School of Public Health
Syllabus and Course Information

UNIVERSITY OF MINNESOTA
Driven to Discover℠

PubH 6131-1
Working in Global Health
Spring 2017

Credits:	2
Meeting Days:	MW
Meeting Time:	6:00 – 8:00 PM
Meeting Place:	Mayo A-110
Instructor:	Bruce Alexander, W. Toscano
Office Address:	1260 Mayo
Office Phone:	612-626-0900 (BA); 612-859-2120 (WT)
Fax:	612-626-2037
E-mail:	balex@umn.edu, tosca001@umn.edu
Office Hours:	By Appointment

I. Course Description

This course is meant to help graduate and professional students who plan to work in global health, broadly defined (abroad, or locally with international populations), to understand, evaluate, identify and apply t o o l s o f , cultural sensitivity, communication, management and leadership skills required to work in global health.

. [include other important contributors, if appropriate, e.g. the SPH Office of E-Learning Services]

II. Course Prerequisites

None,

III. Course Goals and Objectives

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

- appreciate the historical and cultural influences of global health
- Understand the roles, strengths, challenges of and collaboration between the Intergovernmental and nongovernmental 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

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

IV. Methods of Instruction and Work Expectations

Seminar discussion, interaction and team building. Written and oral presentation. It is expected reading will be done prior to class discussion. This class will focus on practical skills used in global health. Therefore, full participation and engagement is essential.

Team Project: PubH 6131 Term Project Outline

Objective: To develop a comprehensive set of skills needed to work in the global public health arena.

Assignment: This term project will allow students to explore a new area of global health and apply core public health competencies and global health skills to address this issue. The assignment is to develop a proposal for a program or project that will build on the skills discussed in class and incorporating issues presented by guest speakers. The program or project can be public health practice based or public health research based. Students will work in teams of 2 or 3 and identify a need in a population of interest to them.

Process:

1. Form teams to work together based on shared interests and complementary skills.
2. Identify the general area of work you wish to pursue.
3. Develop a concept proposal of no more than five pages plus a budget: The required components are:
   a. Abstract (300 words. Not included in 5 page limit)
   b. Introduction and statement of objectives/aims
   c. Background and Rationale
   d. Approach
   e. Impact evaluation
   f. Potential challenges and solutions
   g. Budget

4. Include with the submitted proposal an appendix with some general thoughts and background that address the logistics and complexities of conducting work in a global setting. The information from this appendix will be summarized in the proposal. The following should be considered
   a. Need: Who benefits and why?

b. Population: What is the target population and how does this reflect the need? Is
c. Scope: What are the goals and objectives: Long term and short term
d. Resources available: What is missing and what do you bring to the table that is not there?
e. Where will resources to complete project/program come from: What is the mission and scope of the funding organization and how does this fit in?
f. Are there governmental or IGO roles in this project? How will they be engaged?
g. What cultural barriers need to be considered and how will you address this?
h. Are there specific ethical issues that need to be considered?
i. Is there a strategic partnership that can be developed to ensure sustainability? How will this be approached?
j. What are the logistics for getting this done?
k. How will you develop a budget for this project?

V. Course Text and Readings

Readings will be provided on the Moodle site. Some back ground sources include::

Biehl, J., and A. Petryna. 2013. *When People Come First: Critical Studies in Global Health*. Princeton, NJ: Princeton University Press.

Clinton, C., and D. Sridhar. 2017. *Governing Global Health: Who Runs the World and Why?* NY, NY: Oxford University Press.

D'ogra, N.Alessio, A. C. 2014. *Representations of Global Poverty*. NY, NY: Palgrave Macmillan.

Farmer, P. 2013. *Reimagining Global Health*. Berkeley, CA: University of California Press.

Hunter, D. J., and H.V. Fineberg. 2016. *Readings in Global Health: Essential Reviews from The New England Journal of Medicine*. NY, NY: Oxford University Press.

Keshavjee, S. 2014. *Blind Spot: How Neoliberalism Infiltrated Global Health*. Berkeley, CA: University of California Press.

Lupton, R. D. 2011. *Toxic Charity*. NY, NY: Harper.

Packard, R. M. 2016. *A History of Global Health*. Baltimore, MD.: Johns Hopkins University Press.

Rosenberg, M. L., E. S. Hayes, M. H. Mcintyre, and N. Neill. 2010. *Real Collaboration: What it Takes for Global Health to Succeed*. Berkeley, CA: University of California Press.

Shivji, I. G. 2007. *Silences in NGO Discourse: The Role and Future of NGOs in Africa*. Nairobi, Kenya: Fahamu.

VI. Course Outline/Weekly Schedule

Date	Topic	Discussion Leader
Mar 20	Introduction to Course	Bruce Alexander
Mar 22	Adapting to Other Cultures	Alexander Cleberg
Mar 27	NGOs, IGOs, and Government Aid Programs	W. Toscano

Mar 29	USAID Emerging Pandemic Threats	Katey Pelican
April 3	Care, Land o Lakes, Margaret Cargill Foundation Surviving on grants to dispersing them.	E. V. Hutchenson-Kreuger
April 5	Working in Burkina Faso	Amy Becker
April 10	Refugee Health	William Stauffer
April 12	HIV/AIDs	Frank Rhame
April 17	Managing Projects Across the Globe	Chris Dillon
Chris Dill	Experiences in India	Student Panel
April 24	Ethics in Global Health	Steve Miles
April 26	Working in Jamaica	Petrona Lee
May 1	Student Presentation	
May 3	Student Presentation	

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

VII. Evaluation and Grading

Class participation and discussion: Students must participate in class discussions, group work, and activities for the course and attendance (20%).

Team completion of Written Project (40%)

Oral presentation of team project (40%)

Assignments will be evaluated on:

- Communication – Clear grammatical English, no spelling errors (please check spelling), clear explanations, appropriate references,
- 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..

Y be uploaded to Moodle/

requested by the instructor

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A   4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements

A-   3.667

B+   3.333

B   3.000 - Represents achievement that is significantly above the level necessary to meet course requirements

B-   2.667

C+   2.333

C   2.000 - Represents achievement that meets the course requirements in every respect

C-   1.667

D+   1.333

D   1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements

S   Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

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.

Course Evaluation
The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. 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. 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.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable):
Grade option change deadlines   can be found at onestop.umn.edu.

Course Withdrawal:
Students should refer to the Refund and Drop/Add Deadlines for the particular term at 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 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.

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) 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.

Disability Accommodations:
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services 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 DRC at 612-626-1333 or drc@umn.edu 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.

The Office of Student Affairs at the University of Minnesota:
The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.
Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational

Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

Academic Freedom and Responsibility: *for courses that do <u>not</u> 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.*

OR:

Academic Freedom and Responsibility, for courses that 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 and conduct relevant research. 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.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

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, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

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

Student Academic Success Services (SASS): http://www.sass.umn.edu:
Students who wish to improve their academic performance may find assistance from Student Academic Support Services.   While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

Template update 9/2014