

**WEST VIRGINIA UNIVERSITY/MARSHALL UNIVERSITY/  
WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE**

<b><u>Course:</u></b>	Topics in Global Health
<b><u>Semester:</u></b>	Summer 2018 (4 weeks, Monday – Friday)
<b><u>Credit Hours:</u></b>	3 credit hours
<b><u>Prerequisites:</u></b>	Junior with minimum 3.0 GPA
<b><u>Instructors:</u></b>	[Instructors from MU, WVSOM, and WVU]
<b><u>Schedule:</u></b>	A four-week experience during which students will participate in lectures, small group learning activities and structured field-based activities Monday-Friday.
<b><u>Location:</u></b>	Classroom, communities, hospitals, clinics, and community health centers in Guayaquil, Ecuador.
<b><u>Office Hours:</u></b>	By appointment
<b><u>Course Description:</u></b>	Students will be introduced to global health concepts through immersion in the culture of Ecuador and structured visits to health care facilities and community-based health programs. The overall goal is to understand the health situation of both Appalachia and Ecuador within a broader global context.

**Methods:** Didactic content will be delivered in a traditional classroom setting each day. Students will be required to read selected articles, view videos, journal, engage in reflective debriefings, and write a paper. Other learning experiences include visits to community hospitals, community-based clinics, the US embassy, and cultural experiences.

**Intercultural Immersion Activities:** Students will participate in the daily life of the community in activities such as social gatherings, and special events. They will have the opportunity to hear from local community members such as physicians and nurses. They are expected to prepare questions for speakers and to actively engage in learning from locals throughout the course. Field trips will include sites where students will gain an appreciation and understanding of public health and health promotion, health care delivery systems as well as local cultural attractions.

**Readings/Viewings:** Scholarly readings and online lectures will provide the foundation for this course. The readings are chosen selectively, with the goal of introducing the students to the concepts of global health, health promotion and health care delivery systems and to the culture of Paraguay.

**Required Readings/Viewings:**

*Global burden of disease profile: Ecuador.* 2017. Retrieved May 8, 2017 from <http://www.healthdata.org/ecuador>

Rosling, H. 2010, November 26. Hans Rosling's 200 Countries, 200 Years, 4 Minutes - The Joy of Stats - BBC Four [Video File] Retrieved from <https://www.youtube.com/watch?v=jbkSRLYSojo>

Additional readings to be provided on specific content.

### **Assignments/Learning Activities**

**Journal Writing:** Regular, daily journal writing functions as a tool for students to reflect on course content and experiences. Students are expected to write coherently and critically analyze their own ideas as well as those presented in readings and by their fellow students during class discussion. Each day students should write a minimum of a 2 paragraph reflection on what they saw within the context of comparing and contrasting the health status of Ecuadoreans to Appalachians and what this tells them about determinants of health. Journals will be submitted at the end of each day.

**Reflective debriefing:** At the end of each day, students will participate in discussion. Readings and journal assignments will often provide the focal point for dialogue but examination of experiences at the field site and in the community are encouraged as well. Students are expected to create a learning environment where diverse viewpoints, emotional learning and academic discourse are respected and promoted.

**Global Health Analysis Paper:** Students will prepare a minimum 10-page APA formatted paper and include a minimum of 6 peer-reviewed articles. In the essay, students will select one of the areas discussed in their journal reflection related to global health to explore in greater depth. They should specifically identify a issue that they found to be the same or different in Ecuador and Appalachia and how this influences the health status of Appalachians.

### **Learning Objectives:**

- Evaluate how healthcare delivery models vary across countries and how they impact cost and effectiveness of care
- Identify and describe how culture and socioeconomic determinants directly impacts the health of a population
- Assess the elements of successful community based interventions
- Recognize the important role global experiences have in contributing to enhancing ones ability to be a culturally sensitive citizen

### **Course requirements**

<b>Assignment</b>	<b>Percentage</b>
Daily journal entries	50%
10 page global health analysis paper	40%
Participation in reflective debriefings	10%

### **Grading Scale:**

Students must take this course for credit if they plan to use it as a School of Nursing elective. The grading scale will be as follows:

A	93-100%
B	85-92%
C	77-84%
D	70-76%
F	69% or below

Students may take this course on a pass/fail basis if they do not plan to use it as a School of Nursing elective. An F is equivalent to 69% or below. In order to pass the course, students must: receive a passing grade on all assignments and attend the pre-trip class meeting.

**Late assignments will NOT be accepted.**

## **COURSE POLICIES**

### **Social Justice Statement:**

West Virginia University is committed to social justice. I concur with that commitment and expect to foster a nurturing learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given consideration.

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>

### **Classroom Behavior:**

Students will meet in the classroom setting during orientation and then during the week spent in Paraguay. An environment conducive to learning is fostered through mutual respect among students, their peers, and faculty. **Any behavior that jeopardizes that environment is inconsistent with professionalism and will not be tolerated.** To ensure an environment that is conducive to learning, personal communication devices (cell phones, pagers, and laptops when not being used for learning activities) should be turned off and stowed away during classroom activities.

**Academic Dishonesty:** West Virginia University expects that every member of its academic community shares the historic and traditional commitment to honesty, integrity, and the search for truth. Academic dishonesty includes plagiarism; cheating and dishonest practices in connection with examinations, papers, and projects; and forgery, misrepresentation, and fraud. Students who engage in academic dishonesty will be penalized. Penalties may include a reduced grade on the work or examination in question, assignment of remedial work, or a reduced grade in the course, up to and including an unforgivable F. The instructor may also recommend to the Dean that additional penalties be imposed.

### **Social Media Policy:**

Sharing information is a basic tenet of higher education. Through social media, it is easier than ever to reach out to others and to share information. There have never been fewer barriers to sharing, but with this openness comes a need to know exactly what to share and with whom, as well as a clear understanding of what not to do.

WVU is committed to free and open expression and supports its faculty, staff, and students in the use of social media to connect with each other and to accelerate teaching and learning. Social media is a powerful tool that carries with it many rewards, but with those rewards come personal and institutional risks. You are responsible for complying with the University Social Media Guidelines found at <http://www.hsc.wvu.edu/Admin/HSC-Policies-Guidelines>.