</b>	Presentations
<b>Wk 16 5/4</b>	Wrap up

*\*Order subject to change due to speaker schedules- see Moodle for current schedule*

## VII. Evaluation and Grading

### **General course requirements:**

Class participation and discussion: Students must participate in class discussions, group work, and activities for the course.

Communication between class sessions: The instructor may send an occasional e-mail to all students and expects each student to check his/her university e-mail and the course website.

### **Grading:**

Grades should be used to facilitate learning and should provide useful feedback to students. Since the course objectives highlight the learning of certain skills, students will be asked during assignments to demonstrate their ability to accomplish tasks that international project managers often encounter. Rather than relying on only examinations to determine a grade, there will be several opportunities and methods used to demonstrate what you learned in the course through the assignments.

Please find below the criteria that will be used for this course. It is based on commonly used methods in public health. Each student is individually assessed according to standards of quality listed below.

A = 96% - 100%	(4.0) Represents achievement that is outstanding relative to the level necessary to meet course requirements.
A - = 92% - 95%	
B+ = 87% - 91%	
B = 83% - 86%	(3.0) Represents achievement that is above the level necessary to meet course requirements.
B- = 78% - 82%	
C+ = 70% - 77%	
< 65%	Not Passing
F= < 65%	Represents failure (or no credit and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit, or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded and "I" or incomplete.

### **Criteria:**

Assignments will be evaluated on:

- Communication – Clear writing, good grammar, no spelling errors, clear explanations, appropriate references, adherence to APA style
- Meeting requirements – Complete the tasks/topics described in the assignment
- Comprehension – Demonstrate your understanding of the topic
- Sophistication – Demonstrate an ability to synthesize and apply this information.

All writing assignments must be prepared using a 12 point font, double spacing, and one inch margins. Print out the papers to turn them in. Electronic versions of assignments will not be accepted unless requested by the instructor.

**Weighting of grades:** Assignments are weighted based on their point value. Grades will be determined by the percentage of the cumulative point value (100 points) that students obtain.

\*Graded assignments:

1. Participation (15 points) All semester
2. Cultural iceberg (10 points) Due 3/9
3. Debate (15 points) Due 3/9
4. Systems Map (10 points) Due 3/30
5. Final Paper (25 points) Due 4/27
6. Presentation (15 points) Due 4/27
7. Self and peer evaluations (10 points) Due 5/4

**Late assignments:** It is expected that each student will turn in each assignment at the beginning of the class on the date listed in the syllabus. **Late assignments will not be accepted** unless there is a documented emergency or unless the student arranged an alternate deadline with the professor due to an unavoidable conflict.

**Grade Grievances -** The instructor is available to discuss papers and grades individually with students but grades are rarely changed as a result. If a student has a grievance, s/he must submit a one-page rationale that outlines the grievance and a recommendation for resolving the grievance.

### **Course Evaluation**

Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called CourseEval: [www.sph.umn.edu/courseeval](http://www.sph.umn.edu/courseeval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

### **Incomplete Contracts**

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

**University of Minnesota Uniform Grading and Transcript Policy -** A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).

## VIII. Other Course Information and Policies

### **Grade Option Change** (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at [onestop.umn.edu](http://onestop.umn.edu).

### **Course Withdrawal**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

### **Student Conduct Code**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:  
[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

### **Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:  
<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:  
<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

### **Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

### **Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

### **Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

### **Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

### **Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

### **Academic Freedom and Responsibility: *for courses that do not involve students in research***

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the

views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. *[Customize with names and contact information as appropriate for the course/college/campus.]*

*\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

*Template update 9/2013*