

GHSR 6715 | Spring 2025

India: Global Health, Globalization, & Leadership

Course & Contact Information

Credits: 3.0

Meeting day(s):

- *Course dates:* December 30, 2024 – January 15, 2025.
- *Expected travel dates:* December 28, 2024 – January 16, 2025.
- Two pre-departure orientation sessions in November/December 2024 (TBD)
- Post-course debrief session in February 2025 (TBD)

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; Executive Director Center for Global Health and Social Responsibility
- **Mike Wootten** – Assistant Professor (retired), Department of Family Medicine and Community Health, University of Minnesota Medical School
- **Katie Conover** – Project Coordinator, 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

Email: Dr. Prasad: pras0054@umn.edu

Office Phone: 612-624-7629

Office Hours: By appointment

Office Location: Mayo C311

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 grassroot 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

Course Prerequisites

Open to all graduate and professional students; undergraduate students with advisor's permission.

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.
- Identify the gaps in health care access and health outcomes that exist in 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 country. 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).

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 Portfolio

Item and Due Date	Points (20 Total)
<p>Overview: Throughout the course, students will keep a personal reflection portfolio for engaging with the course material, reflecting on experiences, and keeping track of personal learning goals. Each student will create an individual Google Doc that will serve as their portfolio. Students will complete the prompts below in their portfolio. In addition to written responses, students are free to use photos or videos taken during the course in the portfolio responses. Students will receive a comprehensive score at the end of the course.</p>	
<p>Pre departure: Portfolio set-up and goal setting</p> <ul style="list-style-type: none"> • Create your individual Google Doc to serve as your portfolio, and share it with the course coordination team (Mike Wootten wootten880@gmail.com; Katie Conover conov031@umn.edu; Shailey Prasad pras0054@umn.edu; Anna Pendleton apendlet@umn.edu) • Identify 2 to 4 educational goals you have for the course. 	<p>5</p>
<p>In Mysore: Personal reflection prompts</p> <ol style="list-style-type: none"> 1. Review the reflection prompts resources provided in Canvas. 2. Four times throughout the course, respond to 1 or more of the reflection prompts of your choice in your portfolio Google Doc. 3. Your reflection should be between 250 and 500 words. In addition to written reflection, you may use photos or short videos taken during the course in your response. 4. Reflection due dates: <ol style="list-style-type: none"> a. December 30 b. January 3 c. January 7 d. January 12 	<p>10 (2.5 points per response)</p>
<p>Post-course: Final debrief reflection</p> <p>Prior to the post-trip debrief session in February, reflect on your overall experience. In your portfolio, write your responses to the following questions, and come prepared to discuss your responses as a group.</p>	<p>5</p>

<ul style="list-style-type: none"> • Revisit your goals you set before you left. To what extent did you meet those goals? How did your goals change? • How does this experience fit into your academic journey? Has it changed your academic or professional goals? • What experiences were highlights? • What "aha" moments have you had or what have you "unlearned" as a result of this course? 	
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2. Group Debrief Activities

Item and Due Date	Points (5 Total)
<p>Group Reflection Facilitation</p> <p>Students will be placed in pairs or trios. Once during the course, each group will lead a group reflection session for the class.</p> <p>Together with your facilitation partner, plan a 30-minute group reflection session.</p> <ol style="list-style-type: none"> 1) Identify a format and agenda for your session. This could be an open group discussion, a think-pair-share activity, a round-robin style discussion (everyone must speak one at a time without interruptions), or any other format you wish to use. 2) Develop your discussion questions (2–3 questions are usually sufficient). 3) Lead/facilitate your discussion. <p>Facilitation partners and expected schedule will be identified at the pre-departure orientation.</p>	5

3. 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 4 - Identify 2 potential topics.
- January 7 - Topic is finalized; list of questions developed to ask of instructors/hosts etc. to advance your understanding of the topic.
- January 15 - Paper due

4. 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.

5. Professional Poster Creation

Item and Due Date	Points (15 Total)
<p>Poster Creation - Due at Post Trip Debrief Session</p> <ol style="list-style-type: none">1) Review the resources on how to create a professional poster (provided via Canvas)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 that was touched upon that you wish to explore in greater detail; or can reflect on your experience as a whole.3) Use PowerPoint or other software you are familiar with to create your poster, paying attention to the following criteria:<ol style="list-style-type: none">a) Significance: How significant are the poster's conclusions for global health?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?c) Visual Impact: How effective is this poster visually? How valuable is each section, figure, and graph in furthering viewers' understanding of the subject?	10
<p>Presentation to class – due at post-course debrief session in February (TBD)</p> <p>Present the electronic version of your poster to the class. The presentation will be a 3–5 minute summary of your poster and the key points you want your peers to take away. Respond to any Q&A that your classmates have about your poster.</p>	5

Course Text & Readings

Your readings for this course will be provided for you on Canvas. All readings will be organized by the class session. Please view Canvas and the Welcome Kit for which reading is required for each class session.

Required Readings

- National Culture - Hofstede Insights (online)
- Azevedo, M. J. , & Johnson, B. H. (2011). The Impact of Globalization Determinants and the Health of the World's Population. In (Ed.), *New Knowledge in a New Era of Globalization*. IntechOpen. <https://doi.org/10.5772/18323>
- <https://sdgs.un.org/goals>

- Chokshi, M et al. 2016. Health systems in India. *Journal of Perinatology* 36: S9 to S12
- Joe, William et. al. 2018. Social Choice and Political Economy of Health: Reflections on the National Health Policy, 2017 *Economic and Political Weekly* LIII (28): 83-91.
- GRAAM. 2013. Performance Evaluation Study of NRHM in Karnataka-Project Report.
- McIntyre (2017). Main mechanisms of health care financing. In *Learning from experience: Health care financing in low- and middle-income countries* (chapter 2, pp. 3–4).
- *A Water Handbook* (1999). UNICEF Technical Guidelines Series.
- Section 5 (pages 49–55) of: *National Ethical Guidelines for Biomedical and Health Research Involving Human Participants* (2017). Indian Council of Medical Research
- *Clinical Trials in India: Ethical Concerns* (Bulletin of the World Health Organization, 2008)
- Kadam, R. & Karandikar, S. (2012). Ethics committees in India: Facing the challenges. *Perspectives in Clinical Research*, 3(2), 50–56.
- Swami Vivekananda Youth Movement Response to Covid-19 in Karnataka (2020)
- SVYM Abridged Summary
- Sustainable Development Goals - United Nations ([webpage](#))

Recommended Readings

- The Case for India by Will Durant — chapters II–VII
- The Wonder that was India by A.L. Basham — chapters 5–9
- Powell-Jackson, T., Acharya, A., & Mills, A. (2013). An assessment of the quality of primary healthcare in India. *Economic and Political Weekly*, 48(19), 53-61.
- Indian Council of Medical Research, Public Health Foundation of India and Institute for Health Metrics and Evaluation (2017). *India: Health of the Nation's States - The India State Level Disease Burden Initiative*. New Delhi, India: ICMR, PHFI and IHME.
- Kulesher, R. & Forrestal, E. (2014). International models of health systems financing. *Journal of Hospital Administration*, 3(4), 127-139.
- Kumar, A.K.S. et al. (2011). Financing health care for all: Challenges and opportunities. *The Lancet*, 377 (9766), 668-679).
- SVYM's Souvenir of National Conference on Integration of Allopathy and Ayurveda Samagama Pg 5, 6,7, 9,13,14
- Wilkinson, R. & Marmot, M. (Ed.). (2003). *Social determinants of health: The solid facts*. World Health Organization
- Chakrapani, V et al. (2010). Hijras/transgender women in India: HIV, human rights and social exclusion.
- Bajpai, V. (2014). *The Challenges Confronting Public Hospitals in India, Their Origins, and Possible Solutions*. Download Bajpai, V. (2014). *The Challenges Confronting Public Hospitals in India, Their Origins, and Possible Solutions*.
- Mohanty, S. & Rajbhar, M. (2014). Fertility transition and adverse child sex ratio in districts of India. *J. Biosoc. Sci*, 46, 753–771.
- *Gender and Health. High Level Expert Group Report on Universal Health Coverage for India*
- Kishor, S. & Gupta, K. (2009). *Gender Equality and Women's Empowerment in India. National Family Health Survey (NFHS-3), India, 2005-06*. Mumbai: International Institute for Population Sciences.
- Tiwari, A.K. (2013). Gender Inequality in Terms of Health and Nutrition in India: Evidence from National Family Health Survey-3. *Pacific Business Review International*, 5(12), 24–34.

- Sanneving, L. et al. (2013) Inequity in India: the case of maternal and reproductive health, *Global Health Action*, 6(1)..
- Millennium Development Goals: India Country Report 2014. Ministry of Statistics and Programme Implementation, Government of India
- Garg, S. & Singh, R. (2014). Need for integration of gender equity in family planning services. *Indian J Med Res*, 140, 147–151.
- 2005-06 NATIONAL FAMILY HEALTH SURVEY (NFHS-3)
- Das, A. Family Planning and Contraceptive Use in India: New Priorities, New Approaches
- Emergency and Injury Care at District Hospitals in India: A Report of Current Status on Country Level Assessment (2020)
- Heifetz, Ronald. *Leadership without Easy Answers*. Cambridge: Belknap/Harvard University Press, 1994.
- Williams, Dean. *Real Leadership; Helping People and Organizations Face Their Toughest Challenges*. San Francisco: Berrett-Koehler, 2005.
- Heifetz and Linsky. *Leadership on the Line: Staying Alive through the Dangers of Leading*. Boston: Harvard Business School Press, 2002.
- Selznick, Philip. *Leadership in Administration*
- <https://www.hofstede-insights.com/models/national-culture>
- <https://hi.hofstede-insights.com/organisational-culture>
- Paul Lawrence & Nitin Nohria. *Driven – How Human Nature Shapes our Choices*.
- Leadership lessons from a Chieftain – Dr. Balu
- Kempaiah and leading in the present – Dr. Balu

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>Scholastic Dishonesty, Plagiarism, Cheating, Etc.</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 https://z.umn.edu/dishonesty</p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of frequently asked questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</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 (http://z.umn.edu/IUplagiarism).</p>
<p>Non-credit participants</p>	<p>A Certificate of Completion 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.</p>

	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.
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