

GHSR 6715 | Spring 2023

## India: Global Health, Globalization, & Leadership

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### Course & Contact Information

**Credits:** 3.0

**Meeting day(s):** Students must arrive in India on December 29, 2022 and remain through January 14, 2023. Expected travel dates are departing the US on December 27, 2022 and arriving back in the US on January 15, 2023. There are also two post-departure sessions in February and March and a pre-departure orientation in December to review travel logistics.

**Meeting time while in India:** Varies daily. See daily schedule below.

**Meeting place:** SVYM/VIIS, Mysore, India; other sites during field observations

### Course Instructors

- **Shailey Prasad** – University of Minnesota Medical School, Department of Family Medicine and Community Health; and Adjunct Professor, School of Public Health; Executive Director Center for Global Health and Social Responsibility.
- **R. Balasubramaniam (Balu)** – Vivekananda Institute of Indian Studies (VIIS), Mysore, India
- **Community Instructors:** Instructors from SVYM and their partner organization

### Contact Information

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**Office Hours:** By appointment

**Office Location:** Mayo C311

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### Course Description

This course will provide a global health learning experience with field observations in Mysuru (Mysore), India. Participants will learn about health and health care delivery in the context of globalization in India. The course is meant to convey 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 and includes an intensive leadership workshop. Additionally, participants will collaboratively observe the grassroots level activities in public health, health care delivery, and other community activities.

This course seeks to foster team-based education and transdisciplinary collaboration in global health through a combination of classroom-based activities and learning in the field. Special

emphasis will be placed on globalization, economic growth, and development, and their effect on health. The course was designed with particular emphasis on including learners from various backgrounds to broaden perspectives and enrich the learning experience.

Additional costs (travel, room, and board) will apply for this course. In order to register for this course, students must apply to the Center for Global Health and Social Responsibility (CGHSR). Additional details at [globalhealthcenter.umn.edu/India](http://globalhealthcenter.umn.edu/India)

## Course Prerequisites

Open to all graduate and professional students.

## Course Goals & Objectives

Following this course, students will be able to:

- Describe and analyze social and cultural factors that determine the health, disease, and disparity in the Indian context.
- Identify how globalization and global economic policies interact with health, health care delivery, healthcare access, and health policy in India.
- Discuss the impact of the COVID-19 pandemic on healthcare and views of globalization
- Describe the healthcare and public health systems in India, including public vs private, governance structure, financing, priorities, and the role of the NGO.
- Identify the gaps in health care access and health outcomes that exist in India.
- Describe the evolution of research ethics in India and the current regulatory environment; discuss ethical challenges particular to India.
- Explain the components, planning considerations, and challenges associated with Water-Sanitation-Hygiene (WASH) in global, Indian, and local contexts.
- Explain the current status and limiting factors for achieving the Sustainable Development Goals in Karnataka and India.
- Identify how one's "cultural narrative" affects leadership, authority, and approaches to public problem solving.
- Apply adaptive leadership models in the development and analysis of case studies.

## Methods of Instruction and Work Expectations

### Learning Community

This course brings together students from different disciplines, in the context of a different county. In this course, students are expected to engage with each other, their hosts, and their instructors in respectful and thoughtful ways. In group discussion, this can mean:

- Respecting the identities and experiences of your classmates, hosts, and presenters.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.

- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code ([z.umn.edu/studentconduct](http://z.umn.edu/studentconduct)).

## Assignments

Points in this section are applicable to those students seeking academic credit through GHSR 6715. If you are seeking credit through other means for this experience, your exact requirements will be determined from the program/unit granting the credit together with CGHSR.

### 1. Personal Reflection and Group Debrief Activities

Item and Due Date	Points (20 Total)
<p><b>Pre Departure and goal setting</b></p> <ul style="list-style-type: none"> <li>• Identify 2 to 4 educational goals you have for the course.</li> </ul>	None
<p><b>Daily Personal Reflection Journal (while in Mysore)</b></p> <ol style="list-style-type: none"> <li>1) Review the Reflection Prompts resources provided in Canvas.</li> <li>2) Develop a process for your personal reflections (e.g. handwritten journal, electronic document, voice notes, etc).</li> <li>3) Daily, respond to 1 or more of the Reflection Prompts utilizing your chosen method</li> <li>4) Two times during the course, you will review your daily reflections and select one (or an excerpt of one) to share with other students via Canvas. Your submission should be between 250 and 500 words. Images of written reflections accepted if legible. Audio reflections should be transcribed.             <ol style="list-style-type: none"> <li>a) Submission #1 due Jan 3 (5 points)</li> <li>b) Submission # 2 due Jan 10 (5 points)</li> </ol> </li> </ol>	10

<p><b>Group Reflection Facilitation</b></p> <p>1) Together with your facilitation partner, plan a 30-minute group reflection session. Identify a format and agenda for your session appropriate to the assigned time slot and location (e.g., classroom, van, dining hall, dormitory, etc.). Facilitation partners and expected schedule will be identified at the pre-departure orientation.</p> <p>2) Group leaders must complete the following items in Canvas:</p> <ol style="list-style-type: none"> <li>Prior to your scheduled session: A written facilitation plan and agenda.</li> <li>1 day after your session: A written summary of the reflection including key points discussed, items that may require action (from individuals or program leaders), and a reflection on the effectiveness of your facilitation.</li> </ol>	5
<p><b>Final Debrief Reflection</b></p> <p>Prior to the Post Trip Debrief Session #1, reflect on your overall experience. Write your responses to the following questions, and come prepared to discuss your responses as a group.</p> <ul style="list-style-type: none"> <li>Revisit your goals you set before you left. To what extent did you meet those goals? How did your goals change?</li> <li>How does this experience fit into your academic journey? Has it changed your academic or professional goals?</li> <li>What experiences were highlights?</li> <li>What topic are you going to advance for the professional poster?</li> </ul>	5

**2. Reflection Paper (SVYM is lead) - 20 points total**

Write a reflection paper on a chosen topic. Acceptable topics include:

- One of the major course themes (e.g., health systems, ethics, social and cultural impact on health, globalization, leadership, etc).
- A more narrowly focused aspect of the course (e.g., mental health, gender and health, health finance, universal health coverage, etc).
- A topic that is not explicitly identified in the course but connects to the content (e.g., adolescent health).
- A specific element of the health care system in India (e.g. ASHA workers).

In this reflective paper, we are asking you to include an exploration on the effects the course (e.g., lecture, readings, site visits, conversations with professionals) have had on your thinking and practice connected to your chosen topic.

- The paper is a chance to add your analysis to what you have read and experienced.
- It is meant to illustrate your understanding of the topic and how it affects your ideas and possible practice in future.
- Using the first person singular (“I”), relate the course content to your previous knowledge and experience.

- Consider if and how what you have read and learned changes your thinking and might affect your practice in both personal and professional situations.

As you prepare to write this paper, we ask that you spend extra time exploring and reflecting on the assumptions that you have on the topic and the limitations of your worldview. Be sure to include the social and cultural factors connected to your topic.

**Requirements:**

- 4 to 5 pages double-spaced paper plus references
- Paper will draw from course readings and materials, field observations, as well as your own research. Note that internet access is available during the course but may be limited or slow. Your paper must include at least one personal interview as a source (e.g., conversation with an instructor, site visit host, etc).
- Written content includes personal thoughts and analysis, effects on thinking and/or practice.

**Timeline**

- January 3 - Identify 2 potential topics.
- January 6 - Topic is finalized; list of questions developed to ask of instructors/hosts etc. to advance your understanding of the topic.
- January 13 - Paper due

**3. Leadership Seminar Participation (SVYM is lead) - 10 points total**

Students will be graded on their full participation in the discussion and reflection activities during the Leadership Seminar.

Participation in the leadership seminar will include discussing and analyzing the themes and topics in an informed manner. Your participation will be scored not solely on the *amount* of discussion you include in class, but the way that you reflect and discuss themes demonstrating your engagement with the topics, the readings, and the presentations from instructors. Therefore you will be graded on the *quality* of your comments, and not the *quantity* of words spoken in class.

**4. Professional Poster Creation**

Item and Due Date	Points (20 Total)
<p><b>Poster Creation - Due at Post Trip Debrief Session</b></p> <p>1) Review the resources on how to create a professional poster (provided via Canvas)</p> <p>2) Identify a poster topic. This can be the same topic as your written paper, but is not required to be so. It can draw from a particular class session or field visit; be a topic</p>	10

<p>that was touched upon that you wish to explore in greater detail; or can reflect on your experience as a whole.</p> <p>3) Use PowerPoint or other software you are familiar with to create your poster, paying attention to the following criteria:</p> <ul style="list-style-type: none"> <li>a) Significance: How significant are the poster’s conclusions for global health?</li> <li>b) Presentation: How logical are the ideas presented on the poster? How interesting is the manner of presentation? How clearly written and free of significant grammatical problems is the poster?</li> <li>c) Visual Impact: How effective is this poster visually? How valuable is each section, figure, and graph in furthering viewers’ understanding of the subject?</li> </ul>	
<p><b>Presentation to Class - Due at Post Trip Debrief Session #2</b></p> <p>Present electronic version of poster to the class and respond to questions.</p>	5
<p><b>Final Poster Submission - Due one week after presentation</b></p> <p>1 week after debrief - Revised electronic version of the poster is due that incorporates feedback from debrief session</p>	5

### Course Text & Readings

Your readings for this course will be provided for you through Library Course Reserves on Canvas. All readings should be organized by the class session.

This reading list is currently in draft form. It will be finalized by December 12, 2022, and will be listed on an updated copy of this syllabus and on Library Course Reserves.

## Course Outline & Daily Schedule (subject to change based on local schedules)

Note that in addition to the group sessions and the site visits identified below, there will be a few other group sessions scheduled, including instructor-led weekly debriefs; six student-led group reflections; and brief logistics meetings about the site visits as needed.

When not in scheduled sessions or site visits, students will have time to do readings and work on assignments throughout the day.

Date	Day	Time	Activities	Resource Person/ Person responsible
Dec 29th	Thursday	10.30 am to 12:30 pm	Arrival and rest , Orientation with staff at the Institute	VIIS Team
		12.30 to 2:00 pm	Lunch	
		2:30 to 4:30 pm	Online Registration/ Money exchange / sim card if required	
		7:30 to 9:00 pm	Dinner	
Dec 30th	Friday	9:30 am to 11:00 am	S-1 Understanding Cultures	Dr. Rekha Shanmukha
		11:00 am to 11:30 am	Tea break	
		11:30 am to 1:00 pm	S-2 Introduction to India	Mr. Ramesh Venkatraman
		1:00 to 2:00 pm	Lunch	
		2.30 to 6:30 pm	V-1 Mysore Palace and Chamundi Temple visit	Mr Ashok / Roopa
		7:30 pm to 9:00 pm	Dinner	
Dec 31st	Saturday	7:30 am to 9:00 am	Breakfast	
		9.30 to 11.00 am	S-3 Effects of Globalization and Introduction to Global Health,	Dr. Smitha, J. S. S
		11:00 am to 11:30 am	Tea break	
		11.30am to 1.00 pm	S-4 Health care in India	Dr. Rekha Shanmukha
		1:00 to 2:00 pm	Lunch	

		2.30 to 4:30pm	V-2 Visit to Government Teaching Hospital (MMC)	Dr. Sumanth/ Dr. Rekha
		7:30 PM	New year eve Dinner at Metropole	
Jan 1st	Sunday	Open		
Jan 2nd	Monday	<b>6:00 am to 7:00 am</b>	<b>Yoga - 1</b>	
		7:30 am to 9:00 am	Breakfast	
		9:30 to 11:00 am	S-5 Indian Political Governance Structure with respect to health	Dr. Ananya
		11:00 am to 11:30 am	Tea break	
		11:30 am to 1:00 pm	S-6 Health Financing and Insurance	Dr. Devadasan
		3.00 to 4:30 pm	V-3 Visit to a Primary Health Centre (Bannimantap PHC and Aganvadi)	Dr.Sumanth/Dr. Rekha, Prathiksha
		7:30 pm to 9:00 pm	Dinner	
Jan 3rd	Tuesday	<b>6:00 to 7:00 am</b>	<b>Yoga -2</b>	
		7:00 am to 8:00 am	Breakfast	
		8:30 to 5.30pm	V-4 SVYM Project visit	Prathiksha / Anuradha
		7:30 to 9:00 pm	Dinner	
Jan 4th	Wednesday	<b>6:00 am to 7:00 am</b>	<b>Yoga - 3</b>	
		7:30 to 9:00 am	Breakfast	
		9:30 to 11:00 am	S-7 Gender and Health - Case studies from covid	Dr. Bindu Balasubramaniam
		11:00 to 11:30 am	Tea break	
		11.30 am to 1pm	Mental Health in India - Case studies during Pandemic	Dr. Megha Sadashiv
		1:00 to 2:00 pm	Lunch break	



		2.30 to 4.00	V-8 Visit to Reverb Health	Dr. Megha Sadashiv /Dr Rekha
		7:30 to 9:00 pm	Dinner	
Jan 5th	Thursday	Leave after breakfast	V-6 Visit to elephant camp and Bylkuppe buddist Monastery	Prathiksha / Anuradha
Jan 6th	Friday	<b>6:00 am to 7:00 am</b>	<b>Yoga - 4</b>	
		7:30 to 9:00 am	Breakfast	
		9:30am to 11:00 am	S-9 Leadership workshop, Learning to lead Global Programs	Dr. R. Balasubramaniam/ Dr Rekha and Prathiksha
		11:00 to 11:30 am	Tea break	
		11:30 am to 1:00 pm	Session continues	Dr. R. Balasubramaniam/ Dr Rekha and Prathiksha
		1:00 to 2:00 pm	Lunch break	
		2:00 to 4:00 pm	Session continues	Dr. R. Balasubramaniam/ Dr Rekha and Prathiksha
		7:30 to 9:00 pm	Dinner	
Jan 7th	Saturday	<b>6:00 am to 7:00 am</b>	<b>Yoga - 5</b>	
		7:30 to 9:00 am	Breakfast	
		9.00am to 11:00 am	Leadership workshop, Cont	Dr. R. Balasubramaniam / Dr Rekha and Prathiksha
		11:00 am to 11:30 am	Tea break	
		11:30 am to 1:00 pm	Session continues	Dr. R. Balasubramaniam/ Dr Rekha and Prathiksha
		1:00 to 2:00 pm	Lunch break	
		2:00 to 4:00 pm	Session continues	Dr. R. Balasubramaniam/ Dr Rekha and Prathiksha
		7:30 to 9:00 pm	Dinner	

Jan 8th	Sunday	Evening	V-7 St. Philomina church, Devraja Market, Palace illumination	Prathiksha /Roopa
Jan 9th	Monday	<b>6:00 am to 7:00 am</b>	<b>Yoga - 6</b>	
		7:30 to 9:00 am	Breakfast	
		9:30 to 11 am	S-10 Medical Research and Bioethics in India	Dr. Shreedevi Seetharam
		11:00 am to 11:30 am	Tea break	
		11.30 am to 1:00 pm	S-8 Social Determinants of health in India- Case studies during Covid	Dr. Krishnaveni
		1:00 to 2:00 pm	Lunch break	
		2:30 to 4:00 pm	V-5 Visit to Shakthidhama	Dr. Rekha/Prathiksha
		7:30 to 9:00 pm	Dinner	
Jan 10th	Tuesday	<b>6:00 am to 7:00 am</b>	<b>Yoga - 7</b>	
		7:30 am to 9:00 am	Breakfast	
		9.30 to 11.00 am	S-12 NGO's role in Health Care delivery - Case study of SVYM's during COVID pandemic	Dr. Kumar G. S.
		11:00 am to 11:30 am	Tea break	
		11.30 am to 1.00 pm	S-13 Community Health and Socio Economic Empowerment Programs of SVYM- Case studies during COvid times	Dr.Dennis.
		1:00 to 2:00 pm	Lunch break	
		2:30 to 4:00 pm	V-9 Bird Sanctuary	Prathiksha /Anuradha
		7:30 to 9:00 pm	Dinner	
Jan 11th	Wednesday	<b>6:00 am to 7:00 am</b>	<b>Yoga - 8</b>	
		7:30 to 9:00 am	Breakfast	
		9.30 to 11.00 am	S-14 Water and sanitation issues - Challenges for Health	Dr. Seetharam

		11:00 am to 11:30 am	Tea break	
		11.30 am to 01.00 pm	S-15 Achieving Sustainable Development Goals in Karnataka	Dr. Deepak
		3.30 to 4.30	Debrief	
Jan 12th	Thursday	Day long	V-10 Trip to Shravanabelagola	Dr Rekha/Prathiksha
Jan 13th	Friday	9:30 to 4:00 pm	Completing assignments	
		5:00 to 6:30 pm	Cultural Program	
Jan 14th	Saturday		Packing, debrief, and departure	

## University Policies & Resources

### COVID-19 Policies

Out of respect for each other and the communities we visit, we take seriously the risks of running an in-person, international class and are taking steps to minimize the likelihood of unnecessary COVID-19 transmission happening because of our course activities.

As an official UMN course, we will be, at a minimum, following the UMN policy with regards to COVID-19 prevention. Please review this policy [here](#).

Further, running our course in the context of COVID-19 means that we all need to prioritize flexibility and adaptability throughout the course. There may be unexpected and sudden changes in the course schedule and speakers.

### Other Policies

One resource for up-to-date information about resources available to students, as well as formal course policies, can be found on the [School of Public Health website](#). Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action

- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

## Grading Scale

This course uses the S/N grade system ("satisfactory" or "non-satisfactory").

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA	% In Class	Grade	GPA
93 - 100%	A	4.000	73 - 76%	C	2.000
90 - 92%	A-	3.667	70 - 72%	C-	1.667
87 - 89%	B+	3.333	67 - 69%	D+	1.333
83 - 86%	B	3.000	63 - 66%	D	1.000
80 - 82%	B-	2.667	< 62%	F	
77 - 79%	C+	2.333			

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because 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 an I (incomplete).
- **S = achievement that is satisfactory, which is equivalent to a C- or better**
- **N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (incomplete).**

Evaluation/Grading Policy	Evaluation/Grading Policy Description
<p><b>Scholastic Dishonesty, Plagiarism, Cheating, Etc.</b></p>	<p>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 (as defined in the student conduct code). For additional information, please see <a href="https://z.umn.edu/dishonesty">https://z.umn.edu/dishonesty</a></p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of frequently asked questions pertaining to scholastic dishonesty: <a href="https://z.umn.edu/integrity">https://z.umn.edu/integrity</a>.</p> <p>If you have additional questions, please clarify with your instructor. 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.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (<a href="http://z.umn.edu/IUplagiarism">http://z.umn.edu/IUplagiarism</a>).</p>
<p><b>Non-credit participants</b></p>	<p><b>A Certificate of Completion</b> will be issued for participants that complete the requirements. Aside from the readings, it is expected that <i>non-credit participants</i> will be able to meet most other requirements during the meeting times for the course. Non-credit participants will receive a final grade, but this grade does not indicate the receipt of formal credit from the University of Minnesota for this course.</p>