**Syllabus**

**AHS 1901: Health in the Tropics- Humans, Animals, and Ecosystems**

**Freshman Seminar- Spring 2020, 3 credits**

**Class: Tuesdays, 2:30-4:25pm**

**University of Minnesota-Twin Cities campus**

**Panama: Spring Break 2020**

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**Course Instructors**

Karin Hamilton, DVM, MPH, Dipl. ACVPM, College of Veterinary Medicine, Pre-Health Student Resource Center

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**Course Description**

The future health of our world requires a generation of creative, motivated, strategic, and expansive thinkers prepared to collaborate across disciplines and sectors to proactively protect the health of human and animal populations and the environment in which they live. Through exploring the connections between culture and human, animal, and ecosystem health in Panama, this Freshman Seminar will expose freshman considering health profession careers to the variety of health professions involved in the One Health approach. Students will learn about the roles of various health professions and the challenges and opportunities for the various professions to work together on complex health challenges.

Panama is an ideal location to incorporate cultural contexts with an understanding of the intersection between animal health, human health, and the environment by exploring the history of the Panama Canal and the tropical rainforest and reef ecosystems of Bocas del Toro which are home to indigenous populations, host vast biodiversity, and are visited by increasing numbers of tourists. The Panama Canal was built just over 100 years ago greatly impacting world trade. In preparation for this great engineering feat, public health and sanitation programs were created to deal with numerous tropical diseases, including malaria, and health threats that would have been crippling to the massive worker population needed to build the canal. These health programs not only benefited the workers, but also the local populations. The Bocas del Toro archipelago provides an excellent landscape to understand the connectivity of human, animal, and ecosystem health in both tropical rainforest and reef ecosystems through exploration of the cultural, livelihoods, and health of indigenous communities, the impacts and opportunities of ecotourism, and a variety of conversation efforts.

During the first half of the spring semester at UMN, students will learn about the challenges and opportunities of human, animal, and ecosystem health (One Health) in Panama while comparing and contrasting it to the US and/or Minnesota. Students complete reflections and journaling that will contribute to their final digital story project. Students will also learn very basic Spanish words and phrases in preparation for time in Panama. Through taking and learning about the Intercultural Development Inventory, interactions with UMN GPSA Culture Corps students (if available), and cultural development and reflection activities including Observe, Describe, Interpret, and Evaluate (ODIE), students will learn more about their own cultures while preparing to openly experience culture in Panama.
During the Spring Break week, students will have the opportunity to apply the knowledge learned in the early Spring semester to observations and experiences in Panama. Site visits and discussions in Panama City will explore the culture of Panama, the history of the building of the Panama Canal and its impact on local, regional, and global health. Site visits and discussions in Bocas del Toro will explore human, animal, and ecosystem health in tropical rainforest and reef ecosystems including the culture, livelihood, and health of indigenous populations, conservation efforts, and ecotourism.

Upon returning to UMN, the students will participate in re-entry activities, present their final digital story, and have a final class debrief. Students will complete reflective journal entries throughout the semester and a final person reflection on One Health in Panama compared and contrasted to Minnesota/USA.

Course Objectives
Students who complete this course will be able to:

- Define culture and related concepts and practices which will promote awareness of personal and cultural identity
- Understand of how culture influences (norms, wisdom, traditions etc) the health of humans, animals, and ecosystems
- Describe the One Health approach including the health professional career path options of various health professionals involved in the approach
- Give examples of connections between human, animal, and ecosystem health
- Describe competencies needed for effective interprofessional teamwork
- Compare and contrast culture and health of humans, animals, and ecosystems in Panama and the USA

Fulfillment of Liberal Education Theme
Liberal education is an approach to learning that helps students gain a broad understanding of systems and allows them to deal with a complex world in constant change. The connection of human, animal, and ecosystem health fit into liberal education when explored through the lens of culture and society. While many view the health system and medical practices as a central component of health, the social determinants of health have a far greater impact on the health of societies. In addition, human, animal, and ecosystem health are deeply connected which changes to one impacting the others. This course has been designed to help students understand the connectivity as well as social and cultural factors that influence the health of humans, animals, and ecosystems. This is accomplished through a digital story presentation, readings, discussions, and reflection, but more specifically through a guided cross-cultural experience in Panama that presents a clear and defined example of how culture, history, and society influence the connected health of humans, animals, and ecosystems. Panama also provides an excellent opportunity to explore the historical role of the United States and the development of the Panama Canal. Students will explore potential health-related careers they may join in the future to contribute to the health of communities of people, animals, and the ecosystems in which they all live. As students interested in health careers, this course will also discuss the ethical considerations of working or volunteering abroad in a health setting as well as with another culture.
The hybrid nature of the course, with both pre-and post-class time on the University of Minnesota Twin Cities campus provides extensive opportunities to help students prepare for learning, and then debrief their learning. Students will gain knowledge around the multiple factors influencing health during the first half of the semester and then see it in practice in Panama. Study abroad literature confirms the value of reentry programs.

**Student Learning Outcomes**
This course will help students meet many of the [Student Learning Outcomes](#). Students who successfully complete this course:
- Can identify, define, and solve problems.
- Can locate and critically evaluate information.
- Understand diverse philosophies and cultures within and across societies.
- Can communicate effectively.
- Understand the role of creativity, innovation, discovery, and expression across disciplines.
- Have acquired skills for effective citizenship and life-long learning.

**Fulfillment of Global Perspectives Theme**
Travelling to Panama and exploring the connectivity between cultural and the health of humans, animals, and ecosystems will provide students a systems thinking framework to explore health in other countries or cultures including their own. Understanding health through this framework will help students become responsible future health professionals and global citizens who will contribute to ensuring a healthy community, country, and world.

Panama is a unique country as the site of the Panama Canal which was completed in 1914. Long before the U.S. Army Corps of Engineers built the Canal, the country was inhabited by indigenous tribes, colonized by the Spanish, and then part of the Republic of Colombia before becoming an independent nation in 1903. The building of the canal required sanitation and public health programs targeting tropical diseases like malaria and yellow fever in order support the workers’ health, many of whom were West Indian immigrants. The Panama Canal was ultimately a great success and is now a large part of the Panamanian economy which supports indigenous tribes, immigrants, a significant urban population, and a growing number of tourists.

As an isthmus with a tropical climate bordered by both the Pacific Ocean and the Caribbean Sea, the country’s geography ranges from reefs to tropical rainforests to mountains. Within these diverse ecosystems live the most diverse wildlife in Central America, as well as over 10,000 different plant species. The wildlife includes over 250 mammalian species, of which half are only found in Panama, and nearly 1,000 bird species. Endangered sea turtles have nesting grounds in Panama as well. With biodiversity and economic growth come the challenges of conservation of the ecosystem and the plants and animals within. Deforestation, increasing tourism, and further land development can all threaten the balance of the ecosystem in Panama which impacts human, animal, and environmental health.

The skills and knowledge students acquire by applying the One Health approach are transferable to other health challenges, countries, and situations.
Schedule

Week 1  Welcome
• Introductions and Icebreakers
• Course logistics
• Introduction to Panama
• Spanish - greetings and numbers
• Readings and Assignments

Week 2  One Health and Human Health in tropics/islands
• One Health Bingo and introduction to One Health
• Health careers
• Health in the tropics
• Health on islands
• Spanish - health

Week 3  Intercultural development and Panama Canal
• Intercultural Development Inventory group profile
• ODIE (observe, describe, interpret, evaluate)
• Panama Canal
• Tropical diseases
• Spanish - food and drink

Week 4  Interprofessional health competencies and Agriculture and Animal Health in tropics/islands
• 16 personalities
• Interprofessional education and One Health competencies
• Agriculture and animal health in the tropics
• Spanish - animals

Week 5  LAC orientation
Week 6  Cultural generalizations and Ecosystem Health in tropics/islands
• Barnga activity
• Hofstede’s cultural dimensions
• Tropical forest ecosystem health
• Reef and aquatic ecosystem health
• Ecotourism impacts on ecosystem health
• Spanish - environment

Week 7  Digital Story and Prepare to go to Panama
• Travel preparations
• Intersectionality/Tell a Story About activity
• Digital story work time
• Spanish - questions (where is…, how much is…., etc)

Week 8  Culture and Social Determinants of Health
• Leader roles while in Panama
• Zoom!
• SDOH Scavenger hunt

Week 9  Spring Break- 9 days in Panama (see below for more detail)
Week 10  No class
Week 11  LAC re-entry
Week 12  Work session on digital stories
Week 13  Presentation of digital stories
Week 9 in Panama

Day 1/Sat- Panama City/Canal
- Fly MSP to Panama City
- Guided tour of Panama Canal and class discussion
  o Learn about the history of building the canal focusing on the public health and sanitation programs; tropical diseases before, during, and after the canal; change in movement of people/supplies (including food/pests/diseases) once canal was open
- Dinner at Casco Viejo and overnight in City of Knowledge

Day 2/Sun- Panama City
- Visit BioMuseo
  o Learn about tropical ecosystems and how Panama’s environment has changed over time
- Fly Panama City to Bocas

Day 3/Mon-
- Visit Smithsonian Tropical Research Institute
  o Learn about biological diversity and environmental research conducted by scientists from around the world
- Visit local veterinarian, Dr. Gloria
  o Learn about pets, diseases, and animal health in Bocas del Toro
- Presentation by and discussion with local AIDS specialist
  o Learn about rising numbers of patients as well challenges and opportunities for preventing disease and managing patients

Day 4/Tues-
- Presentations by Sea Turtle Conservancy and Coral Restoration Panama
  o Learn about ecosystem and conservation challenges and opportunities
- Visit Isla Bastimentos National Marine Park including Cayos Zapitillas
  o Small island education tour
  o Learn about coral gardens, endangered sea turtles, and a variety of other mammal, reptile, amphibian, and birds species that live here

Day 5/Wed-
- Visit with Give and Surf
  o Learn about an NGOs work supporting indigenous communities through education and community development
- Up in the Hill organic farm
  o Learn about and sample a variety of locally grown or produced foods, lotions and balms
  o Explore the ecoresort and learn about sustainability

Day 6/Thurs-
- Darklands Foundation
  o Learn about the Foundations work with indigenous women
  o Through guided nature hike, learn about local herbal medicines and uses
Day 7/Fri-
• Guided nature hike around Bastimentos to learn about Red Frog land preservation concept
  o Reflection on challenges and opportunities for tropical rainforest and reef ecosystem health considering the impact of ecotourism, conservation efforts, and local communities
• Visit with Floating Doctors
  o Learn about prevention, treatment, access to healthcare, common health challenges

Day 8/Sat-
• Final debrief and discussions
• Fly back to Panama City

Day 9/Sun-
• Fly back to Minnesota

Assignments
Assignments will include journal entries and guided writing assignments throughout the semester to facilitate reflection on culture, health careers, and comparing aspects of human, animal, and ecosystem health in Panama with the US and/or Minnesota. Students will develop a digital story, which will be presented to the class after returning from Panama as the final project.

Grading and Grade Distribution
The assignments and grading rubric for this course can be found on Canvas.
This course is offered on an A/F grade base. The breakdown of grading is as follows: A = 94 - 100 %
A- = 90 - 93 %
B+ = 87 - 89 %
B = 83 - 86 %
B- = 80 - 82 %
C+ = 77 - 79 %
C = 73 - 76 %
C- = 70 - 72 %
D+ = 67 - 69 %
D = 63 - 66 %
D- = 60 - 62 %
F = 59 % and below
A total of 70% must be earned to satisfactorily complete the course. An incomplete (I) will be given in extreme and well-justified circumstances; this must be discussed with the instructor before the end of the semester.

Late Assignments and Policy for Make Ups
Plan to meet the deadlines for each assignment. Failure to turn in assignments on time will result in the loss of one (1) point for each day the assignment is late. We recognize, however, that unexpected events can happen which can impact your ability to complete an assignment on time. Should that be the case, contact us in
advance of the due date to make alternative arrangements, understanding that your instructor(s) reserve the right to make the final decision regarding revised deadlines and outcomes.

**Student Conduct Code**

Students participating in this class will adhere to multiple codes of conduct. The Learning Abroad Center requires students sign their code of conduct. The Pre-Health Student Resource Center also has a code of conduct; the host location may have a code of conduct. Additionally, students are bound by the University Of Minnesota Student Code Of Conduct, whether they are taking classes on this campus, or elsewhere in the world. To review the Student Conduct Code, refer to the link below: [http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Grading and Transcripts**

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>Represents achievement that is outstanding relative to the level necessary to meet course requirements</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td>Represents achievement that meets the course requirements in every respect</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the course requirements</td>
</tr>
<tr>
<td>S</td>
<td>Represents achievement that is satisfactory, which is equivalent to a C- or better.</td>
<td></td>
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</tbody>
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For additional information, please refer to: [http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html](http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html).

**Sexual Harassment**

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable. For additional information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf](http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf)
Equity, Diversity, Equal Opportunity, and Affirmative Action
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations
The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available on the DRC website: https://diversity.umn.edu/disability/

Mental Health and Stress Management
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via http://www.mentalhealth.umn.edu

Academic Freedom and Responsibility
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.
* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

**Student Privacy and Teaching**
In this class, our use of technology will sometimes make students' names and University of Minnesota Internet ID's visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your Internet ID, please contact me for further information. Students may not distribute instructor-provided notes or other course materials, except to other members of the same class or with the express (written) consent of the instructor. Instructors have the right to impose additional restrictions on course materials in accordance with copyright and intellectual property law and policy. Students may not engage in the widespread distribution or sale of transcript-like notes or notes that are close to verbatim records of a lecture or presentation.

**Teaching and Learning – Student Responsibilities**

**Responsibility for class work:**
Students are responsible for knowing all information contained in the syllabus. Students are responsible for meeting all course requirements, observing all deadlines, examination times, and other course procedures.

Students are responsible for seeking academic help and accommodation in a timely fashion.

Students who need special accommodations are responsible for working first with the relevant University offices and then with the instructor at the beginning of the course.

Website: [http://www.policy.umn.edu/Policies/Education/Education/STUDENTRESP.html](http://www.policy.umn.edu/Policies/Education/Education/STUDENTRESP.html)

**Class Participation in Online Discussion Boards/Forums**
Selected assignments in this course will involve students participating in online discussions. These discussion boards, or forums, will allow students to reflect on a topic or experience, as well as provide a chance to exchange ideas and continue discussion that class time does not allow. Responses to other students on the discussion board are expected and should be substantive enough to reflect comprehension, providing a thoughtful commentary. For example, a substantive response might consist of a different point of view, a reflection on the content provided in class, or a disagreement that includes facts to support your point. "I agree" is not a substantive contribution.

**Online Etiquette**
Please use appropriate formal written language for email and other online communications. Use proper written English in your postings (grammar and sentence structure). Do not type in all CAPS or all lowercase. Use punctuation. If you have any questions about online etiquette, please ask your instructors for guidance.

**Emails**
When emailing the instructor(s), please practice professionalism. Include your first and last name with appropriate contact information at the bottom of your email messages, as well as the appropriate greeting. If the instructor emails you requesting information, please reply as promptly as possible. The instructor will respond within one to two business days. Communication via email will be sent to your University account.
Canvas Course Site Use and Expectations
This course is taught using Canvas. You must access the site on a regular basis to participate in class, but also to gain access to the required course materials. Additionally, your assignments will be submitted through the Canvas system. Copies of the syllabus, along with assignments, web links, the discussion board, announcements, resources, and weekly course information, along with other critical information for the course will be posted on the course Canvas site. Hard copies of the materials will not be handed out. You are expected to print out any needed information and bring it to class. Whenever possible, slides from the guest presenters will be made available on Canvas *after* their presentations have been given.

Assignments and Quizzes through Canvas
All course assignments are to be turned in and quizzes taken via Canvas by the posted deadline on the day they are due, unless otherwise indicated. For problems with Canvas, first contact Canvas. Send an email to the faculty prior to the due date/time regarding the problem.
When submitting assignments, please include your First Name, Last Initial and Name of the assignment in the file name. For example: KellyR_SelfAnalysisPaper.doc (or .docx)
Written assignments must be turned in using Word (.doc – OR –.docx) or PDF files, with the exception of the assignment which is to be done in PowerPoint (.ppt). Any other files will not be accepted since our computers cannot read them. Remember to click “Submit” for your assignments, not “Save As”, when turning them in.

Logging into Canvas
Log into the MyU Portal (www.myu.umn.edu) using your Internet ID and password or, alternately, at http://Canvas2.umn.edu/. Once there, log in and click the “Courses” tab to access the syllabus, assignments, web links, the discussion board, and weekly course information, as well as other resources.

Checking Canvas, Email, and Announcements
Students are responsible for checking the course Canvas site and your University email on a regular basis for announcements and updates. It is recommended that you check the Canvas site at least three (3) times per week. Announcements for the course will be posted in the “News and Announcements Forum” section of the Canvas site. All email for this course will be sent to the student’s University address instead of via the course site. To find a computer facility, go to http://it.umn.edu/services/all/academic-technology-spaces/computer-labs/locations-hours/index.htm

For Help with Canvas
Most users experience little trouble with Canvas, but if you encounter any problems, visit the U of M Canvas Student Support site at:
http://www1.umn.edu/Canvas/students/guides/index.html
If the issue continues, contact the Technology Helpline at 612-301-4357 or call 1-HELP (on a campus phone) right away. Many times, problems are due to browser set-up.

View the Student Orientation Online Tutorial For users unfamiliar with Canvas, view the Student Orientation Online Tutorial for Canvas during the first week of class. The tutorial can be found at the following web site:
http://www1.umn.edu/Canvas/students/guides/index.html

Throughout the course and after, remember that the Pre-Health Student Resource
Center is here to help you on your journey to a health career. We offer additional courses, online workshops, information sessions, drop-in help, prerequisite information, program details, and more! Stop by our office anytime in 2-565 Moos Tower, 9-4pm, Mon-Fri or find us online at www.healthcareers.umn.edu (or call 612-624-6767)