

Integrated Residency
Global Health Leadership for the Clinician

Global Health 575 (GH 575)
Autumn 2017

Instructors

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Course Schedule

September 25 – October 20, 2017

Location: 13th Floor Ninth and Jefferson Building (NJB), room 1360 or 1309 (or other as specified)

Course Description

The Integrated Residency Global Health Leadership course is a 1-month course designed to teach residents interested in careers in Global Health (GH) skills necessary to become future leaders in this field. The course is comprised of several different components, including field visits to local GH organizations, lectures, case-studies and small group discussions, and focuses on three major areas:

- Global Health Knowledge
- Global Health Leadership Skills
- Clinical Skills in Resource-Limited Settings

Prerequisites

Must have MD, DDS, PhD in nursing, or equivalent degree, OR permission from instructor. Global health experience is encouraged.

Learning Objectives

On course completion the student will be able to:

1. Identify current and emerging trends in the global burden of disease and describe different health systems and public health approaches to common diseases in limited resource settings.
2. Outline basic theories of economics and their impact on GH and define how one would use social marketing, technology and bioinformatics for health promotion and to bridge care gaps.
3. Demonstrate basic knowledge of program management, monitoring and evaluation and describe the approach to and health implications of political and natural disasters.
4. Describe how to conduct responsible research, program implementation and use writing, communication and media skills to promote change.

Themes

Week 1: Global Burden of Disease, Health Systems and Politics

Week 2: Health Economics, Cost-Effectiveness and Technology

Week 3: Program Management, Monitoring and Evaluation

Week 4: Global Health Leadership, Communication, and Ethics

Required Readings

Our Canvas website offers readings as indicated by our guest speakers. There is no required textbook for the class. Additional optional sources of information are listed on the course website as a resource.

Grading Policy

Course will be graded Credit/No credit. This is a 3 credit course.

- Credit is based on class participation. If you will be missing any classes, please contact Dr. Roxby.
- Required readings are available on the course Canvas website. These should be reviewed prior to each class.
- Homework assignments: The class will divide each week into groups of 3-5 students and each group will be responsible for providing a written summary of their discussions about the week's clinical case. The group will also be responsible for presenting findings and conclusions to the larger group in an oral presentation. Written and oral assignments will be graded on a Credit/No credit basis and all group members will receive the same grade.

Student Responsibilities

Attendance at all sessions and site visits is a requirement. Group projects require the participation of all group members. This course is designed for medical residents, who face unique pressures and responsibilities, therefore excused absences for clinical conflicts or other circumstances can be arranged in advance with permission of the instructor.

Course Structure

The course will be conducted during 4 consecutive weeks September 25 – October 20, 2017.

Most days: 9:00 – 11:00 lectures, 11:00-12:00 case review and group work.

Field visits: 9:00-12:00: at off site locations

Presentation days: 9:00 – 10:00 prep time: 10:00 – 12:00 Student presentations; facilitated by UW faculty in the Department of Global Health and/or by local experts.

Assignments: A different case will be discussed each of 3 weeks during the case review session and this will be the subject of the group presentations on Friday. Cases will be designed to provide participants with skills in managing common diseases in resource-limited settings at the individual and population level while considering broader GH issues, such as the impact of health systems, new technologies, outcomes evaluation, and the media.

Individual presentations will also be requested from each student as part of course responsibilities.

Residents will be able to attend their own continuity clinics or GH-oriented clinics in the afternoon (this is not required for course credit).

Additional Information

Academic Misconduct and Plagiarism

Academic Integrity Statement - Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity. The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and the SPH Academic Integrity Policy. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington Community Standards and Student Conduct website.

Access and Accommodations

Your experience in this class is important to us. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at [206-543-8924](tel:206-543-8924) or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Classroom Climate

We Are a Learning Community. The development of a supportive learning environment is fundamental to this course and to academic global health. As a learner-centered classroom, we all have wisdom and experience to share. Students and the instructors are expected to share their knowledge, comments, critiques, feedback and alternate opinions. Our learning space is the mutual responsibility of the instructors and the students; as such, we have a responsibility to engage in dialogue in a way that supports learning for all of us. The co-creation of this respectful environment will be fostered by listening to views other than your own with an open mind, being able to understand and appreciate another person's point of view and the ability to articulate your own point of view using direct communication. Being conscious of not monopolizing dialogue and/or interrupting will help create this environment as well. DCinfo@uw.edu is a resource for students with classroom climate concerns.

We have the privilege of learning together and we have a responsibility to engage in dialogue in a way that supports learning for all of us. Here are some practices we as learning community members can strive to use in our learning process:

- My own viewpoint is important — share it. It will enrich others.
- My students' and colleagues' viewpoints are important — listen to them. Do not judge them.
- Extend the same listening respect to others I would wish them to extend to me. We all have room to grow to become better listeners in non-judgmental ways.
- Recognize that I might miss things others see and see things others might miss.
- Raise my views in such a way that I encourage others to raise theirs.
- Inquire into others' views while inviting them to inquire into mine.
- Ask questions when I don't understand something.
- Test my assumptions about how and why people say or do things.
- Challenge what was said or done, rather than make assumptions about the individual.
- Beware of *either-or* thinking.
- Be willing to take risks in moving outside my comfort zones.
- Affirm others.

GLOBAL HEALTH LEADERSHIP for Clinicians

SCHEDULE 2017

Date	Room	Time	Title	Speaker
WEEK ONE				
9/25	1309	8:30	Breakfast & Welcome!	Alison Roxby
		9:00	Mentoring	Carey Farquhar
		10:00	Global Primary Care	Elizabeth Hutchinson, Swedish Family Medicine
		11:00	Group Meetings – Malaria Group Work	Alison Roxby
9/26	1309	9:00	Global Health Leadership- Perspectives	Robert Lindsley , I-TECH
		10:00	Community-based approaches to reduce HIV	Ruanne Barnabas
		11:00	Group Meetings – Malaria group work	
9/27	1309	9:00	Organizational Landscape of Global Health	Steve Gloyd
		10:00	Funding of global health projects	Alison Roxby
		11:00	Group Meetings	
9/28		10:00	Site visit: PATH	Sadaf Khan MD, PATH
		11:00	Tour PATH innovation laboratory	
			Group meetings	
9/29	1309	9:00	Presentation prep time	
		9:30	Malaria group presentations	Alison Roxby

WEEK TWO				
10/2	1309	9:00	Global Burden of Cardiovascular Disease	Greg Roth
		10:00	Global NCDs	David Watkins (Zoom)
		11:00	Work on individual presentations	
10/3	1309	9:00	Global Epidemiology of Cancer	Manoj Menon, Fred Hutch
		10:00	Mobile Technologies for Maternal Child Health	Jennifer Unger
		11:00	Individual Presentations	
10/4	1360	9:00	One Health	Peter Rabinowitz
		10:00	Disaster Response	David Townes
		11:00	Individual presentations	
10/5	1360	9:00	Individual presentations	
		10:00		
		11:00		
10/6	1309	9:00	Global Road Trauma and Injury	Beth Ebel
		10:00	Rapid Diagnostic testing in resource limited settings	Melissa Mugambi
		11:00	Individual Presentations	

WEEK THREE				
10/9	1360	9:00	Global Mental Health	Lydia Chwastiak
		10:00	Introduction to Implementation Science	Bryan Weiner
		11:00	Group meetings – Chronic Disease	
10/10	1309		MENTORING DAY	
			Students arrange visits with potential mentors	
			Alison and Carey with office hours from 9 -12	
10/11		9:00	SITE VISIT: Village Reach	Seattle, WA
		11:00	Group meetings	
10/12	1309	9:00-9:30	Presentation prep time	
		9:30	Group Presentations	Carey Farquhar
10/13	1360	9:00	Health Econ 1	Joseph Babigumira
		10:00	Health Econ 2 - Workforce	Joseph Babigumira

WEEK FOUR				
10/16	1309	9:00	Global Health and the role of Foundations	Judd Walson
		10:00	Ultrasound in Resource-limited settings	Sachita Shah
		11:00	Group meetings – Family Planning RFA	
10/17	1309	9:00	SITE VISIT: IDRI – Corey Casper, MD	Seattle, WA
		11:00	Group meetings	
10/18	1309	8:45	SITE VISIT: Bill and Melinda Gates Foundation	Peter Dull
			Peter Dull MD	
		11:00	Group Meetings	
10/19	1360	9:00	Group Meetings	
		10:00	Group Presentations – Family Planning RFA	
10/20	1360	9:00	Zoom group meeting – course alumni: What are they doing now?	Alumni
		10:00	Alaska Native Health	Esther Lee
		11:00	Final course evaluations	Alison Roxby

Global Health Leadership for Residents Presenters and Contact Information

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