

**PUBH 6715, SECTION 001****India: Global Health, Globalization, & Leadership****Spring 2019****COURSE & CONTACT INFORMATION****Credits:** 3

**Meeting day(s):** Students must arrive in India on December 29, 2018 and remain through January 17, 2019. Expected travel dates are departing the US on December 27 and arriving back in the US on January 19, 2019; There are also two post-departure sessions in Feb/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

**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

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**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 grass-root 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.

In order to register for this course, students must apply to the CGHSR; application details at <https://globalhealthcenter.umn.edu/mysoreIndia> Once admitted, students will be given permission number for registration.

Additional costs (travel, room, and board) will apply for this course. Details at <https://globalhealthcenter.umn.edu/mysoreindia>

## COURSE PREREQUISITES

Open to all graduate and professional students.

## COURSE GOALS & OBJECTIVES

Following this course, students will be able to:

- Describe and analyze socio 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.
- 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/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.
- Synthesize learning and findings into group discussion and individual assignments.

## METHODS OF INSTRUCTION AND WORK EXPECTATIONS

### Course Workload Expectations

This is a 3-credit course. The University expects that for each credit, the student spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately 135 hours of effort.

### Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

Additionally 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 (<https://z.umn.edu/studentconduct>).

## Assignments

### 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>• Review the “Before you go” section of the AHC predeparture online orientation</li> <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 Moodle.</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 Moodle. 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> <ol style="list-style-type: none"> <li>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.</li> <li>2) Group leaders must complete the following items in Moodle:             <ol style="list-style-type: none"> <li>a) Prior to your scheduled session: A written facilitation plan and agenda.</li> <li>b) 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> </li> </ol>	5

### Final Debrief Reflection

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.

- Revisit your goals you set before you left. To what extent to 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 topic are you going to advance for the professional poster?

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:

- It is a chance to add your thoughts and 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 access to internet is available during the course but may be limited or slow.

Your paper must include at least one personal interview as source (e.g., conversation with an instructor, site visit host, etc).

- Written content includes personal thoughts and analysis; includes effects on thinking and/or practice.

**Timeline**

- Dec 31 - Identify 2 potential topics.
- Jan 3 - Topic is finalized; list of questions developed to ask of instructors/hosts etc. to advance your understanding of the topic.
- Jan 15 - Paper due

**3. Professional Poster Creation (CGHSR is lead)**

Item and Due Date	Points (20 Total)
<p><b>Poster Creation - Due at Post Trip Debrief Session</b></p> <ol style="list-style-type: none"> <li>1) Review the resources on how to create a professional poster (provided via Moodle)</li> <li>2) Review the UMN <a href="#">Global Health Day</a> Poster Session instructions</li> <li>3) 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.</li> <li>4) Choose a poster category that best fits your chosen topic.               <ol style="list-style-type: none"> <li>a) Global Health Experience Reflection</li> <li>b) Global Health Topic</li> <li>c) Research</li> </ol> </li> <li>5) Use PowerPoint to create your poster, paying attention to the following criteria:               <ol 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> </ol> </li> </ol>	10
<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
<p><b>Optional - Global Health Day Poster Session - April 2019</b></p> <p>If you wish to present your poster at Global Health Day, follow the submission deadlines and instructions for that event.</p>	0

## COURSE TEXT & READINGS

All course readings are available electronically or in Moodle.

- *The 6 Dimensions of National Culture*, Hofstede Insights, 2018, [www.hofstede-insights.com/models/national-culture/](http://www.hofstede-insights.com/models/national-culture/).
- Basham, A. L., & Rizvi, S. A. A. (1956). *The wonder that was India* (p. 300). London: Sidgwick and Jackson. Chapter 1.
- Azevedo, M. J., & Johnson, B. H. (2011). The impact of globalization determinants and the health of the world's population. In *New knowledge in a new era of globalization*. InTech.
  - <http://www.intechopen.com/books/new-knowledge-in-a-new-era-of-globalization/the-impact-of-globalization-determinants-and-the-health-of-the-world-s-population> Or In Moodle as Reading 2.
- Government of India. (2005). *Financing and delivery of health care services in India*. Ministry of Health and Family Welfare. Pages 244 to 316.
  - In Moodle as Reading 3 (Page 244 to 316) -
- UNICEF. (1999). Towards better programming: a water handbook. In *Water, environment and sanitation technical guidelines, series* (Vol. 2). UNICEF. (In Moodle as Reading 6)
- Read about Swami Vivekananda Youth Movement at [www.svym.org](http://www.svym.org)
- Indian Council of Medical Research. (2017). National Ethical Guidelines for Biomedical and Health Research Involving Human Participants. New Delhi: Director-General Indian Council of Medical Research. Section 5, p 49-55, Informed Consent Process. (In Moodle as Reading 7)
- Network, S. A. C. (2008). Clinical trials in India: ethical concerns. *Bulletin of the World Health Organization*, 86(8).
  - <http://www.who.int/bulletin/volumes/86/8/08-010808/en/>
- Kadam, R., & Karandikar, S. (2012). Ethics committees in India: Facing the challenges!. *Perspectives in clinical research*, 3(2), 50.
  - <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3371548/>
- United Nations. (2016). Sustainable Development Goals: 17 Goals to Transform our World. <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>
- World Health Organization. Questions and Answers on Universal Health Coverage . [http://www.who.int/healthsystems/topics/financing/uhc\\_qa/en](http://www.who.int/healthsystems/topics/financing/uhc_qa/en)
- Gangolli, L. V., Duggal, R., & Shukla, A. (2005). Review of healthcare in India. Mumbai: Centre for enquiry into health and allied themes. (Section 1; Section 2: Historical Review of Health Policy Making) Pages 3 to 40. <http://www.cehat.org/cehat/uploads/files/rhci.pdf>

Additional Optional Readings

- Planning Commission of India. (2011). *High level expert group report on universal health coverage for India* (No. id: 4646). [http://planningcommission.nic.in/reports/genrep/rep\\_uhc0812.pdf](http://planningcommission.nic.in/reports/genrep/rep_uhc0812.pdf)
- Boerma, T., Eozenou, P., Evans, D., Evans, T., Kieny, M. P., & Wagstaff, A. (2014). Monitoring progress towards universal health coverage at country and global levels. *PLoS medicine*, 11(9), e1001731.
- Social Determinants of Health: The Solid Facts, 2nd Edition. World Health Organization.
- Cowling K, Dandona R, Dandona L. Social determinants of health in India: progress and inequities across states. *Int J Equity Health*. 2014;13:88.  
<https://equityhealthj.biomedcentral.com/articles/10.1186/s12939-014-0088-0>

## COURSE OUTLINE & DAILY SCHEDULE (SUBJECT TO CHANGE BASED ON LOCAL SCHEDULES)

Note that that in addition to the group sessions and the site visits identified below, there will be a few other group sessions scheduled, including three instructor-led weekly debriefs (60 minutes); six student-led group reflections (30 minutes); 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.

Week	Topic	Readings	Activities/Assignments
<b>Predeparture Orientation (Minneapolis)</b>	<ul style="list-style-type: none"> <li>Logistics</li> <li>Health &amp; Safety</li> <li>Goal setting</li> </ul>	•	•
<b>Sat Dec 29</b>	<ul style="list-style-type: none"> <li>Morning, Arrival and rest</li> <li>10:30 am, Orientation with staff at the Institute; Dr. Rekha</li> </ul>	•	•
<b>Sunday Dec 30</b>	<ul style="list-style-type: none"> <li>Free Day</li> </ul>	•	•
<b>Monday, Dec 31</b>	<ul style="list-style-type: none"> <li>9.30 to 11.00 am S-1 Understanding Cultures, Dr. R. Balasubramaniam</li> <li>11.30am to 01.00pm, S-2, Intro to India, Dr. Vinaya Chandra</li> <li>2.30 to 6:30 pm, V-1 Mysore Palace and Chamundi Temple visit, Mr. Ashok</li> <li>New year eve Dinner-</li> </ul>	<ul style="list-style-type: none"> <li>The 6 Dimensions of National Culture (2018)</li> <li>Basham, A. L., &amp; Rizvi, S. A. A. (1956)</li> </ul>	<ul style="list-style-type: none"> <li>Assignment due: Reflection Activity - Goal setting</li> <li>Reflection Paper: 2 potential topics identified</li> </ul>
<b>Tues, Jan 1</b>	<ul style="list-style-type: none"> <li>9.30 to 11.00 am, S-3 Effects of Globalization and Introduction to Global Health, Dr. R. Balasubramaniam</li> <li>11.30am to 1.00pm, S-4 Health care in India, Dr. Sridevi Seetharam</li> <li>2.30 to 4:30pm, V-2 Visit to Government Teaching Hospital, Dr. Sumanth/ Dr. Rekha</li> </ul>	<ul style="list-style-type: none"> <li>Azevedo, M. J., &amp; Johnson, B. H. (2011)</li> </ul>	•
<b>Wed, Jan 2</b>	<ul style="list-style-type: none"> <li>9.00 to 11.00 am, S-5 Health Financing and Insurance, Dr. Devadasan</li> <li>11.30am to 1.00pm, S-6 Public Health Care System in India, Dr. Praveen Kulkarni</li> <li>2.00 to 4:30 pm, V-3 Visit to a Primary Health Centre, Dr. Sumanth</li> </ul>	<ul style="list-style-type: none"> <li>Government of India. (2005).</li> </ul>	•
<b>Thurs, Jan 3</b>	<ul style="list-style-type: none"> <li>9.00am to 1.00pm, Leadership workshop, Learning to lead Global Programs, Dr. R. Balasubramaniam</li> <li>2.00 to 4:30 pm, Self-work exercise</li> </ul>	•	<ul style="list-style-type: none"> <li>Assignment due: Daily Personal Reflection #1</li> <li>Reflection Paper: Topic is finalized; List of questions drafted</li> </ul>
<b>Fri, Jan 4</b>	<ul style="list-style-type: none"> <li>9.00am to 1.00pm, Leadership workshop, cont.</li> <li>2.30 to 5.30 pm, Self-work exercise</li> </ul>	•	•

<b>Sat, Jan 5</b>	<ul style="list-style-type: none"> <li>9.00am to 1.00pm, Leadership workshop, cont.</li> <li>2.30 to 5.30 pm, Self-work exercise</li> </ul>	•	•
<b>Sun Jan 6</b>	<ul style="list-style-type: none"> <li>Free Day</li> </ul>	•	•
<b>Mon, Jan 7</b>	<ul style="list-style-type: none"> <li>9.30 to 11.00 am, S-8 Gender and Health, Dr. Bindu</li> <li>11.30am to 1.00pm, S-9 Water and Sanitation Issues in India, Challenges for Health, Dr. Seetharam</li> </ul>	• UNICEF. (1999).	•
<b>Tues, Jan 8</b>	<ul style="list-style-type: none"> <li>9.30 to 11.00 am, S-10 Gender and Health continued, Dr. Bindu</li> <li>11.30 to 1.00pm, S-11 Mental Health in India, Dr. Murali Krishna</li> </ul>	•	•
<b>Wed, Jan 9</b>	<ul style="list-style-type: none"> <li>9:30 to 11 am, S-12, NGO's role in Health Care Delivery, Dr. (Flt Lt.). M. A. Balasubramanya</li> <li>Visit to SVYM Projects</li> </ul>	• Swami Vivekananda Youth Movement Website	•
<b>Thurs, Jan 10</b>	<ul style="list-style-type: none"> <li>9.30 to 11.00 am, S-13 Medical Research and Bioethics in India, Dr. Sridevi Seetharam</li> <li>11.30am to 1.00pm, S-12 Sustainable Development Goals and Universal Health Coverage, Dr. (Flt Lt.). M. A. Balasubramanya</li> </ul>	<ul style="list-style-type: none"> <li>Indian Council of Medical Research. (2017).</li> <li>Network, S. A. C. (2008).</li> <li>Kadam, R., &amp; Karandikar, S. (2012).</li> <li>United Nations. (2016).</li> <li>World Health Organization</li> </ul>	• Assignment due: Daily Personal Reflection #2
<b>Fri, Jan 11</b>	<ul style="list-style-type: none"> <li>9.30 to 11.00 am, S-14 Indian political governance structure with respect to health Mr. Sham Kashyap</li> <li>11.30 to 01.00pm, Debrief and feedback. Dr. Rekha</li> </ul>	• Gangolli, L. V., Duggal, R., & Shukla, A. (2005).	•
<b>Jan 12 to 13</b>	<ul style="list-style-type: none"> <li>Jungle Retreat</li> </ul>	•	•
<b>Mon, Jan 14</b>	<ul style="list-style-type: none"> <li>9.30 to 11am, Social Determinants of Health</li> <li>11.30am to 1pm, Introduction to Ayurveda, Dr. Dennis Chauhan</li> <li>2.30 to 4.00pm, Visiting an Ayurveda Treatment centre</li> </ul>	•	•
<b>Tues Jan 15</b>	<ul style="list-style-type: none"> <li>Free day for completing reflections/ assignments</li> </ul>	•	• Assignment Due: Reflection paper
<b>Wed, Jan 16</b>	<ul style="list-style-type: none"> <li>V-6 Trip to Shravanabelagola</li> </ul>	•	•
<b>Thurs, Jan 17</b>	<ul style="list-style-type: none"> <li>Debrief, feedback and travel</li> </ul>	•	•

<b>Fri, Jan 18</b>	<ul style="list-style-type: none"> <li>• Travel &amp; arrive home</li> </ul>	•	•
<b>TBD Feb 2018 (Minneapolis)</b>	<ul style="list-style-type: none"> <li>• 6 to 7:30 Post-Trip Debrief #1: Group Debrief</li> </ul>	•	<ul style="list-style-type: none"> <li>• Assignment: Preparation for Final Debrief Reflection</li> <li>• Assignment: Professional Poster Topic and Category selected</li> </ul>
<b>Mar 2018 (Minneapolis)</b>	<ul style="list-style-type: none"> <li>• 6 to 7:30 Post-Trip Debrief #2: Poster Presentations</li> </ul>	•	<ul style="list-style-type: none"> <li>• Assignment: Poster Presentation to Class. (Final Poster due electronically 1 week later)</li> </ul>

## SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at [www.sph.umn.edu/student-policies/](http://www.sph.umn.edu/student-policies/). 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

## EVALUATION & GRADING

**This is a Pass / Fail (S/N) course.** Students will be awarded points based on the completion of the following activities. There are 100 total points.

- 1) Participation in daily activities - 30 points (30%)
- 2) Completion of written assignments (See detail above) - 60 points (60%)
  - a) Personal Reflection and Group Debrief Activities - 20 points (20%)
  - b) Reflection paper - 20 points (20%)
  - c) Professional Poster Creation - 20 points (20%)
- 3) Post-trip debrief sessions participation 10 points (10%)

### Grading Scale

This course is graded on a S/N basis.

- 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>Late Assignments</b></p>	
<p><b>Attendance Requirements</b></p>	<p>Attendees are expected to attend the full program in India. If there is a unavoidable conflict with the chosen pre-departure and post-departure sessions in Minneapolis, student must confer with instructor in advance of session for options to make up the session through other means.</p>
<p><b>Extra Credit</b></p>	<p>NA</p>

## CEPH COMPETENCIES

Competency	Learning Objectives	Assessment Strategies
<p>5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings</p>	<ul style="list-style-type: none"> <li>• Identify how globalization and global economic policies interact with health, health care delivery, healthcare access, and health policy in India.</li> <li>• Describe the healthcare and public health systems in India, including public vs private, governance structure, financing, priorities, and the role of the NGO.</li> <li>• Describe the evolution of research ethics in India and the current regulatory environment; discuss ethical challenges particular to India.</li> </ul>	<p>Reflection Paper Professional Poster Creation</p>
<p>6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels</p>	<ul style="list-style-type: none"> <li>• Describe and analyze socio and cultural factors that determine the health, disease, and disparity in the Indian context.</li> <li>• Identify the gaps in health care access and health outcomes that exist in India.</li> <li>• Identify how one’s “cultural narrative” affects leadership, authority, and approaches to public problem solving.</li> <li>• Explain the current status and limiting factors for achieving the Sustainable Development Goals in Karnataka and India.</li> </ul>	<p>Reflection Paper Professional Poster Creation</p>
<p>16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making</p>	<ul style="list-style-type: none"> <li>• Apply adaptive leadership models in the development and analysis of case studies.</li> </ul>	<p>Group Reflection Facilitation</p>
<p>21. Perform effectively on interprofessional teams</p>	<ul style="list-style-type: none"> <li>• Synthesize learning and findings into group discussion and individual assignments.</li> </ul>	<p>Group Reflection Facilitation</p>