Global Health Leadership for the Clinician

Global Health 575 (GH 575)
Autumn 2019

Instructors
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Office Hours: 12:00 – 1:00 daily or by appointment

Course Schedule
September 23 – October 18, 2019

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

Course Description
The Integrated Residency and Fellowship Global Health Leadership course is a 1-month course designed to teach professionals 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, ARNP, 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.

Required Readings
Our Canvas website offers optional 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 miss 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: One individual presentation about a global health topic and two group projects will be assigned. Class time is available to work on these projects. All 3 projects will be presented to the group orally. 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 23 – October 18, 2019.

- 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

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 be requested from each student as part of course responsibilities.

Residents are able to attend continuity clinics or GH-oriented clinics in the afternoon.

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 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.

**Religious Activities:** Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at Faculty Syllabus Guidelines and Resources. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form available at https://registrar.washington.edu/students/religious-accommodations-request/.

**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 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Room</th>
<th>Time</th>
<th>Title</th>
<th>Speaker</th>
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<tbody>
<tr>
<td><strong>WEEK ONE</strong></td>
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<tr>
<td>9/23</td>
<td>1309</td>
<td>8:30</td>
<td>Breakfast &amp; Welcome!</td>
<td>Alison Roxby</td>
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<td></td>
<td></td>
<td>9:00</td>
<td>Introductions</td>
<td>Alison Roxby, Aliza Monroe-Wise</td>
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<td>10:00</td>
<td>Global Health 101 lecture</td>
<td>Alison Roxby</td>
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<td>Group Meetings</td>
<td>Alison Roxby</td>
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<tr>
<td>9/24</td>
<td>1309</td>
<td>9:00</td>
<td>Implementation Science</td>
<td>Anjuli Wagner</td>
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<td>10:00</td>
<td>One Health</td>
<td>Peter Rabinowitz</td>
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<td>11:00</td>
<td>Group Meetings</td>
<td>Alison Roxby</td>
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<td>9/25</td>
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<td>9:00</td>
<td>SITE VISIT: PATH</td>
<td>Sadaf Khan</td>
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<td>2201 Westlake Ave Seattle</td>
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<td>11:00</td>
<td>Group meetings</td>
<td>Alison Roxby</td>
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<tr>
<td>9/26</td>
<td>1309</td>
<td>9:00</td>
<td>Health Economics</td>
<td>Joseph Babigumira</td>
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<td>10:00</td>
<td>Global Cardiovascular Health</td>
<td>Greg Roth</td>
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<td>Group meetings</td>
<td>Alison Roxby</td>
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<tr>
<td>9/27</td>
<td>1360</td>
<td>9:00</td>
<td>Global Mental Health</td>
<td>Pamela Collins</td>
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<td>10:00</td>
<td>Group Presentations</td>
<td>Alison Roxby</td>
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| **WEEK TWO**                                                                                                           |
| 9/30  | 1309  | 9:00  | Clinical Cases in Global Health | Anna MacDonald                |
|       |       | 10:45 | Introduction of individual presentations | Aliza Monroe-Wise           |
|       |       | 11:00 | Work on individual presentations | Aliza Monroe-Wise            |
| 10/1  | 1309  | 9:00  | Ethics in GH Work             | Aliza Monroe-Wise            |
|       |       | 10:00 | Money in GH                   | Aliza Monroe-Wise            |
|       |       | 11:00 | Individual Presentations      | Aliza Monroe-Wise, Alison Roxby |
| 10/2  |       | 9:00  | SITE VISIT: Bill and Melinda Gates Foundation | Peter Dull                   |
|       |       |       | Tour BMGF Discovery Center    | Aliza Monroe-Wise, Alison Roxby |
| 10/3  |       | 9:00  | Mentoring Day                 | Aliza Monroe-Wise, Alison Roxby |
|       |       |       | (meetings by appointment)     | Carey Farquhar                |
| 10/4  | 1309  | 9:00  | Health Care out of the Facility | Ruanne Barnabas              |
|       |       | 10:00 | Trauma/Burn care in developing countries | Barclay Stewart             |
|       |       | 11:00 | Individual Presentations      | Aliza Monroe-Wise, Alison Roxby |
### WEEK THREE

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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Session</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>10/7</td>
<td>9:00</td>
<td>Global Epidemiology of Cancer</td>
<td>Manoj Menon</td>
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<td>10:00</td>
<td>Humanitarian Emergencies</td>
<td>David Townes</td>
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<td>11:00</td>
<td>Individual Presentations</td>
<td>Aliza Monroe-Wise</td>
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<td>10/8</td>
<td>9:00</td>
<td>Global NCDs</td>
<td>David Watkins</td>
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<td>10:00</td>
<td>Universal Health Care</td>
<td>James Pfeiffer</td>
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<td></td>
<td>11:00</td>
<td>Group meetings – Mental Health</td>
<td>Aliza Monroe-Wise</td>
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<td>10/9</td>
<td>9:30</td>
<td><em>Village Reach site visit</em></td>
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<td>11:00</td>
<td>Group meetings</td>
<td>Aliza Monroe-Wise</td>
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<tr>
<td>10/10</td>
<td>9:00</td>
<td>Resident Career Half day Activity</td>
<td>Aliza Monroe-Wise</td>
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<td>Located in the South Campus Center</td>
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<td>10/11</td>
<td>1309</td>
<td>9:00 Mentoing</td>
<td>Carey Farquhar</td>
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<td>10:00</td>
<td>Working with charitable foundations</td>
<td>Judd Walson</td>
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<td>Group meetings</td>
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### WEEK FOUR

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<th>Date</th>
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<th>Session</th>
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<tbody>
<tr>
<td>10/14</td>
<td>9:00</td>
<td>Global Road Trauma</td>
<td>Beth Ebel</td>
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<td>10:00</td>
<td>Intro to mHealth</td>
<td>Jennifer Unger</td>
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<td>Alison Roxby</td>
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<td>10/15</td>
<td>9:00</td>
<td>Individual Presentations</td>
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<td>10:00</td>
<td>Monitoring and Evaluation</td>
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<td>11:00</td>
<td>Group meetings</td>
<td>Alison Roxby</td>
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<td>10/16</td>
<td>9:00</td>
<td>Implementation with the MoH</td>
<td>Sarah Masyuko</td>
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<td>10:00</td>
<td>Kenyan residents panel discussion</td>
<td>Hannah Bosire, Abdalla</td>
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<td>Mohamed</td>
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<td>11:00</td>
<td>Group Meetings</td>
<td>Alison Roxby</td>
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<td>10/17</td>
<td>9:00</td>
<td>Ultrasound in Resource-limited Settings</td>
<td>Sachita Shah</td>
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<td>10:00</td>
<td>Sustainable Development Goals</td>
<td>Grace John-Stewart</td>
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<td>11:00</td>
<td>Group Presentations</td>
<td>Alison Roxby</td>
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<td>10/18</td>
<td>1360</td>
<td>9:00 Group Presentations</td>
<td>Alison Roxby</td>
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<td>10:00</td>
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<td>11:00</td>
<td>Final course evaluations</td>
<td>Alison Roxby</td>
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Global Health Leadership for Residents
Presenters and Contact Information

Joseph Babigumira MBChB, MS, PhD
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