PubH 7200-501
India: Global Health, Globalization & Leadership
Spring 2016

Credits: 3.0 credit
Meeting Days: Monday, Dec 28th, 2015 to Friday, Jan 15, 2016 (Travel to India Dec 26th; return to MN Jan 17th)
Meeting Time: Generally 8:30AM – 5PM
Meeting Place: VIIS, Mysore, India; other sites during field observations
Instructor: Shailey Prasad
Adjunct Professor, School of Public Health
Medical School, Department of Family Medicine and Community Health
Preceptors: R. Balasubramaniam and S. Rajan
Office Address: University of Minnesota, Minneapolis, MN | VIIS, Mysore, India
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Fax:
E-mail: pras0054@umn.edu
Office Hours: by appointment

I. Course Description

This program will provide a global health team-based learning experience with field observations in India. Participants will learn about the role of health and health care delivery in the context of globalization in India. The course is particularly designed to understand the significance of the social determinants of health in a globalized world. The course will emphasize the leadership skills needed to function in the fields of global health and development. Additionally participants will observe grass-root level activities in public health, health care delivery and other community activities.

This 3-week course seeks to foster team-based education and transdisciplinary collaboration in global health through a combination of classroom-based activities and experiential learning in the field. Students will begin the program with classroom-based seminars and activities in Mysore, India, introducing them to the social and cultural determinants of health in the Indian context. Special emphasis will be placed on globalization, economic growth and development, and their effect on health. The course has been designed with particular emphasis on including learners from various backgrounds to broaden perspectives and enrich the learning experience. It will emphasize the leadership skills needed to function in a globalized world. It will also include an intensive leadership workshop. This program will provide the opportunity to cultivate Global Health Competencies including:

- Capacity Strengthening,
• Collaborating & Partnering,
• Ethical Reasoning & Professional Practice,
• Health & Social Justice,
• Program Management,
• Socio-cultural and Political Awareness, and
• Strategic Analysis

The program seeks to expose students to the current and future challenges in global health in the context of globalization while drawing from the skills and strengths of their respective disciplines.

This program is offered in partnership with the Vivekananda Institute of Indian Studies (VIIS), a SVYM initiative and its sister organization, the Grassroots Research and Advocacy Movement (GRAAM). These organizations have had a history of working in the fields of healthcare, public health, advocacy and education in southern India for three decades and have had ongoing educational collaboration with multiple institutes of higher education around the world.

II. Course Prerequisites

Open to all graduate and professional students (post-baccalaureate). Proficiency in the local language (Kannada) or the national language (Hindi) is not required.

III. Course Goals and Objectives

Goal: The goal of this course is to promote team-based training by examining the social and cultural determinants of health in a global health context and applying academic theory and skills through observational and interactive experiences with professional and community colleagues. The course aims to increase the students’ confidence and ability to assess their skills as members of a team and as global citizens.

Student Learning Outcomes (SLO):

A. Team practice
   1. Participate effectively as a member of a global health learning team
   2. Demonstrate the value of team-based and transdisciplinary practice, bringing a variety of perspectives to a community project/problem.
   3. Describe the unique roles of specific professionals within the context of a team approach to addressing global health issues in a community.

B. Social and cultural determinants of health and systems thinking
   4. Identify social and cultural determinants of health from a historical, socio-economic, environmental, and cultural perspective.
   5. Demonstrate cross-cultural understanding of global health needs and illness patterns.
   6. Demonstrate awareness of our social responsibility as global citizens.
   7. Describe the role of globalization in societal changes and provision of care.

C. Leadership skills
   8. Apply leadership skills and knowledge (e.g. change management skills, strategic planning, conflict management, communication) to address the social and cultural determinants of health in a global health context employing real case studies.
   9. Demonstrate ability to work in groups, prioritize agenda, risk management, and/or program evaluation through case-studies (e.g. the potential risks of community conditions and practices on the health of children, mothers, elderly, and other population groups).
   10. Synthesize learning and findings into appropriate presentation and report formats (e.g. community case-study, program proposal or program evaluation).
IV. Methods of Instruction and Work Expectations

This global health team experience will be delivered through lectures, guest speakers, field observations, case studies, and directed data review exercises. Students will participate in both team-based and individual reflections on the activities and learning vis-à-vis the global health competencies.

The following are required of students:

- Attend a pre-travel orientation session in Dec 2015.
- Attend all lectures and site visit briefings.
- Participate in all field observation activities.
- Participate in class discussion and interactive exercises for all observation sites.
- Submit daily online individual reflections and lead one group-based reflection discussion. Reflections will be guided by the global health competencies; elements of the reflections include: identification of the event, description of observations, personal significance to learning, identified actions as a result, implications of identified actions, and personal commitment to actually act.
- Complete a team-based case-study.
- Submit a term paper
- After returning home, create an individual or team poster presentation on your reflections and/or specific observations during from the course. Poster will be presented at the course debrief session and is to be submitted to the University of Minnesota Global Health Day in Fall 2016.
- Attend a debrief session during Spring semester 2016.

V. Course Text and Readings

Specific required readings from public health and social science journals will be provided prior to experience. Required readings in preparation include:


VI. Course Outline/Weekly Schedule

<table>
<thead>
<tr>
<th>Hours</th>
<th>Activity</th>
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<tr>
<td>TBD</td>
<td>Dec</td>
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<tr>
<td>2 hours</td>
<td>Predeparture Orientation</td>
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<td>Dec 28th, Monday</td>
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<td>Arrival and Orientation at the Institute.</td>
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<td>Dec 29th, Tuesday</td>
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<tr>
<td>2 hours</td>
<td>Session: Introduction to India</td>
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<td>1 hour</td>
<td>Session: Understanding cultures</td>
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<td>2 hours</td>
<td>Field Visit: Mysore Heritage tour</td>
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<td>Dec 30th, Wednesday</td>
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<td>Date</td>
<td>Session Title</td>
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<tr>
<td>Dec 31st, Thursday</td>
<td>2 hour Session: Health Care in India, traditional and contemporary system</td>
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<td>1 hour Session: Introduction to Global Health in the contemporary Indian context</td>
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<td>2 hour Field Visit: Government Teaching College and Hospital</td>
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<td>Jan 1st, Friday</td>
<td>2 hour Session: Public Health System in India</td>
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<td>1 hour Session: Millennium Development Goals and Universal Health Coverage in India</td>
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<td>2 hour Field Visit: Urban primary health center</td>
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<td>Jan 2nd, Saturday</td>
<td>Day long Field visit: SVYM project visits</td>
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<td>Jan 3rd, Sunday</td>
<td>Day long Free Day: Term paper discussions, work time, and time for reflection activities</td>
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<td>Jan 4th, Monday</td>
<td>Day long Leadership Workshop: “Leadership in multicultural context”</td>
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<tr>
<td>Jan 5th, Tuesday</td>
<td>Day long Leadership Workshop, Continued</td>
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<td>Jan 6th, Wednesday</td>
<td>1 hour Session: Instructor led debriefing</td>
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<td>2 hours Session: Social determinants of health in India</td>
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<td>1.5 hours Session: Gender and Health</td>
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<td>2 hours Field visit: Center for women in distress</td>
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<td>Jan 7th, Thursday</td>
<td>2 hour Session: Health and Development.</td>
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<td>1 hour Session: Effects of Globalization on health</td>
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<td>2 hours Session: Community Involvement in Health</td>
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<td>Jan 8th, Friday</td>
<td>2 hours Session: Health financing and Insurance</td>
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<td>2 hours Session: Global Health Economics</td>
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<td>2 hour Field Visit: Corporate Hospital</td>
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<td>Jan 9th, Saturday</td>
<td>Day long Field Visit: Cultural</td>
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<td>Jan 10th, Sunday</td>
<td>Free day</td>
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<td>Jan 11th, Mon</td>
<td>2 hour Session: India’s current approach to Health and Well being</td>
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<td>1.5 hour Session: India’s political governance with respect to health</td>
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<td>2 hour Session: Instructor led reflective session</td>
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<td>Jan 12th, Tue</td>
<td>2 hour Session: Indian system of Medicine- Ayurveda</td>
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<td>Day</td>
<td>Events</td>
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<td>Jan 13th, Wed</td>
<td>1.5 hour Session: Pharmaceutical Industry in India</td>
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<td>2 hour Field visit: Ayurveda Hospital</td>
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<td>Jan 14th, Thu</td>
<td>2 hour Session: Nutritional status of children in India</td>
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<td>2 hour Session: Food Security and sovereignty</td>
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<td>2 hour Field Visit: Integrated Child Development Services (ICDS) Anganawadi</td>
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<td>Jan 15th, Fri</td>
<td>1 hour Session: Mental Health in India</td>
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<td>2 hour Session: Environment and Health in India</td>
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<td>2 hour Field visit: Waste segregation unit</td>
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<td>Jan 16th, Sat</td>
<td>Day long Debriefing, Term paper submission, Feedback and Wrap up.</td>
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<td>Free time; Packing; Travel to Bangalore for flight (flights typically leave after midnight)</td>
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<td>TBD, Feb/Mar</td>
<td>3 hours Debrief session and presentations</td>
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### VII. Evaluation and Grading

This is a Pass / Fail (S/N) course. Students will be evaluated on the completion of the following:

- a. Participation in daily activities (10%)
- b. Team-based case-study (10%)
- c. Individual reflection submission (10%)
- d. Group-based reflection leadership (10%)
- e. Term Paper (25%)
- f. Poster creation and presentation (25%)
- g. Post-trip debrief session participation (10%)

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.

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)
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.

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:
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](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](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](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](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](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](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,

**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/](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](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](http://www.osa.umn.edu/index.html).

**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.

**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, 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".

Template update 9/2014
Details updated 9/2/2015