Integrated Residency
Global Health Leadership for the Clinician

Global Health 575 (GH 575)
Autumn 2016

Instructors
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Office Hours: By appointment

Course Schedule
September 19 – October 14, 2016
Location: 13th Floor Ninth and Jefferson Building (NJB), room 1360 or 1309 (or other as specified)

Course Description
The Integrated Residency Global Health Leadership course is a 1-month course designed to teach residents interested in careers in Global Health (GH) skills necessary to become future leaders in this field. The course is comprised of several different components, including field visits to local GH organizations, lectures, case-studies and small group discussions, and focuses on three major areas:

- Global Health Knowledge
- Global Health Leadership Skills
- Clinical Skills in Resource-Limited Settings

Prerequisites
Must have MD, DDS, PhD in nursing, or equivalent degree, OR permission from instructor. Global health experience is encouraged.

Learning Objectives
On course completion the student will be able to:
1. Identify current and emerging trends in the global burden of disease and describe different health systems and public health approaches to common diseases in limited resource settings.
2. Outline basic theories of economics and their impact on GH and define how one would use social marketing, technology and bioinformatics for health promotion and to bridge care gaps.
3. Demonstrate basic knowledge of program management, monitoring and evaluation and describe the approach to and health implications of political and natural disasters.
4. Describe how to conduct responsible research, program implementation and use writing, communication and media skills to promote change.

Themes
Week 1: Global Burden of Disease, Health Systems and Politics
Week 2: Health Economics, Cost-Effectiveness and Technology
Week 3: Program Management, Monitoring and Evaluation
Week 4: Global Health Leadership, Communication, and Ethics

Required Readings
Our Canvas website offers readings as indicated by our guest speakers. There is no required textbook for the class. Additional optional sources of information are listed on the course website as a resource.

Grading Policy
Course will be graded Credit/No credit. This is a 3 credit course.
- Credit is based on class participation. If you will be missing any classes, please contact Dr. Roxby.
- Required readings are available on the course Canvas website. These should be reviewed prior to each class.
- Homework assignments: The class will divide each week into groups of 3-5 students and each group will be responsible for providing a written summary of their discussions about the week’s clinical case. The group will also be responsible for presenting findings and conclusions to the larger group in an oral presentation. Written and oral assignments will be graded on a Credit/No credit basis and all group members will receive the same grade.

Student Responsibilities
Attendance at all sessions and site visits is a requirement. Group projects require the participation of all group members. This course is designed for medical residents, who face unique pressures and responsibilities, therefore excused absences for clinical conflicts or other circumstances can be arranged in advance with permission of the instructor.

Course Structure
The course will be conducted during 4 consecutive weeks September 19 – October 14, 2016.

Monday, Tuesday: 9:00 – 11:00 lectures, 11:00-12:00 case review and group work.
Wednesday: 9:00-12:00: Field visit
Thursday or Friday: 9:00 – 10:00 prep time: 10:00 – 12:00 Student presentations; facilitated by UW faculty in the Department of Global Health and/or by local experts.

Assignments: A different case will be discussed each of 3 weeks during the case review session and this will be the subject of the group presentations on Friday. Cases will be designed to provide participants with skills in managing common diseases in resource-limited settings at the individual and population level while considering broader GH issues, such as the impact of health systems, new technologies, outcomes evaluation, and the media.

Individual presentations will also be requested from each student as part of course responsibilities.
Residents will be able to attend their own continuity clinics or GH-oriented clinics in the afternoon (this is not required for course credit).

**Additional Information**

**Academic Misconduct and Plagiarism**

Academic Integrity Statement - Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity. The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and the SPH Academic Integrity Policy. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington Community Standards and Student Conduct website.

**Access and Accommodations**

Your experience in this class is important to us. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543 8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

**Classroom Climate**

We Are A Learning Community. The development of a supportive learning environment is fundamental to this course and to academic global health. As a learner-centered classroom, we all have wisdom and experience to share. Students and the instructors are expected to share their knowledge, comments, critiques, feedback and alternate opinions. Our learning space is the mutual responsibility of the instructors and the students; as such, we have a responsibility to engage in dialogue in a way that supports learning for all of us. The co-creation of this respectful environment will be fostered by listening to views other than your own with an open mind, being able to understand and appreciate another person’s point of view and the ability to articulate your own point of view using direct communication. Being conscious of not monopolizing dialogue and/or interrupting will help create this environment as well. DCinfo@uw.edu is a resource for students with classroom climate concerns.

We have the privilege of learning together and we have a responsibility to engage in dialogue in
a way that supports learning for all of us. Here are some practices we as learning community members can strive to use in our learning process:

- My own viewpoint is important — share it. It will enrich others.
- My students’ and colleagues’ viewpoints are important — listen to them. Do not judge them.
- Extend the same listening respect to others I would wish them to extend to me. We all have room to grow to become better listeners in non-judgmental ways.
- Recognize that I might miss things others see and see things others might miss.
- Raise my views in such a way that I encourage others to raise theirs.
- Inquire into others’ views while inviting them to inquire into mine.
- Ask questions when I don’t understand something.
- Test my assumptions about how and why people say or do things.
- Challenge what was said or done, rather than make assumptions about the individual.
- Beware of *either-or* thinking.
- Be willing to take risks in moving outside my comfort zones.
- Affirm others.
# GLOBAL HEALTH LEADERSHIP for Clinicians

## SCHEDULE 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Room</th>
<th>Time</th>
<th>Title</th>
<th>Speaker</th>
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<tbody>
<tr>
<td><strong>WEEK ONE</strong></td>
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<tr>
<td>9/19</td>
<td>1360</td>
<td>8:30</td>
<td>Breakfast &amp; Welcome!</td>
<td>Alison Roxby</td>
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<td></td>
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<td>9:00</td>
<td>Mentoring</td>
<td>Carey Farquhar</td>
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<td>10:00</td>
<td>Ultrasound in Resource-limited settings</td>
<td>Sachita Shah</td>
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<td>11:00</td>
<td>Group Meetings - Malaria</td>
<td>Alison Roxby</td>
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<tr>
<td>9/20</td>
<td>1309</td>
<td>9:00</td>
<td>Global Meetings - Malaria</td>
<td>Manoj Menon</td>
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<td></td>
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<td>10:00</td>
<td>Exchange: Residents from Kenya rotating at UW share their experience</td>
<td>Kevin Ndede, Hazel Kariuki</td>
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<td>Group Meetings</td>
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<td>9/21</td>
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<td>8:45</td>
<td>SITE VISIT: PATH</td>
<td>Sadaf Khan MD, PATH</td>
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<td>Group Meetings</td>
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<tr>
<td>9/22</td>
<td>1309</td>
<td>9:00</td>
<td>Non-communicable disease</td>
<td>Biraj Karmacharya</td>
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<td>10:00</td>
<td>Global Primary Care</td>
<td>Elizabeth Hutchinson, Swedish Family Medicine</td>
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<td>9/23</td>
<td>1360</td>
<td>9:00</td>
<td>Presentation prep time</td>
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<td>Malaria presentations</td>
<td>Alison Roxby</td>
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<td><strong>WEEK TWO</strong></td>
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<tr>
<td>9/26</td>
<td>1360</td>
<td>9:00</td>
<td>Organizational Landscape of Global Health</td>
<td>Steve Gloyd</td>
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<td>10:00</td>
<td>Mobile Technologies for Maternal Child Health</td>
<td>Jennifer Unger</td>
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<td>11:00</td>
<td>Work on individual presentations</td>
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<td>9/27</td>
<td>1309</td>
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<td>Mentoring Day</td>
<td>Alison Roxby, Carey Farquhar</td>
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<td>Work on individual presentations</td>
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<td>9/28</td>
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<td>SITE VISIT: Bill and Melinda Gates Foundation</td>
<td>Peter Dull</td>
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<td>11:00</td>
<td>Work on individual presentations</td>
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<tr>
<td>9/29</td>
<td>1309</td>
<td>9:00</td>
<td>Cervical Cancer Screening</td>
<td>Jose Jeronimo, PATH</td>
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<td>10:00</td>
<td>Climate Change and Health</td>
<td>Jeremy Hess</td>
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<td>Individual presentations</td>
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<tr>
<td>9/30</td>
<td>1309</td>
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<td>Global Burden of Cardiovascular Disease</td>
<td>Greg Roth</td>
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<td>10:00</td>
<td>Individual presentations</td>
<td>Alison Roxby</td>
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### WEEK THREE

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<tr>
<th>Date</th>
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<th>Session Title</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>10/3</td>
<td>9:00</td>
<td>Introduction to Implementation Science</td>
<td>Bryan Weiner</td>
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<td>10:00</td>
<td>Complex Humanitarian Emergencies</td>
<td>David Townes</td>
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<td>11:00</td>
<td>Group meetings – Chronic Disease</td>
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<tr>
<td>10/4</td>
<td>9:00</td>
<td>Funding for Global Health</td>
<td>Alison Roxby</td>
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<td></td>
<td>10:00</td>
<td>Rapid Diagnostic testing in resource limited settings</td>
<td>Melissa Mugambi</td>
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<td>Group meetings</td>
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<td>10/5</td>
<td>9:00</td>
<td>SITE VISIT: Medical Teams International</td>
<td>Redmond, WA</td>
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<td>10/6</td>
<td>9:00</td>
<td>Health Econ 1</td>
<td>Joseph Babigumira</td>
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<td>Health Econ 2 - Workforce</td>
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<td>10/7</td>
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<td>Presentation finalization</td>
<td>Alison Roxby</td>
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<td>Group presentations – Chronic Disease</td>
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### WEEK FOUR

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<tr>
<td>10/10</td>
<td>9:00</td>
<td>One Health</td>
<td>Peter Rabinowitz</td>
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<td>10:00</td>
<td>Medical Tourism, Primary Care, Nepal</td>
<td>David Citrin</td>
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<td>Group meetings – Family Planning RFA</td>
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<tr>
<td>10/11</td>
<td>9:00</td>
<td>Global Health Leadership- Perspectives</td>
<td>Robert Lindley, I-TECH</td>
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<td>Laboratory strengthening</td>
<td>Lucy Perrone, I-TECH</td>
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<td>Group presentation prep time</td>
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<td>10/12</td>
<td>8:45</td>
<td>SITE VISIT: Village Reach</td>
<td>2900 Eastlake Ave E</td>
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<td>Group Meetings</td>
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<td>10/13</td>
<td>9:00</td>
<td>Road Trauma</td>
<td>Beth Ebel</td>
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<td>10:00</td>
<td>Global Mental Health</td>
<td>Lydia Chwastiak</td>
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<td>11:00</td>
<td>Group Meetings</td>
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<td>10/14</td>
<td>9:00</td>
<td>Group Presentation finalization</td>
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<td>10:00</td>
<td>Group Presentations – Family Planning RFA</td>
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<td>11:30</td>
<td>Final course evaluations</td>
<td>Alison Roxby</td>
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Global Health Leadership for Residents
Presenters and Contact Information

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