DRAFT SYLLABUS

AHS 3002: Global Health in Thailand: Humans, Elephants and Disease
Pre-Health Student Resource Center- Course Learning Abroad Center-
Global Seminar
3 Credits, Winter Break and Spring Semester

Dates, Times, and Locations

Orientation #1: Early November, Thursday, 5-9pm, UMN-TC
Orientation #2: Early December, Saturday, 9am-3pm, UMN-TC
Abroad Program: Approximately December 27th-January 15th, Thailand
Post-Abroad Course: January 17th – February 28th, Wednesdays, 1:25 – 2:15pm,
UMN-TC
Final Presentations: February 28th, Wednesday evening, UMN-TC

Course Instructors

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Thailand Program Leaders

Dr. Karin Hamilton, DVM, MPH,
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TBD

This syllabus is subject to change. The Canvas site will be the most updated
information for the course.

Course Description

The future health of our world’s population requires a generation of creative,
motivated, strategic, expansive thinkers prepared to collaborate across disciplines and sectors to
proactively address the causes of poor health in human and animal populations, and the
environment. Thailand is an ideal location to gain an understanding of the intersection between
animal health, human health, and the environment and the importance of culture in health by exploring the Sustainable Development Goals and the One Health approach in Thailand.

Prior to departure for Thailand, students will be assigned to teams as well as assigned to a Sustainable Development Goal project. Students will gather information and perspectives to explore and compare approaches to Sustainable Development Goals in both Chiang Mai and Minnesota (Twin Cities) which they will present at the end of the course at an evening presentation event.

Over two weeks in Thailand, students will learn the role of elephants in the Thai culture and how this influences a variety of factors that affect the health of both people and elephants. Students will also visit different levels of health care and learn about aspects of health in the human population. They will learn about approaches to the Sustainable Development Goals as well.

Throughout the time in Thailand, students will approach health through a One Health approach, exploring the many connections between the health of animals, humans, and the environment. Additionally, students will gain an understanding and appreciation for the social determinants of health and Sustainable Development Goals (SDG). Upon returning to the University of Minnesota, the course will continue exploring global health through comparing and contrasting aspects of health in Thailand and the USA, as well as in India, over seven weeks of class alongside the AHS 3001 Health and Medicine in India students.

Students will finalize their teams’ SDG projects and prepare to present at the final class session.

**Fulfillment of Liberal Education Core**

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. Health and disease 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. This course has been designed to help students understand the social and cultural factors that influence health. This is accomplished through a final project, readings, discussion and reflection, but more specifically through a guided cross-cultural experience in Thailand that presents a clear and defined example of how culture shapes the environment allowing for varied approaches to making progress against the SDGs.

The hybrid nature of the course, with both pre-departure orientation and post-travel class time on the University of Minnesota Twin Cities campus, provides extensive opportunities to help students prepare for learning, and then debrief their learning. Study abroad literature confirms the value of reentry programs. This course allows students an additional seven weeks in the classroom at the University to continue debriefing and comparing what they learned in Thailand to the United States, as well as India with AHS 3001 Health and Medicine in India course students.
Fulfillment of Global Perspectives Theme

Travelling to Thailand and exploring the relationship between culture and health will provide students with a framework to explore the SDGs in many other countries including their own. Understanding the role of health systems, and health professionals in ensuring a healthy community, country, and world is part of being a responsible health professional and a global citizen.

Thailand is a unique country because it was never colonized by an outside entity; however, Thailand has been influenced by external powers. The ability to remain neutral and flexible while dealing with colonization among neighbors has influenced many factors that influence Thailand today, including the issues tied to immigration, which has a tremendous impact on health. The examples of zoonotic diseases, such as the transfer of tuberculosis between elephants and humans, is complex. Immigration of mahouts into Thailand along with their elephants and the movement of Mahouts and elephants throughout Thailand has created an ongoing discussion about health and safety, Thai nationality and immigration, and disease management for both Thai and non-Thai people. The ethical situations students will discuss are not just focused on humans, but on elephants as well.

Fifty to 75 years ago, elephants were domesticated and used as labor. When the logging industry became illegal, elephants, and their mahouts (owners and trainers) were out of work. The elephants could not be released back into their natural habitat because it had been destroyed, and they were now considered domesticated. The response was to develop a wide array of centers to house the elephants and their mahouts. Some became tourism centers with elephants performing for the audience to raise money to support the elephants and the mahouts. Many Thai objected to this because it is considered disrespectful. This history is a significant part of the course, and encourages intense conversations about the complex challenges health professionals face when trying to solve problems that involve many stakeholders, and very diverse goals, priorities and opinions.

Students will also learn about the Sustainable Development Goals and how these are in place to address the social determinants of health. The skills and knowledge students acquire by applying the One Health approach are transferable to other diseases, countries and situations. As a part of this course, students will be connecting knowledge and practice by working in teams to understand strategies to address the Sustainable Development Goals through a comparison of the Twin Cities and Chiang Mai and the role of culture and history in influencing those efforts.

How the Course Functions

Prior to Departure

Students will be given a full orientation to prepare them for two fast-paced weeks of exploration and problem-solving. In addition to receiving all the required health and safety information, students will be given additional information that will help them prepare and begin to understand some context for what they will be learning and experiencing in Thailand and upon return. Students will be presented with introductory information on One Health and cultural and socioeconomic conditions they will encounter in Thailand. They will be divided into teams,
which will allow students to practice interprofessional competencies, as well as to practice specific team-related roles. Students will be introduced to the SDG project that they will be addressing as a team throughout the course. Finally, each student will take the Intercultural Development Inventory (IDI) assessment and have a class-level debrief.

Thailand Program

Each day of the Thailand portion of the course will vary with different combinations of field activities, short and long debriefs, and classroom activities. Students will have frequent journal assignments related to the field trips or activities.

During the two weeks in Thailand, students will visit a variety of elephant conservation camps and hospitals, Chiang Mai University, a rural village, the district Public Health Office, and a range of human hospitals. The study abroad program ends with a hike up Doi Inthanon to the highest point in Thailand, which offers an excellent environment for final reflections.

Seven Weeks On-Campus Class

Two weeks is not sufficient time to explore the complexities of interprofessional teamwork and the role culture plays in intercultural problem solving. Therefore, this course also includes a seven-week in-person class alongside the students from AHS 3001 who traveled to India. This final portion of the course will guide students through re-entry, support them to continue exploring and comparing factors related to health in the United States and Thailand, as well as learning about those India. Student teams will continue developing their SDG comparisons and present them during an evening presentation session, which concludes the course.

Objectives and Learning Outcomes

Course Objectives

Students who complete this course will be able to:

Understand the Sustainable Development Goals (SDG)

- Compare in depth at least one SDG between the Twin Cities and Mysore and the role culture plays in influencing situations, strategies and approaches.
- Articulate the underlying principles and stakeholders of the One Health approach, which focuses on the intersection of human, animal, and environmental health.
- Describe the competencies needed for effective interprofessional teamwork.
- Explain the role of culture when working in interprofessional teams and the varied perspectives and approaches that need to be respected to solve complex health challenges.

Influence of Culture

- Define culture and related concepts and practices, which will promote awareness of personal and cultural identity.
● Describe the influence culture (norms, wisdom, traditions etc) has on disease, health practices (prevention and treatment), social determinants of health and healthcare systems between Thailand, the US, and India.
● Explain how the Thai culture influences the conditions that impact disease.
● Demonstrate proficiency in the Observe-Describe-Interpret-Evaluate model and how this cultural awareness tool can be transferred to diagnostic problem solving.

  Professionalism

● Explain the importance of self-reflection for individuals, as well as those who are part of a team.
● Reflect on the qualities of professionals across cultures.
● Demonstrate cultural humility and culturally respectful professionalism.

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 (in another culture).
● 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.

Activities and Assignments

Pre-departure activities

● Orientation #1 and #2 participation
● Initial IDI
● Observation Reflection
● Responsible Global Engagement

Assignments while abroad

● Journal Reflections
● Project work
● Participation

Assignments upon return

● Participation
● Career reflection
● Post IDI
● Project check-ins
Final project

Each assignment will describe the expected outcomes and provide a grading rubric. The ability to participate, engage, reflect and debrief are essential to being successful in this course. Students will be encouraged to explore their assumptions and expectations both before and during the abroad portion of this course. While in Thailand, students will be required to be active participants in the in-person debrief and classes, and to be engaged on all field-excursions.

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 and the host location may have a code of conduct.

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University (whether in class on campus or elsewhere in the world), you are expected to adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom 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."

Teaching and Learning – Student Responsibilities

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

Canvas Course Site Use and Expectations

This course is taught using Canvas. You must access the site on a regular basis (recommend at least 3 times a week) to participate in class, but also to gain access to the required course materials. 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, 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 an 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.

**Online Etiquette and Discussion Boards/Forums**

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.

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.

**Email and Communications**

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. For example, in this course it is recommended that you address the instructors by Ajahn and the instructor’s first name. 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. To find a computer facility, go to

http://it.umn.edu/services/all/academic-technology-spaces/computerlabs/locations-hours/index.htm.

**Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is 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. (Student Conduct Code: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/education/instructorresp.

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Late Assignments and Makeup Work

Plan to meet the deadlines for each assignment. Failure to turn in assignments on time will result in the loss points 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.

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/education/makeupwork.

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.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not
substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/education/studentresp.

Grading and Transcripts

Grade Distribution

The assignments and grading rubrics 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 93%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>73% - 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72%</td>
</tr>
<tr>
<td>D+</td>
<td>67% - 69%</td>
</tr>
<tr>
<td>D</td>
<td>63% - 66%</td>
</tr>
<tr>
<td>D-</td>
<td>60% and below</td>
</tr>
<tr>
<td>F</td>
<td>59%</td>
</tr>
</tbody>
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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.

A-F grading scale

The A-F grading scale allows the following grades and corresponding GPA points:

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<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
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<tr>
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<td>D+</td>
<td>1.333</td>
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<tr>
<td>D</td>
<td>1.000</td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
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</tbody>
</table>

"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 in the University setting. For additional information, please consult Board of Regents Policy:

https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides 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/regents.umn.edu/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: (UM Twin Cities - https://diversity.umn.edu/disability/) or e-mail (UM Twin Cities - drc@umn.edu) with questions.

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 and may reduce your ability to participate in daily
activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: 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".

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).