

SYLLABI FOR PBHLT 6531 and 5531 INTERNATIONAL FIELDWORK IN PUBLIC HEALTH

- Exploring South Korea: Society, Health and Development Learning Abroad Program
- Ghana (+ Paris add-on) Learning Abroad Program
- Himalayas Learning Abroad Program
- Peru Learning Abroad Program

SYLLABUS PBHLT 6531/5531: INTERNATIONAL FIELDWORK IN PUBLIC HEALTH

Exploring South Korea: Society, Health, and Development

Instructor:

Tejinder P. Singh, BDS, MDS, MPH

Office: (801) 587-3315

E-mail: tp.singh@utah.edu

Office Hours: By appointment

Schedule:

Pre-departure Orientation Sessions: TBA

Travel Dates: May 7-28, 2022

Location:

The program is a 3-week summer learning abroad program based in Songdo/Incheon, South Korea. Songdo/Incheon, South Korea borders the capital of Seoul and has a population of 2.9 million. The University of Utah Asia Campus is one of the founding institutions of the Incheon Global Campus. The Division of Public Health has run a Masters of Public Health at the University of Asia Campus since 2014.

Collaboration and Site:

The primary focus of the “Exploring South Korea: Society, Health and Development” program is providing experiential learning through immersion. Carefully selected field activities in the 3 weeks will allow the participants to think, feel, and experience the traditional and modern society of South Korea with its unique culture of food, lifestyle, arts, music, rapid development and its implications on society, environment and health. Specific public health focus areas include:

- Health and the built environment
- Safe cities initiative
- Sustainable Development (including visit to UN Office of Sustainable Development)
- Exploration of modern and traditional medicine
- Culture and health

Partner Institution(s)/Collaborator(s):

The University of Utah Asia Campus <https://asiacampus.utah.edu/>

Course Goals:

The primary focus of the “Exploring South Korea: Society, Health and Development” program is providing experiential learning through immersion. Carefully selected field activities in the 3 weeks will

allow the participants to think, feel, and experience the traditional and modern society of South Korea with its unique culture of food, lifestyle, arts, music, rapid development and its implications on society, environment and health. Specific public health focus areas include:

- Health and the built environment
- Safe cities initiative
- Sustainable Development (including visit to UN Office of Sustainable Development)
- Exploration of modern and traditional medicine
- Culture and health

During the spring semester prior to departure, several pre-departure orientation sessions are held to introduce students to South Korea and field activities.

Course Objectives:

LOWELL BENNION COMMUNITY CENTER–COMMUNITY ENGAGED LEARNING DESIGNATION (CEL)

What Is Community Engaged Learning (CEL)?

At its most basic, CEL involves students, faculty and community partners working together to apply knowledge in authentic settings in order to address community needs while also meeting instructional objectives. It is a strategy, a process, an experience that involves both action and reflection.

Community Engaged Learning:

- meets instructional learning objectives through course content, faculty-structured service, engagement, and critical reflection and is meant to prepare students to be civically responsible members of the community
- generates and applies academic knowledge in a community-based setting; student service and engagement address the needs of the community as identified through mutually beneficial collaboration with community-partners
- helps our University anchor itself in the public square by providing meaningful connections between our teaching, research, and service, and the issues our community is grappling with everyday

Three Core Outcomes For CEL Classes:

1. Course design incorporates community engagement to facilitate and/or enhance **student learning**
2. The course identifies learning outcomes that address **both academic understanding and community needs** identified in partnership with the community
3. Reflection is utilized throughout the course to enhance learning, understanding, and **broader connections to society**

Association of Schools of Public Health – [Global Health Competency Model](#)

Capacity Strengthening:

- Develop strategies that strengthen community capabilities for overcoming barriers to health and well-being.

Collaborating and Partnering

- Promote inclusion of representatives of diverse constituencies in partnerships.
- Value commitment to building trust in partnerships.
- Communicate lessons learned to community partners and global constituencies.
- Exhibit interpersonal communication skills that demonstrate respect for other perspectives and cultures.

Health Equity and Social Justice

- Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being.

Socio-cultural and Political Awareness

- Describe the interrelationship of foreign policy and health diplomacy.

Strategic Analysis

- Implement a community health needs assessment.

Core Competencies for Public Health Professionals (from the Public Health Foundation)

Community Engagement:

- Recognize community linkages and relationships among multiple factors (or determinants) affecting health.
- Demonstrate capacity to work in community-based participatory research.
- Use group processes to advance community involvement.
- Gather input from the community to inform the development of public health policy and programs.

Cultural Competency

- Incorporate strategies for interacting with persons from diverse backgrounds.
- Recognize the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services.
- Respond to diverse needs that are the result of cultural differences.

Proposed Activities

Proposed Activities

- Water treatment facility
- Seoul City Hall
- Palace and History Museum
- Traditional markets
- Green Climate Fund (GCF)
- United Nations Office Sustainable Development (UNOSD)
- Bukhansan National Park
- Soraepogo fish market

- Two Cultural days

Cultural/Social Activities

Students will be given time to enjoy the rich culture that South Korea has to offer. With each city/town/village visited time will be taken as a group to visit places of historical, cultural and geographical significance. Travel arrangements will be made by the program coordinator. Price of the excursions will be included. Independent travel may be done after the learning abroad course, at the students own expense.

- Bukansan National Park
- Naksana temple and Sokcho, South Korea
- Buddhist Temples

Academics

Credit Hours: Four credit hours

Students: Participation is open to all University of Utah undergraduate and graduate students, and School of Medicine medical students and non-Utah affiliated students. A GPA of 2.50 or better is desirable as is previous experience abroad.

Academics: The primary focus of the “Exploring South Korea: Society, Health and Development” program is providing experiential learning through immersion. Carefully selected field activities in the 3 weeks will allow the participants to think, feel, and experience the traditional and modern society of South Korea with its unique culture of food, lifestyle, arts, music, rapid development and its implications on society, environment and health. Students will receive proper orientation prior to departure. This will include rules and expectations, safety issues and team assignments and duties.

Quarantine: The Exploring South Korea LA program is working with Livable Korea for the mandatory 14-day quarantine. Upon arrival in South Korea, the program director and participants will take a shuttle bus to the local public health center where you will receive a Covid test. Then you will be transported to the temporary residence via bus or car for the duration of the quarantine.

Transportation: Once you’ve completed the quarantine, the program assistant will meet the group at the quarantine hotel and will then the group travel to Songdo/Incheon and The November Stay hotel. Ground transportation will include taxi, bus, subway and rented vans. Night driving will be limited. Local travel will be included in the costs of the learning abroad. Measures to address safety concerns will be taken as arrangements are made, including the assurance of seat belts and limited night travel on rural roads.

Room and Board: Safe and comfortable student housing in Songdo and Sockho, South Korea have been identified. Internet access is available. When on excursions to outside cities, arrangements will be made at local hotels for sleeping. Lunch and dinner will be included.

Safety: Songdo was selected based on strong ties with host partners who will assist in avoiding undue risk. Students will be required to obtain vaccinations prior to travel and will be advised on food and water safety, injury prevention, and vector borne illnesses. The directors will have a cell phone. All students will be required to have adequate insurance prior to travel.

COURSE POLICIES

Dear Learning Abroad Participant:

Recent and ongoing events illustrate the importance of taking great care to ensure safety while traveling abroad. We are fortunate to have great partners in each of our Division of Public Health Learning Abroad sites to help us monitor local conditions and guide us in safely conducting our planned activities. Further, we have well qualified program directors and an exemplary institutional Learning Abroad Program who are each monitoring conditions to ensure that we take all reasonable precautions. However, it is vitally important that each participant in the does his or her part in helping to ensure both personal and group safety. Given that we are traveling at a time of heightened concern regardless of where travel takes place, I am taking this opportunity to reaffirm guidelines for expected conduct for each Learning Abroad participant:

1. Please follow all of the 'health' precautions provided to you, including food and water safety, malaria prophylaxis where appropriate, etc.
2. One of the biggest risks we face when traveling is auto accidents and auto-pedestrian accidents. Please take all appropriate care and remember that in much of the world, the pedestrian does not have the right-of-way.
3. Many of the problems that arise with foreign travel involve alcohol. The policy on alcohol is as follows:

Drug and Alcohol Policy

Legal consumption of alcoholic beverages and illegal drugs, is not acceptable while on the Learning Abroad program. Violation of these policies, however, may result in this privilege being revoked, and/or dismissal from the program.

- a. Incheon Global Campus is a dry-campus
- b. Zero-tolerance policy for illegal drugs. Violation will result in immediate dismissal from program and disciplinary action upon return from campus
- c. Alcohol misuse and abuse will not be tolerated
- d. No drinking during class time or class activities
- e. Participation while intoxicated will not be tolerated

Inappropriate conduct resulting from alcohol could result in dismissal. Also note that the use of drugs or other substances considered illegal in the US are strictly prohibited.

4. It is important that undue attention (whether positive or negative) to the group with which you are traveling is avoided. This includes the following:
 - a) Show respect for local residents and their customs. Remember that what you say as unflattering remarks that may seem humorous or only understood by fellow group members are often overheard.
 - b) Personal or group information is not to be disclosed. If you are pressured to give information about your personal contact information, where the group is staying, your travel itinerary, the in-country partners, etc., please refer those making the inquiries to the program director. Also, under no circumstances are arrangements to be made for meeting someone – all such coordination should go through program directors.
 - c) No gifts or personal donations are to be made. If you feel you want to provide assistance in some way, please work through the program director.
 - d) No individual or subgroup excursions are allowed during the program dates. During the time you are formally under the direction of the Learning Abroad program, it is imperative that you stay with the group and follow the developed program. Traveling is rigorous and requires appropriate pacing of activities – breaks in the schedule are designed for the health of each participant, for development of group cohesion, and to provide for some flexibility in the program to respond to unanticipated developments.
 - e) The US is often perceived as a country that likes to emphasize its dominance in the world. It is important to be sensitive to this perception and take care not to promote such an image (whether intentionally or unintentionally). Please also avoid wearing clothing or carrying bags with the US flag or other US identifying features as such displays may be misinterpreted.

Violating these recommendations (or any additional guidelines deemed appropriate by the trip director or the local host) in ways that may put you or your group at undue risk may result in dismissal from the program and may initiate academic disciplinary action as outlined in the University of Utah Student Handbook as we simply must maintain safety as a priority. If you have any questions about activities that may be of concern, please speak to your program director.

Please accept our best wishes as you embark on what I anticipate will be a fascinating, challenging, fulfilling and safe summer. Thank you for participating in these programs and joining the University of Utah efforts to improve health and wellness on the global stage.

Division of Public Health

FACULTY AND STUDENT RESPONSIBILITIES

All students are expected to maintain professional behavior in the classroom setting and during the excursion, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc.

PLAGIARISM SOFTWARE POLICY

Your professor may elect to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

ASSIGNMENTS

Following the excursion, each participant is to produce an 8-page reflection paper that includes photos and journal entries that encompass their experience and feelings, new insights and observations about the program.

GRADING

Assume standard grading criteria for this course as follows:

93-100%	=	A
90-92%	=	A-
87-89%	=	B+
83-86%	=	B
80-82%	=	B-
77-79%	=	C+
73-76%	=	C
70-72%	=	C-

ADA COMPLIANCE

In compliance with the American With Disabilities Act, the University of Utah seeks to provide equal access to its programs, services and activities for persons with disabilities. If you need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Alpine Union Building, 581-5020 (V/TDD). CDS will work with you and the professor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Note: The syllabus is not a binding legal contract.

2022 Calendar (subject to change):

Exploring South Korea Society, Health & Development Learning Abroad
May 7-28, 2022

Day/Date	Activity	City
May 7	Depart Salt Lake for South Korea	Travel from Salt Lake to Incheon, So. Korea
May 8	Arrive in Incheon, So. Korea and travel to Songdo	Incheon, Songdo
May 9	Group Orientation	Songdo, Incheon
May 10	Group Work	Songdo, Incheon
May 11	Cultural Day (Palaces, Buddhist temple, traditional market)	Seoul
May 12	Cultural Day (traditional medicine market, traditional market, city wall)	Seoul
May 13	Seoul Tower, Coex Mall (modern shopping)	Seoul
May 14	Bukhansan National Park Hike (Excursion), Celebration Dinner	Seoul
May 15	Group Work/Rest Day/Optional Cycle ride (extra)	Songdo, Incheon
May 16	Multicultural District	Songdo, Incheon Seoul
May 17	Multicultural District	Songdo, Incheon Seoul
May 18	Tour of UN Office for Sustainable Development (UNOSD)	Songdo, Incheon
May 19	Tour Green Climate Fund (GCF)	Songdo, Incheon
May 20	Excursion – Naksana Temple/Sokcho	Sokcho
May 21	Excursion – Naksana Temple/Sokcho	Sokcho
May 22	Excursion – Naksana Temple/Sokcho Seoraksan National Park Hike	Sokcho
May 23	Excursion – Naksana Temple/Sokcho	Sokcho
May 24	Fish market	Songdo, Incheon Seoul
May 25	Waste water facility visit	Songdo, Incheon
May 26	Symposium and celebration dinner	Songdo, Incheon
May 27	Presentation Day	Songdo, Incheon
May 28	Travel to Incheon airport Fly to Salt Lake	Transport to Incheon Airport

SYLLABUS PBHLT 6531/5531: INTERNATIONAL FIELDWORK IN PUBLIC HEALTH

Ghana (+ Paris add-on) Global Public Health

Instructors:

Co-instructor: Scott Benson, MD, MPH, PhD
Office: (801) 585-0276
E-mail: scott.benson@hsc.utah.edu
Office Hours: By appointment

Co-instructor: Ty Dickerson, MD, MPH
Office: (801) 662-3645
E-mail: Ty.Dickerson@hsc.utah.edu
Office Hours: By appointment

Schedule:

Pre-departure Orientation Sessions – TBA
Travel Dates: 2022
Ghana: June 25 – July 16, 2022
Paris (add-on) July 15-21, 2022

Locations:

Kumasi is a city of approximately 2 million people located in the interior of Ghana, West Africa. Like other regions of Africa, Ghana suffers from high rates of infectious diseases, increasing rates of non-communicable diseases, poverty and other pressing social issues. Fieldwork and activities take place in villages outside of Kumasi. Ghana also offers opportunities for many recreational and cultural trips, including game preserves, historical tours and the trip culminates with a relaxing on a beautiful West African beach near a lovely fishing village.

The Ghana Learning Abroad Program has added an optional 1 week to Paris, France. The Paris, France add-on will give the students the opportunity to see first-hand some of the public health history and see cultural sites of Paris. The students will visit the Institut Pasteur the Musée Des Égouts De Paris (Paris Sewer Museum), the Catacombes de Paris, the Louvre, the Cathédrale Notre-Dame de Paris, the Arc de Triomphe Paris, and the Eiffel Tower.

Research Collaboration and Site:

The research site is a cohort of approximately 22,000 people in 20 peri-urban and rural villages approximately 25 kilometers from Kumasi, Ghana. These villages are part of an ongoing collaborative effort between Ghanaian and U.S. researchers to promote health in rural Ghana. The group of researchers, in collaboration with local village leaders, is working together to address pressing health issues including those associated with maternal and child health. Prior projects have focused on maternal health, reproductive health, water & sanitation, malaria in children, hypertension in adults, health promotion and many other topics.

Course Goals:

Through participation in the global health prerequisite class (optional), pre-departure orientation sessions and on-site fieldwork, students learn about cultural, social and health issues currently facing Ghanaians. They learn about current public health issues including infectious diseases, nutrition, water and sanitation systems, and methods to health development and improving general health and quality of life. Students interact and work directly with village and community members and visit their homes and communities to understand and improve overall health conditions locally and participate in fieldwork programs that focus on community development, health promotion or research. During the spring semester prior to departure, several orientation sessions are held to introduce students to Ghana and field activities. Working under a project leader, students help plan and develop their assigned field project prior to arrival in Ghana where they will collaborate with Ghanaian students and faculty from the local medical school (KNUST) to conduct their project.

Learning Objectives:

Through participation in the pre-departure In-Utah Class sessions students will be able to:

- Describe Global Public Health
- Discuss the determinants of health as they relate to Ghana and specifically Kumasi, Ghana
- Demonstrate competency in basic data analysis using Epi Info.
- Understand and actively participate in ethical public health research.

Through participation in the 3-week In-Ghana Classes and Research students will be able to:

- Demonstrate basic competency in one or more research methodologies (Surveys, needs assessment, photovoice, focus groups etc.)
- Analyze data and present results to key stakeholders within the community
- Summarize their experience within the context of global public health partnerships and collaborative endeavors.

COURSE OBJECTIVES:

LOWELL BENNION COMMUNITY CENTER – COMMUNITY ENGAGED LEARNING DESIGNATION (CEL)

What Is Community Engaged Learning (CEL)?

At its most basic, CEL involves students, faculty and community partners working together to apply knowledge in authentic settings in order to address community needs while also meeting instructional objectives. It is a strategy, a process, an experience that involves both action and reflection.

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- meets instructional learning objectives through course content, faculty-structured service, engagement, and critical reflection and is meant to prepare students to be civically responsible members of the community

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- helps our University anchor itself in the public square by providing meaningful connections between our teaching, research, and service, and the issues our community is grappling with everyday

Three Core Outcomes For CEL Classes:

4. Course design incorporates community engagement to facilitate and/or enhance **student learning**
5. The course identifies learning outcomes that address **both academic understanding and community needs** identified in partnership with the community
6. Reflection is utilized throughout the course to enhance learning, understanding, and **broader connections to society**

ASSOCIATION OF SCHOOLS OF PUBLIC HEALTH – GLOBAL HEALTH COMPETENCY MODEL

Capacity Strengthening:

- Develop strategies that strengthen community capabilities for overcoming barriers to health and well-being.

Collaborating and Partnering

- Promote inclusion of representatives of diverse constituencies in partnerships.
- Value commitment to building trust in partnerships.
- Communicate lessons learned to community partners and global constituencies.
- Exhibit interpersonal communication skills that demonstrate respect for other perspectives and cultures.

Health Equity and Social Justice

- Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being.

Socio-cultural and Political Awareness

- Describe the interrelationship of foreign policy and health diplomacy.

Strategic Analysis

- Implement a community health needs assessment.

CORE COMPETENCIES FOR PUBLIC HEALTH PROFESSIONALS (FROM THE PUBLIC HEALTH FOUNDATION)

Community Engagement:

- Recognize community linkages and relationships among multiple factors (or determinants) affecting health.
- Demonstrate capacity to work in community-based participatory research.
- Use group processes to advance community involvement.
- Gather input from the community to inform the development of public health policy and programs.

Cultural Competency

- Incorporate strategies for interacting with persons from diverse backgrounds.

- Recognize the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services.
- Respond to diverse needs that are the result of cultural differences.

Recommended Texts:

PDFs to be distributed –

- Malaria Imported from Accra Ghana (CDC)
- Verbal Autopsy in Children in Rural Ghana
- Family Planning in a Sub-district Near Kumasi Ghana
- Health Care in Ghana 2009
- Others

Fictional books –

- My First Coup d'état: And Other True Stories from the Lost Decades of Africa by John Dramani Mahama
- Anthills of the Savannah by Chinua Achebe
- Arrow of God by Chinua Achebe
- Things Fall Apart by Chinua Achebe
- The Poisonwood Bible by Barbara Kingsolver
- No Longer at Ease by Chinua Achebe
- The Laughing Cry: An African Cock & Bull Story by Henri Lopes
- The Beautiful Ones Are Not Yet Born by Ayi Kwei Armah
- The Prophet of Zongo Street by Mohammed Naseehu Ali

Course Policies

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Drug and Alcohol Policy

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- a. Incheon Global Campus is a dry-campus
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Inappropriate conduct resulting from alcohol could result in dismissal. Also note that the use of drugs or other substances considered illegal in the US are strictly prohibited.

8. It is important that undue attention (whether positive or negative) to the group with which you are traveling is avoided. This includes the following:
- f) Show respect for local residents and their customs. Remember that what you say as unflattering remarks that may seem humorous or only understood by fellow group members are often overheard.
 - g) Personal or group information is not to be disclosed. If you are pressured to give information about your personal contact information, where the group is staying, your travel itinerary, the in-country partners, etc., please refer those making the inquiries to the program director. Also, under no circumstances are arrangements to be made for meeting someone – all such coordination should go through program directors.
 - h) No gifts or personal donations are to be made. If you feel you want to provide assistance in some way, please work through the program director.
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carrying backs with the US flag or other US identifying features as such displays may be misinterpreted.

Violating these recommendations (or any additional guidelines deemed appropriate by the trip director or the local host) in ways that may put you or your group at undue risk may result in dismissal from the program and may initiate academic disciplinary action as outlined in the University of Utah Student Handbook as we simply must maintain safety as a priority. If you have any questions about activities that may be of concern, please speak to your program director.

Please accept our best wishes as you embark on what I anticipate will be a fascinating, challenging, fulfilling and safe summer. Thank you for participating in these programs and joining the University of Utah efforts to improve health and wellness on the global stage.

Division of Public Health

Faculty and student responsibilities

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Plagiarism Software Policy

Your professor may elect to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

Assignments

Following the excursion, each participant is to produce an 8-page reflection paper that includes photos and journal entries that encompass their experience and feelings, new insights and observations about the program.

Grading

Assume standard grading criteria for this course as follows:

93-100%	=	A
90-92%	=	A-
87-89%	=	B+
83-86%	=	B
80-82%	=	B-
77-79%	=	C+
73-76%	=	C
70-72%	=	C-

ADA Compliance

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PBHLT 6531/5531

in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpine Union Building, 581-5020 (V/TDD). CDS will work with you and the professor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Note: The syllabus is not a binding legal contract.

2022 Calendar (subject to change):

**Ghana (+ Paris add-on Learning Abroad Program
June 24 – July 16, 2022 (+ Paris add-on July 15-22)**

Ghana Itinerary June 24 – July 16, 2022	CITY & HOTEL ADDRESSES
June 24 Afternoon Departure SLC for Accra, Ghana	Travel from Salt Lake City to Accra, Ghana
June 25 Flight must arrive by 8:00 AM Transport by coaster bus to Kumasi	Travel to Kumasi, Ghana
June 26 Free Day	
June 27 Preparation & training with UofU & KNUST students	
June 28 Preparation & training with UofU & KNUST students	
June 29 All projects in the field	
June 30 All projects in the field	
July 1 All projects in the field	Kumasi, Ghana
July 2 Lake Bosumtwi (Excursion)	
July 3 Personal Day	
July 4 All projects in the field	Okubi Hotel
July 5 All projects in the field	Abrepo Road
July 6 All projects in the field	Kumasi, Ghana
July 7 All projects in the field	Tel: 011-233322045554
July 8 Projects wrap-up	
July 9 Projects wrap-up/Presentations	
July 10 Depart Kumasi for Mole (Excursion)	Mole, Ghana (near the town of Larabanga)
July 11 Mole National Park (Excursion)	
July 12 Mole National Park (Excursion) Travel to Kumasi (Stay at Okubi Hotel)	Mole Motel (Mole National Park) Damongo, 146 km south east of Tamale, Northern Region, Ghana, Tel: 011-233244316777 http://molemotelgh.com/
July 13 Depart Kumasi for Busua	Busua, Cape Coast
Canopy Walk, Kakum National Forest (Excursion)	
July 14 Spend the day at Busua Beach Resort (Excursion)	
July 15 Depart Busua, visit Elmina, Elmina Slave Castle, Cape Coast (Excursion) Travel to the Accra Airport Optional Add-on: Paris (1 week) Evening flight to SLC or Paris Flight must depart after 10:00 PM	Busua Beach Resort Takoradi, Cape Coast Agona-Ahanta Tel: 011-233312093305 http://gbhghana.net/index-busua.aspx
July 16 Group arrives in Salt Lake	Travel from Accra, Ghana to Salt Lake City

PARIS (Optional Add-on) – July 15-21, 2022	CITY
July 15 Travel from Accra, Ghana to Paris, France	Travel from Accra, Ghana to Paris, France
July 16 Group arrives in Paris Personal Day	<p data-bbox="1149 407 1305 436">Paris, France</p> <p data-bbox="1101 478 1357 541">Holiday Inn Paris – St. Germain des Pres</p> <p data-bbox="1084 548 1357 611">92 Rue De Vaugirard Tel: 011-33149548700</p> <p data-bbox="964 617 1474 680">https://www.ihg.com/holidayinn/hotels/us/en/paris/parsg/hoteldetail</p>
July 17 The Eiffel Tower and Arc de Triomphe Paris	
July 18 The Louvre	
July 19 The Catacombes de Paris Paris Sewer Museum	
July 20 Sainte-Chapelle Cathedral Riverboat tour	
July 21 (Morning) Depart Paris for Salt Lake	Travel from Paris, France to Salt Lake City

Himalayas Global Public Health

Instructor:

Instructor: Tejinder P. Singh, BDS, MDS, MPH

Office: (801) 587-3315

E-mail: tp.singh@utah.edu

Office Hours: By appointment

Schedule:

Pre-departure Orientation Sessions: TBA

Travel Dates: June 3-25, 2022

Locations:

The program will be based in Kaza, Himachal Pradesh, India. This is a town at 12,500 feet above sea level in the Lahaul and Spiti valleys of the mighty Himalayas. Built on the banks of Spiti river, it is the administrative hub of the district. It is surrounded by towering peaks and offers a gorgeous vista of pristine natural beauty of the Himalayas. Kaza is about 470 miles from New Delhi, the capital of India, and accessible by road all year around.

Research Collaboration and Site:

Fieldwork will be conducted in Kaza and surrounding villages. Besides being involved in education, service and research projects, the students will get enriching opportunities of cross cultural learning and global citizenship as this region offers an insight to Buddhist way of life with a Tibetan influence. The region is dotted with ancient gompas (monasteries) which are a treasure house of paintings, scriptures, and artefacts dated as far as back to the birth of Buddhism. Tabo monastery, the oldest in this region, dates back to more than thousand years. Weekend trekking and camping in the remotest and highest parts of the world across the mighty Himalayan landscape will be a unique experience. The trip will end with a visit to the Taj Mahal.

Spiti Valley: <https://hplahaulspiti.nic.in/history/>
<https://www.lonelyplanet.com/india/himachal-pradesh/spiti>

Partner Institution(s)/Collaborator(s):

Partners include academic, civil society, and village leaders and members in Kaza, India.

- **Ecosphere -**

Ecosphere is a reputable community based social enterprise working in Spiti region of the Himalayas. Its focus is sustainable rural development in the remotest parts of the Himalayas. A

wide range of activities are undertaken by Ecosphere including but not limited to economic empowerment, development and conservation with a sharp focus on preservation of the fragile ecosystem of the region. Key to these is engaging with the inhabitants of the region who offer a rich heritage of traditional practices; Ecosphere is deeply invested in it.

More information can be found at

- Ecosphere - <http://www.spiticosphere.com/index.htm>
- Ishita Khanna (Founder and Chief executive of Ecosphere) - <https://www.youtube.com/watch?v=xWE6DyZ1QPc>

Course Goals:

Through participation in the pre-departure orientation sessions and on-site field work, students will learn about cultural, social, and health issues currently facing communities that inhabit the remotest parts of the world. Participants will see the workings of the Indian public health system from academic, government, and community levels. While in country, participants will divide into teams and work in villages to strengthen relationships with local partners, conduct surveys, and assess conditions that affect health. Work will take students into rural communities, homes, schools, health posts, non-profit partner organizations, and a hospital. Education, service and research projects and interventions are co-constructed with host entities and the University of Utah.

We will use a community-engaged approach to assure our work is focused on the needs of the communities with whom we work. Partners include academic, civil society, and village leaders and members in Kaza, India. We will also engage with district officials from various departments such as education, social welfare, rural development, women and child welfare, water and sanitation and health.

Course Objectives:

LOWELL BENNION COMMUNITY CENTER–COMMUNITY ENGAGED LEARNING DESIGNATION (CEL)

What Is Community Engaged Learning (CEL)?

At its most basic, CEL involves students, faculty and community partners working together to apply knowledge in authentic settings in order to address community needs while also meeting instructional objectives. It is a strategy, a process, an experience that involves both action and reflection.

Community Engaged Learning:

- meets instructional learning objectives through course content, faculty-structured service, engagement, and critical reflection and is meant to prepare students to be civically responsible members of the community
- generates and applies academic knowledge in a community-based setting; student service and engagement address the needs of the community as identified through mutually beneficial collaboration with community-partners

- helps our University anchor itself in the public square by providing meaningful connections between our teaching, research, and service, and the issues our community is grappling with everyday

Three Core Outcomes For CEL Classes:

7. Course design incorporates community engagement to facilitate and/or enhance **student learning**
8. The course identifies learning outcomes that address **both academic understanding and community needs** identified in partnership with the community
9. Reflection is utilized throughout the course to enhance learning, understanding, and **broader connections to society**

Association of Schools of Public Health – [Global Health Competency Model](#)

Capacity Strengthening:

- Develop strategies that strengthen community capabilities for overcoming barriers to health and well-being.

Collaborating and Partnering

- Promote inclusion of representatives of diverse constituencies in partnerships.
- Value commitment to building trust in partnerships.
- Communicate lessons learned to community partners and global constituencies.
- Exhibit interpersonal communication skills that demonstrate respect for other perspectives and cultures.

Health Equity and Social Justice

- Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being.

Socio-cultural and Political Awareness

- Describe the interrelationship of foreign policy and health diplomacy.

Strategic Analysis

- Implement a community health needs assessment.

Core Competencies for Public Health Professionals (from the Public Health Foundation)

Community Engagement:

- Recognize community linkages and relationships among multiple factors (or determinants) affecting health.
- Demonstrate capacity to work in community-based participatory research.
- Use group processes to advance community involvement.
- Gather input from the community to inform the development of public health policy and programs.

Cultural Competency

- Incorporate strategies for interacting with persons from diverse backgrounds.
- Recognize the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services.
- Respond to diverse needs that are the result of cultural differences.

Proposed Projects/Activities

Proposed projects for 2022

- **Women's Health**
 - Menstrual hygiene management: understanding current practices and self-help group participation at village level
- **Water, sanitation and hygiene**
 - water quality assessment at
 - source (springs)
 - point of use (household)
 - explore the functioning of water and sanitation committees in the region
- **Indoor Air quality**
- **Oral health** among school going children, youth and adult in the communities
- **Health systems:** Understanding the local Primary healthcare model which is a mix of Western and traditional Tibetan medicine
- **Rural development**
- **How Social entrepreneurship in Kaza is driving societal transformations, addressing issues and problems and empowering transformative progress in the region**

Cultural/Social Activities

Students will be given time to enjoy the rich culture that India has to offer. With each city/town/village visited time will be taken as a group to visit places of historical, cultural and geographical significance. Travel arrangements will be made by the program coordinator. Price of the excursions will be included. Independent travel may be done after the learning abroad course, at the students own expense.

- Local Sightseeing- Kaza and surrounding villages
- End of travel to Taj Mahal, Agra

Academics

Credit Hours: Four credit hours

Students: Participation is open to all University of Utah undergraduate and graduate students, and School of Medicine medical students and non-Utah affiliated students. A GPA of 3.0 or better is desirable as is previous experience abroad.

Academics: The program employs a community based participatory research (CBPR) approach. Research projects and interventions are co-constructed with host entities and the University of Utah. Projects include public health research and interventions that are deemed high priority by the communities. Students will receive proper orientation prior to departure. This will include rules and expectations, safety issues and team assignments and duties. While in country, students will be expected to travel with their teams to their respective locations in order to strengthen relationships with local partners, collect the necessary information, begin to analyze the data and may conduct and evaluate public health interventions. Lectures and orientations will be provided periodically throughout the stay by both Utah and host partners. Topics will include the context of public health in India and other topical matters related to the research underway. Upon arriving home, students will be expected to put in another 25-50 hours. They will work as teams to finish compiling the data obtained and to prepare and deliver a presentation at global health grand rounds. This work will need to be finished by early October to allow for timely reporting out of results.

Transportation: Students will arrive in New Delhi on the first day of the program and travel to Chandigarh by train en-route to Kaza by road. Arrangements will be made with reputable transportation companies to escort the group from location to location. Ground transportation will include train, mini vans, and/or rental vehicles. Travel between Chandigarh and Delhi will be by train and Chandigarh to Kaza will be by mini vans. Night driving will be limited. Local travel will be included in the costs of the learning abroad. Measures to address safety concerns will be taken as arrangements are made, including the assurance of seat belts, limited night travel on rural roads, and upgraded train compartments.

Room and Board: Safe and comfortable student housing in New Delhi, Chandigarh, Kaza and Agra has been identified. Internet access is available in most places but can be sporadic in Kaza given its remote location. When on excursions to outside cities, arrangements will be made at local hotels or hostels for sleeping. Breakfast is included in excursions.

Site Visits: To be built in collaboration with the host organization

Safety: Kaza was selected based on strong ties with host partners who will assist in avoiding undue risk. Students will be required to obtain vaccinations prior to travel and will be advised on food and water safety, injury prevention, and vector borne illnesses. The directors will have a cell phone. All students will be required to have adequate insurance prior to travel.

COURSE POLICIES

Dear Learning Abroad Participant:

Recent and ongoing events illustrate the importance of taking great care to ensure safety while traveling abroad. We are fortunate to have great partners in each of our Division of Public Health Learning Abroad sites to help us monitor local conditions and guide us in safely conducting our planned activities. Further, we have well qualified program directors and an exemplary institutional Learning Abroad Program who are each monitoring conditions to ensure that we take all reasonable precautions. However, it is vitally important that each participant in the does his or her part in helping to ensure both personal and group safety. Given that we are traveling at a time of heightened concern regardless of where travel takes place, I am taking this opportunity to reaffirm guidelines for expected conduct for each Learning Abroad participant:

9. Please follow all of the 'health' precautions provided to you, including food and water safety, malaria prophylaxis where appropriate, etc.
10. One of the biggest risks we face when traveling is auto accidents and auto-pedestrian accidents. Please take all appropriate care and remember that in much of the world, the pedestrian does not have the right-of-way.
11. Many of the problems that arise with foreign travel involve alcohol. The policy on alcohol is as follows:

Drug and Alcohol Policy

Legal consumption of alcoholic beverages and illegal drugs, is not acceptable while on the Learning Abroad program. Violation of these policies, however, may result in this privilege being revoked, and/or dismissal from the program.

- a. Incheon Global Campus is a dry-campus
- b. Zero-tolerance policy for illegal drugs. Violation will result in immediate dismissal from program and disciplinary action upon return from campus
- c. Alcohol misuse and abuse will not be tolerated
- d. No drinking during class time or class activities
- e. Participation while intoxicated will not be tolerated

Inappropriate conduct resulting from alcohol could result in dismissal. Also note that the use of drugs or other substances considered illegal in the US are strictly prohibited.

12. It is important that undue attention (whether positive or negative) to the group with which you are traveling is avoided. This includes the following:

- k) Show respect for local residents and their customs. Remember that what you say as unflattering remarks that may seem humorous or only understood by fellow group members are often overheard.
- l) Personal or group information is not to be disclosed. If you are pressured to give information about your personal contact information, where the group is staying, your travel itinerary, the in-country partners, etc., please refer those making the inquiries to the program director. Also, under no circumstances are arrangements to be made for meeting someone – all such coordination should go through program directors.
- m) No gifts or personal donations are to be made. If you feel you want to provide assistance in some way, please work through the program director.
- n) No individual or subgroup excursions are allowed during the program dates. During the time you are formally under the direction of the Learning Abroad program, it is imperative that you stay with the group and follow the developed program. Traveling is rigorous and requires appropriate pacing of activities – breaks in the schedule are designed for the health of each participant, for development of group cohesion, and to provide for some flexibility in the program to respond to unanticipated developments.
- o) The US is often perceived as a country that likes to emphasize its dominance in the world. It is important to be sensitive to this perception and take care not to promote such an image (whether intentionally or unintentionally). Please also avoid wearing clothing or carrying bags with the US flag or other US identifying features as such displays may be misinterpreted.

Violating these recommendations (or any additional guidelines deemed appropriate by the trip director or the local host) in ways that may put you or your group at undue risk may result in dismissal from the program and may initiate academic disciplinary action as outlined in the University of Utah Student Handbook as we simply must maintain safety as a priority. If you have any questions about activities that may be of concern, please speak to your program director.

Please accept our best wishes as you embark on what I anticipate will be a fascinating, challenging, fulfilling and safe summer. Thank you for participating in these programs and joining the University of Utah efforts to improve health and wellness on the global stage.

Division of Public Health

FACULTY AND STUDENT RESPONSIBILITIES

All students are expected to maintain professional behavior in the classroom setting and during the excursion, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc.

PLAGIARISM SOFTWARE POLICY

Your professor may elect to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

ASSIGNMENTS

Following the excursion, each participant is to produce an 8-page reflection paper that includes photos and journal entries that encompass their experience and feelings, new insights and observations about the program.

GRADING

Assume standard grading criteria for this course as follows:

93-100%	=	A
90-92%	=	A-
87-89%	=	B+
83-86%	=	B
80-82%	=	B-
77-79%	=	C+
73-76%	=	C
70-72%	=	C-

ADA COMPLIANCE

In compliance with the American With Disabilities Act, the University of Utah seeks to provide equal access to its programs, services and activities for persons with disabilities. If you need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpine Union Building, 581-5020 (V/TDD). CDS will work with you and the professor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Note: The syllabus is not a binding legal contract.

2022 Itinerary (subject to change):**Himalayas Learning Abroad Program****June 3-25, 2022**

ITINERARY June 5-25, 2022	CITY
June 3 SLC - Delhi	Travel from Salt Lake or Incheon Korea to Delhi, India
June 4 Arrive in Delhi (Late PM)	
June 5 Travel to Chandigarh (Early AM)	Chandigarh, India
June 6 Chandigarh	
June 7 Travel 1st Leg to Narkanda	Narkanda, India
June 8 Travel 2nd Leg to Kalpa	Kalpa, India
June 9 Travel 3rd Leg to Kaza	Kaza, India
June 10 Kaza (Rest Day) and meet with Partners	
June 11 Field Days	
June 12 Field Days	
June 13 Field Days	
June 14 Field Days	
June 15 Field Days	
June 16 Field Days	
June 17 Field Days	
June 18 Field Days	
June 19 Field Days	
June 20 Field Days	
June 21 Travel 1st Leg to Kalpa	Kalpa, India
June 22 Travel 2nd Leg to Narkanda	Narkanda, India
June 23 Travel 3rd Leg to Chandigarh	Chandigarh, India
June 24 Agra (Taj Mahal – Excursion)	Agra, India
June 25 Travel to Delhi Depart for SLC (Late PM)	Travel from Delhi, India to Salt Lake

SYLLABUS PBHLT 6531/5531: INTERNATIONAL FIELDWORK IN PUBLIC HEALTH

PERU GLOBAL PUBLIC HEALTH

INSTRUCTORS:

Co-instructor: Scott Benson, MD, MPH, PhD

Office: (801) 585-0276

E-mail: scott.benson@hsc.utah.edu

Office Hours: By appointment

Co-instructor: Lisa Gren, PhD

Office: (801) 587-3315

E-mail: lisa.gren@hsc.utah.edu

Office Hours: By appointment

SCHEDULE:

Pre-departure Orientation Sessions – TBA

Travel Dates: May 21 – June 11, 2022

PROJECT:

Site: Trujillo, Peru

Collaborators:

- University of Utah Division of Public Health
- Cesar Vallejo University

Background:

We are a three-week summer program based in Peru, a Latin American country composed of desert, mountain and rainforest regions. While it enjoys vigorous economic growth, its poverty rate is estimated at 40%. These factors combine to make Peru an ideal place for learning and service. It has the geography to provide varied medical experience and it has the economy to support lasting improvement. We focus on quality improvement initiatives. We followed the motto "that which we measure, we improve." We further believe that sustained improvement can only be obtained if the local population is involved and takes leadership in all collaborations. We are open to medical students and anyone with interest in global health care. Since we are working with the local population Spanish speaking skills are a great help.

The Experience:

While in country, students will travel with their teams to their respective locations in order to strengthen relationships with local hospital and physician collaborators, collect the necessary information and begin to analyze the data. Lectures will be given throughout the stay in order for students to understand the fundamentals of travel medicine, issues and current trends in global health,

and in depth discussion of the illnesses with which they are involved in researching, including the global burden of these diseases and the role of their work in decreasing this burden.

Upon arriving home, students will put in another 50-100 hours. They will work as teams to finish compiling the data obtained and to write an abstract of sufficient quality to be submitted for presentation at a national conference. To meet conference submission deadlines, this work will need to be finished by mid-October.

COURSE GOALS:

Through participation in the global health prerequisite class (optional), pre-departure orientation sessions and on-site fieldwork, students learn about cultural, social and health issues currently facing Peruvians. They learn about current public health issues including infectious diseases, nutrition, water and sanitation systems, and methods to health development and improving general health and quality of life. Students interact and work directly with village and community members and visit their homes and communities to understand and improve overall health conditions locally and participate in fieldwork programs that focus on community development, health promotion or research. During the spring semester prior to departure, several orientation sessions are held to introduce students to Peru and field activities. Working under a project leader, students help plan and develop their assigned field project prior to arrival in Peru where they will collaborate with Peruvian students and faculty from the local university to conduct their project.

LEARNING OBJECTIVES:

Through participation in the pre-departure In-Utah Class sessions students will be able to:

- Describe Global Public Health
- Discuss the determinants of health as they relate to Ghana and specifically Trujillo, Peru
- Demonstrate competency in basic data analysis using Epi Info.
- Understand and actively participate in ethical public health research.

Through participation in the 3-week in Peru Classes and Research students will be able to:

- Demonstrate basic competency in one or more research methodologies (Surveys, needs assessment, photovoice, focus groups etc.)
- Analyze data and present results to key stakeholders within the community
- Summarize their experience within the context of global public health partnerships and collaborative endeavors.

COURSE OBJECTIVES:

LOWELL BENNION COMMUNITY CENTER – COMMUNITY ENGAGED LEARNING DESIGNATION (CEL)

What Is Community Engaged Learning (CEL)?

At its most basic, CEL involves students, faculty and community partners working together to apply knowledge in authentic settings in order to address community needs while also meeting instructional objectives. It is a strategy, a process, an experience that involves both action and reflection.

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ASSOCIATION OF SCHOOLS OF PUBLIC HEALTH – GLOBAL HEALTH COMPETENCY MODEL

Capacity Strengthening:

- Develop strategies that strengthen community capabilities for overcoming barriers to health and well-being.

Collaborating and Partnering

- Promote inclusion of representatives of diverse constituencies in partnerships.
- Value commitment to building trust in partnerships.
- Communicate lessons learned to community partners and global constituencies.
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- Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being.

Socio-cultural and Political Awareness

- Describe the interrelationship of foreign policy and health diplomacy.

Strategic Analysis

- Implement a community health needs assessment.

CORE COMPETENCIES FOR PUBLIC HEALTH PROFESSIONALS (FROM THE PUBLIC HEALTH FOUNDATION)

Community Engagement:

- Recognize community linkages and relationships among multiple factors (or determinants) affecting health.
- Demonstrate capacity to work in community-based participatory research.
- Use group processes to advance community involvement.
- Gather input from the community to inform the development of public health policy and programs.

Cultural Competency

- Incorporate strategies for interacting with persons from diverse backgrounds.
- Recognize the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services.
- Respond to diverse needs that are the result of cultural differences.

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Division of Public Health

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77-79%	=	C+
73-76%	=	C
70-72%	=	C-

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2022 CALENDAR (SUBJECT TO CHANGE):**Peru Learning Abroad Program****May 21 – June 11, 2022**

May 21	Depart Salt Lake for Peru – arrive Lima transport from airport to hotel – team dinner	Travel from Salt Lake to Lima, Peru
May 22	Depart Lima and arrive in Trujillo	Travel to Trujillo
May 23	Project Preparation	Trujillo, Peru
May 24	Project Preparation and piloting (some transportation needs)	
May 25	All projects in the field. Lectures and tour of clinics, hospital and health posts and schools (transportation needed). Evening events with Peruvian students	
May 26	All projects in the field	
May 27	All projects in the field	
May 28	Excursion to ruins in the area (Otuzco)	
May 29	Personal day	
May 30	All projects in the field	
May 31	All projects in the field	
June 1	All projects in the field	
June 2	All projects in the field	
June 3	Project Analysis	
June 4	Project analysis and presentation preparation. Project presentations and farewell dinner	
June 5	Travel: Trujillo – Lima – Cusco (transportation from hotel to airport in Lima and Cusco)	Travel to Cusco, Peru
June 6	Travel through Sacred Valley with several stops on way to Aguas Calientes	Cusco, Peru
June 7	Machu Picchu	
June 8	Free day Cusco (I would love to have a lecture on healthcare in the area)	
June 9	Travel Cusco to Lima and final dinner together (or this could be final lunch on the following day)	Travel to Lima, Peru
June 10	Depart Lima for US on night flight	Lima, Peru Travel to Salt Lake
June 11	Arrive in Salt Lake	Arrive in Salt Lake

