



LEARNING ABROAD CENTER

UNIVERSITY OF MINNESOTA

Global Health in Thailand: Humans, Elephants, & Disease

Course Details

Course Designator & Number: AHS 3002

Number of Credits: 3

Language of Instruction: English

Contact Hours: TBD

Course Instructors: Karin Hamilton, DVM, MPH, DACVPM (course coordinator),
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This syllabus is subject to change. The Canvas site will be the most updated information for the course.

PHSRC Message

This course is offered by the Pre-Health Student Resource Center (PHSRC) located in 2-565 Moos Tower and found online at healthcareers.umn.edu. The PHSRC is a specialized center that helps students explore health professional options, build effective skills and develop a well-rounded portfolio of experiences, and prepare for admission into health professional programs.

We offer a variety of services through information sessions, online workshops, credit-courses, special events, and fairs, designed to:

- Help students explore their interests in [health professional degree programs](#) and [find the right fit](#) in a future career
- Teach the importance of developing a [well-rounded application portfolio](#)
- Identify ways to [gain experience](#)
- Develop skills in writing [personal statements](#) and [interviewing for admission](#)

Our website provides current and comprehensive information that will notify you of important events and programs offered by the Pre-Health Student Resource Center, University of Minnesota, and community. Come explore the wide variety of health careers available, and find out more about health professional program requirements.

Students can drop-in with questions, virtually and in person, or [schedule an appointment](#) with a career counselor to have a more personalized conversation.

The Weekly Looping Reel found on Canvas is updated with current information that may be of value to you as a pre-health student. On a frequent basis throughout the semester, we will post information about upcoming events, resources, and learning opportunities on the PHSRC Facebook and social media sites (links are listed below). We strongly encourage you to follow the Pre-Health Student Resource Center on one or more of these sites: [Twitter](#), [Facebook](#), and [Instagram](#).

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.

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 & Medicine in India students.

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

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 Chiang Mai 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.

Understand the 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.

Reflect Upon and Demonstrate 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.

Methodology

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 re-entry 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

Traveling 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 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.

Experiential Learning & Field Visits

In Thailand, the course will include field activities, short and long debriefs, and classroom activities. 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, as well as hike up Doi Inthanon.

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	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
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.

Course Content

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 them 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 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, and learn about those in India. Student teams will continue developing their SDG comparisons and present them to conclude the course.

Activities & 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.

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

Students participating in this class will adhere to multiple codes of conduct. The Learning Abroad Center requires students to 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 the Board of Regents Policy: Student Conduct Code. [Review the Student Conduct Code.](#)

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 & 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: <https://policy.umn.edu/education/studentresp>

Canvas Course Site Use & Expectations

This course is taught using Canvas. You must access the site on a regular basis (recommended 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 & 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 & 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 & Communications

When emailing the instructor(s), 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. [Find a computer facility.](#)

Late Assignments & 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. Please see: [Makeup work information](#).

Student Privacy & Teaching

In this class, our use of technology will sometimes make students' names and University of Minnesota Internet ID 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 & 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, see: [Student Responsibilities](#).

ChatGPT & other AI Tools

The Board of Regents [Student Conduct Code](#) states the following in Section IV, Subd.1: Scholastic Dishonesty:

"Scholastic dishonesty means plagiarism; cheating on assignments or examinations, including the unauthorized use of online learning support and testing platforms; engaging in unauthorized collaboration on academic work, including the posting of student-generated coursework on online learning support and testing platforms not approved for the specific course in question; taking, acquiring, or using course materials without faculty permission, including the posting of faculty-provided course materials on online learning and testing platforms; ..."

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms: they can not be used for course assignments except as explicitly authorized by the instructor. The following actions are prohibited in this course:

- Submitting all or any part of an assignment statement to an online learning support platform;
- Incorporating any part of an AI generated response in an assignment;
- Using AI to brainstorm, formulate arguments, or template ideas for assignments;
- Using AI to summarize or contextualize source materials;

- Submitting your own work for this class to an online learning support platform for iteration or improvement.

If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me.

Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation.

(Examples of citing content composed by digital tools are presented in:

libguides.umn.edu/chatgpt.)

Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.

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 in the University setting. For additional information, consult the [Board of Regents policy](#).

Equity, Diversity, Equal Opportunity, & 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](#) or email (UM Twin Cities - drc@umn.edu) with questions.

Mental Health & 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](#).

Academic Freedom & 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 during drop-in hours in 2-565 Moos Tower, [visit our website](#), or call 612.624.6767.

Land Acknowledgement

Our Campus

The University of Minnesota Twin Cities is located on traditional, ancestral, and contemporary lands of Indigenous people. The University resides on Dakota land ceded in the Treaties of

1837 and 1851. We acknowledge the place where we teach and study has a complex and layered history. We are committed to ongoing efforts to recognize, support, and advocate for American Indian Nations and peoples and help support students from these historically underrepresented communities achieve their dreams of becoming a health professional.

[Read more.](#)

DEI Statement

In this class, we commit to supporting diversity and inclusion. We strive to construct a safe and inclusive environment by respecting each other's dignity and privacy. We honor each class member's experiences, beliefs, perspectives, and backgrounds, regardless of race, religion, language, immigration status, sexual orientation, gender identification, ability status, socio-economic status, national identity, or any other identity markers.

Our virtual class meetings and on-line discussions are meant to provide spaces for free inquiry and open exchange of ideas. Difficult issues may be confronted, and controversial ideas exchanged. We agree to act and communicate respectfully toward one another, both directly and indirectly, both inside and outside the boundaries of the class. All members of the class contribute to a caring, inclusive learning environment that promotes empathic listening, encourages productive participation and sharing, and engenders growth among us all.

If you ever have any concerns about the (virtual) classroom climate, please let your instructors know. Your suggestions about how to reinforce the values of diversity and inclusion are encouraged and appreciated. We hope that we will continuously reflect upon our class processes so that we can build an inclusive intellectual community where all feel valued and supported in our learning (adapted from [Georgia State University](#), 2021).

Wellness

As your instructors, we are committed to and care about all students' well-being. In the event we suspect you need additional support, we will express our concerns and the reasons for them, and remind you of campus resources that might be helpful to you. It is not our intention to know the details of what you might be experiencing, but simply to let you know we are concerned and that help, if needed, is available. Getting help is a smart, courageous, and professional thing to do, for yourself, and for those who care about you.

Resources: [Mental health resource](#)