Global Health Field Experience
Inter-Ag and Nutritional Sciences 421
1-4 credits
Course Syllabus

I. Course Description: Each section of 421 is a faculty-led field course that exposes students to global health through discussion, observation, participation in service learning, and other applied public health activities at one or more locations in the US or abroad. Field courses involve groups of 8 to 15 students and include opportunities for one-on-one mentorship by UW faculty/staff and partners at governmental, nongovernmental, and community organizations.

International field courses must have two leaders (at least one with a UW affiliation) with country expertise and foreign language skills as needed. Domestic courses must have at least one leader who must have a UW affiliation. Each field course has a tenured or tenure-track faculty sponsor who oversees the course and may also be one of the course leaders in the field. At each site, students and course leaders will work closely with at least one community or local governmental or nongovernmental partner organization working toward improving health and well-being. Courses range in length from 1-6 weeks and earn between 1 and 4 credits. While this course was created as the primary route by which students would meet the field experience requirement for UW’s Undergraduate Certificate in Global Health, students need not be completing the certificate to enroll in an associated field course.

Field courses are generally offered during either intersession (mid-May thru Mid-June) or the winter break (January 1 until the start of spring classes), but may occur at other times such as spring break. All course leaders will arrange some kind of pre-trip preparation which may be a credit-bearing course; one long or multiple short, informal sessions; on-line instruction, or some combination of these. Ideally, each course will also end with some kind of follow-up activity that prompts students to synthesize lessons learned and reflect on how they have been changed by the experience.

As of 2013, it is expected that the number 421 will be used for more than 20 different field courses each year. Locations and topics will depend on the availability of course leaders, the interests of partner organizations, and student interest. In a given year, most courses will take place outside the United States, but 421 will also cover include courses within the United States that either address issues transcending national boundaries or frame the health and well-being of local populations in a global context.

Destination countries of 2011 and 2012 field courses (offered under various temporary course numbers other than 421) included Mexico, Ecuador, India, Uganda, Kenya, China, Nepal, Sri Lanka, Austria, and Germany. Field courses also took place in Milwaukee, Madison, and Odanah, Wisconsin, as well as the United Nations headquarters in New York City.
II. Eligibility: All undergraduates are eligible to apply for global health field courses. We will give preference to students who are declared as candidates for the Undergraduate Certificate in Global Health or who have taken at least one of the Certificate’s core courses. However, undergraduate students and special students who are not in the Certificate program may apply and participate as space permits. The application process (described below) includes questions that determine each student’s level of involvement with the Certificate.

III. Pre-requisites: The leader(s) of each field course may decide what (if any) prerequisites to impose for their course. With a few exceptions for GPA and language, most global health field courses have no prerequisites. If possible, when stating prerequisites leaders should frame them in terms of courses offered at UW-Madison (“Students must have completed Spanish 203 or the equivalent”).

IV. Course Development, Selection, and Administration: The field courses are organized through the Undergraduate Certificate in Global Health. Certificate in Global Health faculty and academic staff are responsible for facilitation, selection and evaluation of field courses. They work through campus study abroad units to ensure that courses are carried out according to University policy in terms of safety and liability.

Course Development and Selection: Members of the Certificate in Global Health core team are listed below. With additional input from leaders of the Certificate’s core courses, the Certificate’s Advisory Board, and staff from study abroad units, the core team will provide oversight of field course content and leadership to ensure that all 421 field courses offered are rigorous and integrate well with the academic content of the Certificate program.

Sherry Tanumihardjo  
Director, Undergraduate Certificate in Global Health  
Professor, Nutritional Sciences

Lori DiPrete Brown  
Associate Director of Education and Engagement, Global Health Institute.  
Faculty Associate, School of Medicine and Public Health and Department of Population Health Sciences

John Ferrick  
Assistant Dean, Division of International Studies. Director, International Programs, CALS

Rick Keller  
Associate Professor, Medical History and the History of Science

Patrick Remington  
Associate Dean for Public Health, School of Medicine and Public Health  
Professor, Population Health Sciences

Robin Mittenthal  
Global Health Administrative Program Manager, CALS

Sweta Shrestha  
Education Programs Associate, Global Health Institute

To be offered as a field course in a given year, the leaders of each new and renewing course must submit a course proposal early in the fall semester with the following information (detailed guidelines on formatting will be provided each fall):

- Basic summary (instructors, title, dates, credit, prereqs, etc.)
- Brief overview of the whole course and its connections to global health
- Learning objectives
- Itinerary and logistic information
- Resumes for all course leaders
- If non-UW-affiliated instructors are teaching the course, a letter of support from a UW-affiliated instructor for each non-UW instructor
- A budget (guidelines, a sample budget, and a template will be provided)

Courses will be selected by October of each year for the following year.

**The Application Process:** A list of courses and application instructions will be made available in early November of year to students on the web site of the Certificate in Global Health (http://ghi.wisc.edu/undergraduate-certificate/). The courses will also be promoted via listservs, on the web sites of associated study abroad units, and in person in key related classes.

Students begin the application process by completing either a paper or online form for the study abroad unit administering the course(s) in which the student would like to participate. Applications will be due on varying dates depending on expected interest in each course – courses that have filled quickly in past years will have early application dates (potentially before the end of November) while other renewing courses and new courses will have deadlines as late as mid-January.

Field course leaders make the final selection of student participants with some input from Certificate in Global Health staff and staff of study abroad units. Once students have been selected they will be given enrollment and orientation instructions which will vary depending on which study abroad unit is overseeing the program.

**Administration of Field Courses:** International field courses must be administered by an official campus study abroad unit. We anticipate that most will be administered through either International Academic Programs (IAP) or CALS International Programs (CALSIP), but in some cases they may be administered by other units such as the Business School, the School of Engineering, or the Global Health Institute. Domestic courses are administered by CALSIP. Study abroad units should provide the following support to leaders of each field course after a course has been approved by the process described above:

- Creation of a detailed budget and cost estimate for students
- Purchase of group travel (air tickets, bus tickets, etc.) or guidance on individual purchasing as appropriate
- Assistance and advising of students with respect to obtaining needed passports, visas, immunizations and/or other important documentation
- An orientation to travel health and safety and the policies of UW-Madison with respect to participation in study abroad (which also apply to domestic courses)
- Guidance and support related to financial transactions (cash advances, reimbursement, etc.), and arrangement of accommodations, meals, travel, reimbursement and other miscellaneous logistics as requested by the field course leader(s)

**V. Student Learning Objectives:** Field experiences carried out as Inter-Ag 421 should enable students to:

- Discuss the burden of disease and threats to well-being in different settings and the root causes of these conditions
• Understand the importance of working through a variety of disciplines (health care, agriculture, engineering, nutrition etc.) to contribute to sustainable global health and development

• Practice respectful and mutual engagement with local populations during site visits and community visits

• Participate in a culturally sensitive and ethical way in community service activities carried out with local partners

• Communicate with community representatives and public health professionals about measures being taken to address key health concerns in the community

VI. Global Health Field Experience Core Content:

The global health field experience is an essential portion of the undergraduate global health curriculum. While the field courses vary in topic and location, we want students going on every course to receive a core set of knowledge and practice key skills that they can use in future global health work. In addition to asking course leaders to support the learning objectives identified above, we have also identified a set of lectures and readings on topics related to global health that we would like leaders to consider. Ideally, exposure to this foundational global health content would comprise 30-40% of students’ academic preparation for any given course, with some form of accountability (discussions, a quiz, etc.) selected by the course leaders. The remaining 60-70% of the curriculum will be decided upon by the field course leaders based on the geographic location of the course and their own topical interest and disciplinary expertise.

Before each summer term begins, an updated set of core content will be made available to course leaders and their students. Some of the core content will be delivered in the form of live lectures and discussions, likely at a half-day optional (or possibly mandatory) orientation in early March, but this content will be archived online to accommodate student schedules.

The core content is summarized below. The readings listed are illustrative and will be updated as the literature in each of these areas evolves. Students in each field experience will be given access to a Learn@UW course containing the files listed below.

A. Overview of Global Health (Lori DiPrete Brown)

• Chapter 1. P9-49.
• Declaration of Alma Ata. 1978. International Conference on Primary Health Care, Alma Ata, USSR.
• Gostin, L. Why rich countries should care about the world’s least healthy people. JAMA, July 4, 2007, Vol 208, No 1, p. 89-92

B. Food, Nutrition and Global Health (Sherry Tanumihardjo, Robin Mittenthal)


C. Global Health and Development (John Ferrick)

• The Millennium Development Goals

D. Good Practices for Community-Based Learning (Lori DiPrete Brown)

• Wallerstein and Duran, Using Community-Based Participatory Research to Address Health Disparities, Health Promot Pract 2006; 7; 312-323
• Mathie, A.; Cunningham, G. From Clients to Citizens: Asset-Based Community Development as a Strategy for Community Driven Development. The Coady International Institute, St. Francis Xavier University. 2002

E. Cross-Cultural Skills, Ethics and Professionalism (Sweta Shrestha)

• To Hell with Good Intentions. Ivan Illich. 1968

F. The Role of Reflection in Learning and Global Engagement (Sweta Shrestha)
Templates, guiding questions and examples to be provided.

G. Global Health Film Series (Sweta Shrestha)

As a complement to the Undergraduate Certificate in Global Health, the Global Health Institute runs a global health film series every Friday of both the fall and spring semesters. The film series provides students with a chance to explore and analyze both local and international global health issues through a medium other than lectures and readings. Students in field courses will be encouraged to attend the film series, especially the films most pertinent to their site and topic.

H. Readings to Support Section-Specific Placed-Based Orientation: Health, Development and Culture (Section Leaders)

Readings selected by the leader(s) of each course.

I. Readings to Support Section-Specific Learning Objectives (Section Leaders)

Readings selected by the leader(s) of each course.

J. Health and Safety


- Other readings and/or presentations by the study abroad unit responsible for the course

Details of Written Assignments:

While assignments vary depending on the field course leader, representative assignments are as follows. Instructors may ask students to create posters, Powerpoint presentations, or other more creative products to demonstrate learning. Products that have potential real use in global/public health education (for example, a multilingual or purely graphic brochure or sign explaining proper use of bed nets for malaria prevention) are encouraged.

Academic Paper: Students are required to prepare a report about an aspect of the field course or a health topic they investigated during the field course. The written report should be a maximum of 5 pages and should include and properly cite at least three references, including one or more peer-reviewed journal articles. Field course instructors will provide additional guidance for the academic paper based on the specific program of study. Length, requirement and topic of the paper will also be dependent on the credit weight of the field course and concentration.

Field Journal: The journal requirement is intended to provide the student with an opportunity to reflect on the field experience and his or her own learning process. Students will be required to submit a minimum of 4 journal entries for review by the course instructor. Student journals will be evaluated based on the following criteria:

- Do entries reflect on both positive experiences and challenges?
- Do they discuss issues related to professionalism, cultural competence, and ethics?
• Do they include self-reflection?

In addition to being part of the student’s grade for the field course, the journal content may be reviewed by Certificate in Global Health staff for purposes of program evaluation.

Assessment of field participation: Assessment measures will be determined by the field course leaders (Certificate staff can provide help with this on request).

**Grading and Assignments:** (point distribution and choice of assignments noted here is illustrative and may be modified at the discretion of course leaders).

20 Completion of readings and participation in orientation
20 Academic paper
20 Field journal
40 Assessment of field participation, cultural skills, and professionalism

The grading scale for the course will be: 90-100 A, 85-89 AB, 80-84 B, 74-79 BC, 69-73 C, 64-68 D, 63 or below F.

**Course Itinerary:**

Section leaders will provide a day-by-day course itinerary and required reading list to students with sufficient notice for students to complete preparatory reading in advance of the field portion of the course. Course itineraries are likely to include the following activities, but will vary depending on course objectives and location:

• Orientation to customs, rules of conduct, currency, housing, food, etc.; conducted by natives or citizens of the host country when possible,
• Discussions led field course leaders;
• Lectures/discussions by scholars from local universities and other experts;
• Visits to health centers, hospitals, community-based health programs, and other centers where health care services are delivered; visits to farms, family kitchens, food stalls, feeding centers, and other locations where agricultural productivity, nutrition, and associated aspects of well-being are addressed; visits to businesses and schools where connections can be made to health behaviors and access to food and health care.
• Volunteerism or service learning activities related to health and well-being;
• Visits to important cultural and natural sites (activities that enhance cultural understanding and appreciation of natural environment).

**Assignment of Credit:**

Credit will be assigned as follows:

1 credit = approximately 45 hours of work
2 credits = approx. 90 hours of work
3 credits = approx. 135 hours of work
4 credits = approx. 180 hours of work
Hours counted toward credit include both instructor-led pre-trip preparation and post-trip reflection as well as hours spent in lecture, discussion, site visits, and other activities during the field portion of the course. A typical one-week, one-credit course will involve approximately 40 hours of work in the field and 5 hours of preparation and reflection.

**Course Evaluations**

Course leaders may or may not choose to have students complete an evaluation of their course. Whether leaders choose to do this or not, the study abroad unit coordinating each course and/or the Certificate in Global Health will e-mail students shortly after the completion of the course asking them to complete an evaluation online. The results of these evaluations will be shared with course leaders and within the Certificate in Global Health on a timeline that permits revision of the course before its repetition.

**Travel Warnings**

Some field courses have taken place and likely will take place in countries for which Department of State or Centers for Disease Control travel warnings have been issued. Before it goes to the country in question for the first time, any such course must be reviewed and approved by the University International Travel Committee (UITC). As of August 2012, it is not yet clear whether such courses must be reviewed by the UITC each year.

Students on courses going to countries with travel warnings will be asked to submit a signed waiver form to their study abroad office indicating that they are aware of the risk this entails. If the Department of State, CDC, or other federal agency were to recommend the evacuation of all US citizens from such a country, course leaders and study abroad staff would be expected get their students back to the US as quickly as possible.

**Other Notes on Health, Personal Safety, and Culture**

Study abroad units responsible for each section of 421 provide some guidance on appropriate behavior, safety risks, immunizations, and other health, safety, and cultural issues. For liability reasons, however, the amount of specific information they are able to provide about health in particular is strictly limited. For example, with respect to immunizations, study abroad staff are supposed to avoid giving any recommendations other than directing students to the University Health Services Travel Clinic and/or the students’ own comparable medical service provider.

While course leaders should keep in mind that they face the same liability issues, the Certificate in Global Health encourages them to give health and safety recommendations about which they feel confident, especially if these coincide with Centers for Disease Control recommendations for travelers (see http://wwwnc.cdc.gov/travel/). The same is true for cultural issues that might be too sensitive for study abroad staff to raise comfortably (for example, potential safety issues that might arise if an openly gay student visits a country where homophobia is intense and culturally acceptable).