



International Development: One Health: Humans, Animals, & Environment

COURSE DETAILS

Course Designator and Number: THAI XXXX

Number of Credits: 4

Language of Instruction: English

Contact Hours: 60

Instructor: Mark Ritchie and Paporn Mongkolwat

COURSE DESCRIPTION

This course will focus on the concept of “One Health”—integrating the health sciences so that health is understood as a broader concept rather than a narrow disciplinary focus. Issues related to this topic will include public health, community education about health, veterinary and animal care issues and organizations (and how human and animal health are linked), clinics, local hospitals, and traditional medicine. Special emphasis will be placed on contemporary issues in Thailand, especially success with public health and family planning, as well as issues around HIV/AIDS education and prevention, zoonotic disease such as COVID-19, and related issues. Students in this course will utilize the content learned in this collaborative classroom setting and apply it individually toward a specific internship placement or research topic during that second half of the semester.

This course encourages students to think critically about development theories and practices. A majority of examples and reading will be drawn on case studies from Thailand and their links to global development issues. “Development” as a contested value and process will be explored in multiple scales—local, national, and global. Special emphasis will be on the practice of development: What does it mean to actually “do” development in a cross-cultural international setting? We will examine the roles of outsiders and facilitators and how local communities and organizations can be empowered through the development process.

Course Objectives

The objectives of this course are to:

- Provide an overview of the major issues in the One Health approach
- Explore the interrelationships among government agencies, health workers, and the community in addressing health disparities, health education, access, and zoonotic disease
- Examine the cultural, historical, and legal framework of health-related issues in Thailand and southeast Asia
- Understand the specific historical and cultural context and limitations of the One Health approach in the Thai context
- Provide an overview of development theories and its practices as well as current trends
- Promote multidisciplinary ways of thinking that can be used to synthesize and analyze local, national, and global issues surrounding human health, animal welfare, zoonotic disease, and public health
- Give students the theoretical and conceptual tools to critically analyze specific development problems, policy programs, and projects as they experience them in their host communities and internship agencies
- Encourage students to identify the needs of specific social groups, power relationships among relevant social groups, and methods or strategies applied by each group to access social services and develop recommendations for delivering social services

Methodology

The course will integrate course lectures and readings with group discussions and seminars. Experiential field studies will also be an important component of the course. Guest lecturers will also be invited to share their experiences with students. Keeping up with readings, materials presented in class, and assignments is critical for success during this course.

Required Readings/Materials

- “What is global development?” Rory Horner, Global Development Institute Working Paper Series 2017-020, December 2017.
- “Global South: what does it mean and why use the term?” Aug 8, 2018, Marlea Clarke, Global South: what does it mean and why use the term? | Global South Political Commentaries.
- “Chapter 2 Contesting development in theory and practice,” International Development in a Changing World, Rebecca Hanlin and William Brown, pages 31–48.
- “From International to Global Development: New Geographies of 21st Century Development,” Rory Horner and David Hulme, Development and Change 0(0): 1–32. DOI: 10.1111/dech.12379.
- “Preface and Introduction” to The Development Dictionary: A Guide to Knowledge as Power, Wolfgang Sachs, Zed Books, 2010.
- “What is sustainable development?” Jennifer Elliott, An Introduction to Sustainable Development 3rd Ed. Routledge 2006.
- Anchana NaRanong, Vrij NaRanong, The effects of medical tourism: Thailand’s experience, WHO World Health Organization, 2011, 89:336-344.
- AP-HealthGAEN Report, An Asia Pacific spotlight on health inequity, 2011. Arunrat Tangmunkongvorakul et al., Sexual perceptions and practices of young people in Northern Thailand, J Youth Stud, 2012.

- H. Graham and P.C.L. White, Social determinants and lifestyles: integrating environmental and public health perspectives, The Royal Society for Public Health, Elsevier, 2016, pp. 270-278.
- John. C. Caldwell, Population health in transition, Public Health Classics, Bulletin of the World Health Organization, 2001, 79 (2).
- Julio Frenk, et al., Governance Challenges in Global Health, the New England Journal of Medicine, 2013.
- Michael J. Paul and Mark Dredze, You Are What You Tweet: Analyzing Twitter for Public Health, Fifth International AAAI Conference on Weblogs and Social Media, 2011.
- Nanta Auamkul et al. Development of Health Promoting Hospitals in Thailand, Thailand Department of Health 2003.
- Paul Farmer, et al. Reimagining Global Health: An Introduction, Chapters 1, 2, 5 and 7, University of California Press, 2013.
- Peter Eldelstein, Top trends in health information & communications technology for 2017, Elsevier, Jan 10, 2017, Retrieved from <https://www.elsevier.com/connect/top-trends-in-health-information-and-communications-technology-for-2017>.
- Teerachai Yongchaitrakul et al. Socioeconomic inequality and road traffic accidents in Thailand, Southeast Asian J Trop Med Public Health, 2012, Vol 43 No. 3.
- Thailand National AIDS Committee, Thailand National Operational Plan Accelerating Ending AIDS 2015–2019.
- Thinakorn Noree, et al. Medical tourism in Thailand: a cross-sectional study, Bulletin World Health Organization, 2016; 94, pp. 30-36.
- UNAIDS, Thailand is the first country in Asia to achieve elimination of HIV transmission and syphilis from mothers to their children, October 2016.
- UNESCO Bangkok, Young people and the law in Asia and the Pacific: A review of laws and policies affecting young people's access to sexual and reproductive health and HIV services, 2014.
- Vasoontara Yiengprougsawan, et al. Tracking and Decomposing Health and Disease Inequality in Thailand, Elsevier, 2009; 19, pp. 800-807.
- WHO, Closing the gap in a generation, Health equity through action on the social determinants of health, 2008.
- No One Knows What Thailand Is Doing Right, But So Far, It's Working, New York Times, Hannah Beech, July 16, 2020.
- The Human Cost of Elephant Tourism, Hillary Cadigan, The Atlantic, May 19, 2016.
- Bansiddhi P, Brown JL, Khonmee J, Norkaew T, Nganvongpanit K, Punyapornwithaya V, et al. (2019) Management factors affecting adrenal glucocorticoid activity of tourist camp elephants in Thailand and implications for elephant welfare. PLoS ONE 14(10): e0221537.

Grading

Grading Rubric

Letter grade	Score or percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	
B+	87–89	Achievement that is significantly above the level necessary to meet course requirements.
B	83–86	
B-	80–82	
C+	77–79	Achievement that meets the course requirements in every respect.
C	73–76	
C-	70–72	
D+	67–69	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of grade
Attendance and class participation	10%
Unit essays (5% each)	40%
Field studies	25%
Final presentation	25%
Overall grade	100%

Assessment Details

Attendance & Class Participation

Students are expected to be active and engaged during the classes, which means asking questions, doing the readings beforehand, and participating in class activities. Due to the intensive nature of the classroom phase for MSID, attendance is required, and skipping class is discouraged. Missing a significant number of classes will result in a grade reduction. This is worth 10% of the grade.

Weekly Essays

Each weekly essay focuses on a group of related issues, seminars, readings, and field studies. At the end of each week, students will write a short essay (2–3 pages) about the content from that week.

The essays should follow the following rubric:

- What particular issue/seminar/reading did you find particularly interesting during this Unit and why?
- How does this issue relate to the larger topic of this theme?
- How does this issue relate to the broader issues of international development?
- What questions does this raise for you related to this theme that would like to explore further?

Each essay is worth 5%, for a total of 40% of the grade. Essays are due on the Monday following the week, with the final Unit 8 essay due on the final Friday.

Field Studies

Each course will have a number of short field studies as well as a larger weeklong extended field study. In addition to the weekly essay, students will be expected to be engaged and active learners during the field studies. This means asking questions, being an active and engaged member of the group, completing assignments specific to the field study, and following all cultural, safety, and related guidelines for the field study. This is worth 25% of the grade.

Final Presentation

The final presentation is a 10-minute presentation of a topic of students' choice related to the theme of the course. Students should be working to collect information and material for the presentation during the entire course, using field studies, independent research, and course readings and seminars.

The final presentation should include and will be assessed on the following rubric:

- What is the issue that you are interested in?
- How is this related to the theme of your course?
- How is this related to the broader issues in international development?
- What did you learn during your research on this topic?
- What further questions did this project raise for you?

This is worth 25% of the grade.

This is due on the last day for the course, the final Friday of Unit 8.

COURSE CONTENT

Unit 1

Cross-Cultural Learning Workshop

- The purpose of this workshop is to provide students with a practical and experiential understanding of what it means to be culturally competent and able to be “culture learners” during the semester. Each session will be based on handouts, short videos, interactive discussions, and exercises to help students become better able to understand their own culture as well as Thai culture.
- Readings for this week will be handed out in class
 - Seminar 1: What is culture and fundamentals of culture: We tend to assume that our culture is just “the way things are” when, in fact, many cultural ideas and practices can be quite different. This session will give us some tools and understanding of what constitutes culture, and how we might use cultural analysis to understand and compare our own cultures with our new host culture in Thailand.
 - Seminar 2: Comparing Thai and American cultures; acting cross-culturally: This session will use a compare/contrast framework to look at some of the key differences between how American culture broadly defined, and how Thai culture think about how the world works, including hierarchy, patron-client relationships, and the presentation of self. We will also examine how this plays out in day-to-day interactions, and how students can learn to respect Thai culture and when and how to act appropriately.
 - Seminar 3: Cultural adjustment and culture shock: Adjusting to a new culture is not always easy and usually involves quite a bit of adjustment. This session will look at ways to help navigate some of the challenges of learning about and living in a culture that may look superficially similar to our home culture, but which is very different in some fundamental and challenging ways.
 - Seminar 4: Building resilience; stress and coping: Our goal is that students are able to thrive in the challenges of cross-cultural learning and living. This session will discuss how to navigate the inherent stress of cross-cultural living, as well as what positive and health coping strategies students can use to become more resilient.
 - Seminar 5: Living in Thailand: Host families, food, and transportation: This session highlights some practical aspects about living in Thailand that can help students adapt to daily life. We will focus specifically on host families, living in community, the role of food in Thai culture, and how to get around in Chiang Mai and elsewhere.

Unit 2

Introduction to International Development

- Seminar 1: Introduction to international development: What is the field of “international development”? What are some of the key issues and concerns?
- Seminar 2: Sustainable development: What do we mean by “sustainability” or “sustainable development”? How can we live within the Earth’s biocapacity?
- Seminar 3: Approaches to development: This seminar examines four approaches to development, with particular attention given to how different approaches can each be used on the same problem.
- Seminar 4: Facilitating development: How does one “do” international development? We will examine two case studies of outsiders facilitating development and discuss what lessons we can learn about facilitating development in general, and for the internship phase of the MSID program in particular.
- Readings
 - “What is global development?” Rory Horner, Global Development Institute Working Paper Series 2017-020 December 2017.
 - “Global South: what does it mean and why use the term?” Aug 8, 2018, Marlea Clarke, Global South: what does it mean and why use the term? | Global South Political Commentaries.
 - “Chapter 2 Contesting development in theory and practice,” International Development in a Changing World, Rebecca Hanlin and William Brown, pages 31–48.
 - “From International to Global Development: New Geographies of 21st Century Development,” Rory Horner and David Hulme, Development and Change 0(0): 1–32. DOI: 10.1111/dech.12379.
 - “Preface and Introduction” to The Development Dictionary: A Guide to Knowledge as Power, Wolfgang Sachs, Zed Books, 2010.
 - “What is sustainable development?” Jennifer Elliott, An Introduction to Sustainable Development 3rd Ed. Routledge 2006.
- Assignment
 - Essay for Unit 1 is due this week.

Unit 3

Introduction to the One Health Approach

- Defining and measuring One Health: definitions, approaches, global health challenges. Indicators and determinants, some basic demographic indicators commonly used (birth rate, fertility rate, life expectancy at birth), morbidity and mortality measures, prevalence and incidence, epidemiological and demographic transition.
- Introduction to sources of population data, analysis of Thailand health indicators:
 - Global Health Observatory (GHO) data: <http://www.who.int/gho/en>

- Institute for Health Metrics and Evaluation: <http://www.healthdata.org>
- Field Study: Chiang Mai Public Health Office
 - This public organization aims to be the core agency in developing a health system with quality, efficiency and equality; with the participation of the community.
 - Students will learn about the health care system in Thailand: organization of health care, introduction to public health strategies, healthcare delivery development and implementation.
 - This field study will conclude in a class discussion about health systems in Thailand and USA.
- Readings
 - Paul Farmer, et al. Reimagining Global Health: An Introduction, Chapters 1 and 2, University of California Press, 2013.; Dan W. Meyrowitsch and C. Bygbjerg Global burden of disease—a race against time, Danish Medical Bulletin, 2007, Vol 54, N. 0.1.
 - John. C. Caldwell, Population health in transition Public Health Classics, Bulletin of the World Health Organization, 2001, 79 (2).
- Assignment
 - Essay for Unit 2 is due this week.

Unit 4

Extended Village Field Study

- Students will embark on a five-day village field study in a rural community outside Chiang Mai City, staying with a host family.
- They will engage in hands-on learning and teaching directly with local community members and leaders.
- The goal of the village study is to understand rural development, the challenges, the best practices, the local culture, the differences between rural and urban development, and how government policies support development in this village.
- For this course, students must pay particular attention to two specific questions during this field study:
 - What is your general impression of the state of public health in this community? Are there toilets? What about general sanitation? Food preparation? Running water?
 - What is access like for formal health care? Do people have access to clinics and health centers? Where are they? Do community members access them? What about traditional medicine? What about the health of their animals and livestock?
- Activities may change, depending on the availability and needs of local community members, but will likely include the following:
 - Village mapping: Learn about how the village is organized and how this affects their community management and housing, as well as how they adapt to the environment, observing the environments and resources of the community such as schools, local hospital or clinic, meeting hall, temple or church, and farms.

- Local food in Northern Thailand: Become familiar with various edible plants and how the surrounding environment provides the nutritional needs of the local community.
- Community-based tourism (CBT): Learn about culture and community resource management, how they developed CBT, and how they proposed a blueprint for CBT management that is appropriate for their culture.
- Learn about traditional cultural practices such as weaving, natural dye, bamboo weaving and cultural preservation practices, and sustainable development.
- Participate in a service activity with the community school as a hands-on project building relationships with the community.
- Take a half-day hike to learn about the natural resource management of the community.
- Village meetings: Learn how to collect data through asking questions related to the course and their areas of interest.
- Assignment
 - Essay for Unit 3 is due this week.

Unit 5

Infectious Diseases HIV

- HIV and AIDS in Thailand: populations most affected by HIV in Thailand, HIV testing and counseling programs, HIV prevention programs, antiretroviral treatment availability, barriers to prevention and progress
- Public health case study: HIV/AIDS Chiang Mai
- Field study: Sanpatong Hospital (HIV, TB center)
 - Sanpatong is a public district hospital in Chiang Mai, and the TB center acts as a regional coordination centre for National Tuberculosis, HIV/AIDS, STIs Control Programs in the region. Students will gain understanding of the Infectious disease health care system in Thailand, as well as the challenges in the promotion, prevention, and treatment of most common communicable diseases in Chiang Mai.
 - In a final discussion, students will analyze the challenges of HIV and AIDS in Thailand covering demographic, social, and economic factors as well as how various aspects of the disease are being managed (education, prevention and control).
- Readings
 - Paul Farmer, et al. Reimagining Global Health: An Introduction, Chapters 7, University of California Press, 2013.
 - Thailand National AIDS Committee, Thailand National Operational Plan Accelerating Ending AIDS 2015–2019.
 - UNESCO Bangkok, Young people and the law in Asia and the Pacific: A review of laws and policies affecting young people's access to sexual and reproductive health and HIV services, 2014.
 - UNAIDS, Thailand is the first country in Asia to achieve elimination of HIV transmission and syphilis from mothers to their children, October 2016.

- Arunrat Tangmunkongvorakul et al., Sexual perceptions and practices of young people in Northern Thailand, *J Youth Stud*, 2012.
- Assignment
 - Essay for Unit 4 is due this week.

Unit 6

Social & Environmental Determinants of Health Inequity in Asia Pacific

- Model of the WHO Commission on determinants of health, health behavior, culture, society and economy, health inequalities; recourse and consumption of health care
- Field Study I: Bangkok Hospital Chiang Mai
 - Bangkok Hospital is a private tertiary care hospital that belongs to Bangkok Hospital Group, the largest hospital network in Thailand and all of southeast Asia. This 180-bed medical facility provides comprehensive diagnosis, treatment, and ancillary services from specialized physicians utilizing advanced medical technology.
 - Students will have the opportunity to learn about the private health sector in Thailand and the effects of medical tourism on health systems.
 - In a further discussion, students will compare public/private hospitals, structures, sector, purpose and approaches when serving patients.
- Community participation in primary health care
 - The role of communities in improving health is receiving increasing attention in health policy and practice. Stronger recognition of the role communities can play and greater involvement is needed if there is to be a successful move to population health systems.
- Field study II: Ban Mae Sa Luang Tambon Health Promotion Hospital—Mae Rim
 - Health promotion hospitals in Thailand (โรงพยาบาลส่งเสริมสุขภาพตำบล, รพ.สต) provide services such as disease prevention, primary care, and rehabilitation, paying particular importance to health promotion. These hospitals act as an advocate and change agent for health promotion in their community/environment.
 - Students will put into practice concepts of social and environmental health factors to analyze the practices of health promoting hospitals in Chiang Mai and their major challenges in terms of health promotion.
 - The lecture will conclude with a class discussion about the effectiveness of active participation of patients and staff in the hospital environment, and the inclusion of the community to the health system.
- Readings
 - WHO, *Closing the gap in a generation, Health equity through action on the social determinants of health*, 2008.
 - Julio Frenk, et al., *Governance Challenges in Global Health*, the *New England Journal of Medicine*, 2013.

- Anchana NaRanong, Vrij NaRanong, The effects of medical tourism: Thailand's experience, WHO World Health Organization, 2011, 89:336-344.
- AP-HealthGAEN Report, An Asia Pacific spotlight on health inequity, 2011.
- Teerachai Yongchaitrakul et al. Socioeconomic inequality and road traffic accidents in Thailand, Southeast Asian J Trop Med Public Health, 2012, Vol 43 No. 3.
- Nanta Auamkul et al. Development of Health Promoting Hospitals in Thailand, Thailand Department of Health 2003.
- Assignment
 - Essay for Unit 5 is due this week.

Unit 7

Zoonotic Disease & Human/Animal Contact

- Elephant tourism and elephant care and conservation
- COVID-19 and Thailand's response
- Field study: Patara Elephant Farm and Clinic
- Readings
 - No One Knows What Thailand Is Doing Right, But So Far, It's Working, New York Times, Hannah Beech, July 16, 2020.
 - The Human Cost of Elephant Tourism, Hillary Cadigan, The Atlantic, May 19, 2016.
 - Bansiddhi P, Brown JL, Khonmee J, Norkaew T, Nganvongpanit K, Punyapornwithaya V, et al. (2019) Management factors affecting adrenal glucocorticoid activity of tourist camp elephants in Thailand and implications for elephant welfare. PLoS ONE 14(10): e0221537.
- Assignment
 - Essay for Unit 6 is due this week.

Unit 8

Final Class Seminars

- The future of public health promotion, communication, and education
- How to promote health, the concept of health promotion, and implications for public health, including education for health
- What impact do information and communication technologies have on health: eHealth—information society and health
- Readings
 - Paul Farmer, et al. Reimagining Global Health: An Introduction, Chapter 5, University of California Press, 2013.
 - Michael J. Paul and Mark Dredze, You Are What You Tweet: Analyzing Twitter for Public Health, Fifth International AAAI Conference on Weblogs and Social Media, 2011.

- Peter Eldelstein, Top trends in health information & communications technology for 2017, Elsevier, Jan 10, 2017, Retrieved from <https://www.elsevier.com/connect/top-trends-in-health-information-and-communications-technology-for-2017>.
- Mulholland Kieran, Can the use of a social media and SMS based information platforms be used to improve the healthcare in Thailand?, Journal of Facilities Management, 2014, Vol. 12 Issue: 2.
- Napong Wanichayapong et al, Improving accident statistics: the role of social Media, CMU, 2015.
- Assignment
 - Essay for Unit 7 is due on Monday and essay for Unit 8 is due on Friday.
 - Final presentations

POLICIES

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.

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