

NS3090 - Global Health Case Studies from Weill Cornell Medicine

Fall Semester 2018 | Course Syllabus

Fridays 11:15 am—12:05 pm | Warren Hall B25

Instructors and Teaching Assistants:

Dr. Gunisha Kaur and *Dr. Eric Brumberger* are the lead instructors for this course. Though they both have netids, it is easiest to reach them by email at their Weill Cornell Medicine (WCM) addresses. You can also call them in their offices with any concerns or questions that arise. Kaitlyn Sbrollini and Madeleine Tom are both very excited to be the Teaching Assistants for NS 3090 and are eager to facilitate any student issues.

Dr. Gunisha Kaur, gus2004@med.cornell.edu, 212-746-2461

Dr. Eric Brumberger, erb9015@med.cornell.edu, 212-746-2754

Kaitlyn Sbrollini, ks769@cornell.edu

Madeleine Tom, mft44@cornell.edu

Course Description

Weill Cornell Medicine faculty from several clinical departments will share their experiences in international work. These global health experts will present their work abroad in a seminar style course over 15-weeks.

Student Learning Outcomes

Learning Outcome 1 - As examples of discrete or acute interventions into Global Health, students will be able to describe the scope of global surgery and anesthesia and the emergency response to domestic and international humanitarian disasters such as the Ebola and Zika outbreaks, the Haitian earthquake, and the Syrian refugee crisis.

Learning Outcome 2 - Students will develop a basic understanding of worldwide biosocial factors that impact health, such as poverty and economics, gender violence, and access to natural resources. Students will be able to describe the sustainable nature of existing initiatives both domestic and abroad such as Physicians for Human Rights work, cervical cancer screening, long-term research collaborations with low-middle income countries, and eradication of pediatric HIV.

Learning Outcome 3 - Learners will be able to compare and contrast the differences between traditional medical mission style work abroad and a biosocial approach to global health.

Course Culture/Statement of Inclusivity & Respect

Weill Cornell Medicine faculty understand that students in this class represent a rich variety of backgrounds, perspectives and lived experiences. In the vibrant and diverse environment in which most of us treat patients, or engage in work abroad, we are cognizant of and appreciate a multitude of opinions, values, and traditions. Together, in NS 3090, we strive to create an atmosphere of learning where everyone is treated fairly and respectfully, while also being challenged to grapple with complex and diverse global and public health issues, all within a safe, protected, and comfortable environment.

Students with Disabilities

We strive to create and sustain a welcoming, accessible, and supportive environment in this class. We cannot do this without your help. Your first step is to contact Student Disability Services (SDS) to discuss any disability, life circumstance, or life event that may affect your participation or learning this semester (<http://sds.cornell.edu/>). We will do our best to accommodate you per recommendations from SDS. If you have a letter from Student Disability Services, you must provide this to the lead instructor within the first two weeks of the semester.

Required Texts

There are no required texts to purchase, though for further enrichment, we do highly recommend Farmer, Kim, Kleinman, Basilio's "Reimagining Global Health, An Introduction" from which at least one chapter has been assigned for the course. We have ensured electronic availability of it through the Cornell Library. All other required reading, podcasts, online material will be made available through Blackboard.

TA Office Hours

Both Teaching Assistants and faculty can be met with on campus and virtually, but given the unique nature of this course, this can be scheduled on an as needed basis. Please email TAs or faculty as needed.

Attendance Policy

Please come to class on time, ready to learn, *with your iClickers*, and give the class your full attention. We expect cell phones to be off and put away; certainly, do not accept calls or text during class. If you have an urgent situation going on, please let us know and we will work to accommodate you. The nature of this course is focused on case studies; as such, laptops are not necessary during class and we expect them to be off and put away. Please contact lead instructors if you have a special need for a laptop.

You must let the teaching assistants/lead course instructors know if you need to miss any classes ahead of time and provide appropriate written justification for such absences (note from a physician for example). When absences are excused, attendance points will not be docked and in-class question points (up to 4 total per week) can be earned by submission of a 1-page reflection essay based on the reading assignment for the week - due within one week of the missed class. Unexcused absences will be docked the entire week's 6 points.

Given the nature of the once a week format, students can only pass the course if they miss no more than 3 (25%) of the content-rich lectures (i.e., excluding weeks 1, 7, 14).

Grading Scheme

Assessment of students will fall into three main categories, starting in week two of the course: 1. Course Work: Students will answer iClicker questions at the beginning of each class based on the reading and at the end of each class based on the material presented. 2. Attendance. 3. Final Project: *A final reflection paper will be turned in by each student regardless of how many points have been earned thus far in the semester.* For the 12 content-rich weeks, course work will count for 4 points per week, attendance 2 points per week and final paper 28 points. The overall evaluation will be out of 100 points and 70 points will be needed to receive an "S" grade.

Final Reflection Paper

Taking into account Learning Outcome 3 in the syllabus, compare and contrast traditional medical mission style work abroad to a biosocial approach to global health. Please contextualize your argument with one specific global health issue or situation. You may draw from the

reading material, lectures, your personal experience, or think outside the box in order to frame your discussion. The paper should be 3-4 pages doubled spaced in length, should cite 3-5 different references (from either course materials or outside), and will be due on the last day of the study period.

Final Papers will be graded as follows (example of 'excellent' in Backboard):

Excellent (19-28 points) - Achieved goals and requirements of assignment, writing coherent, few grammatical errors

Good (10-18 points) - Somewhat achieved the goals of the assignment, writing has problems with flow and coherence, some grammatical errors

Poor (<10 points) - Failed to meet requirements of the assignment, sloppy writing, significant amount of grammatical errors

Course Evaluation

Course evaluations by students will be conducted mid-course as well as at the end of the term. These anonymous evaluations will be incorporated into subsequent adjustments and revisions of the course. The ability to improve what is delivered is dependent on timely, constructive feedback. Students should feel completely comfortable contacting the lead instructors with suggestions, or filter such ideas through the teaching assistants. Though mid and end of term evaluations will improve future courses, the only way this semester will be improved, is if students speak up in the moment!

Reading List/Curriculum/Schedule

Week One | August 24, 2018

Introductions/Expectations/Grading

WCMC Faculty Teachers: Gunisha Kaur, M.D., M.A. & Eric Brumberger, M.D.

Faculty Bio (Kaur): <https://weillcornell.org/gkaur>

Faculty Bio (Brumberger): <https://weillcornell.org/ebrumberger1>

Required Readings

- Syllabus

Week Two | August 31, 2018

Module Theme: State of neurosciences in Sub-Saharan Africa

WCMC Faculty Teacher: Halinder Mangat, M.D.. – hsm9001@med.cornell.edu

Faculty Bio (Mangat): <https://weillcornell.org/hmangat>

Required Readings

- Paul Farmer, Jim Kim, and Arthur Kleinman. *Reimagining Global Health*. UC Press, 2013. (Chapter 7)

Week Three | September 7, 2018

Module Theme: Global Surgery, Medical Missions & Responsible Acute Interventions

WCMC Faculty Teacher: James Gallagher, M.D. – jag9027@med.cornell.edu

Faculty Bio (Gallagher): <https://weillcornell.org/jjgallagher>

Required Readings

- John G Meara, et al. *Global Surgery 2030: evidence and solutions for achieving health, welfare, and economic development*. The Lancet Commissions, 2015.
- Paul Farmer, Jim Kim, and Arthur Kleinman. *Reimagining Global Health*. UC Press, 2013. (Chapter 7)
- <http://gh.bmj.com/> this is a new open access journal that is a very important step in sharing relevant truths in surgery; just looking at the face page statement would be good.

Week Four | September 14, 2018

Module Theme: Global Health Lessons from the 2013-2016 Ebola Pandemic

WCMC Faculty Teacher: Matt Simon, M.D., MSc. – mss9008@med.cornell.edu

Faculty Bio (Simon): <https://weillcornell.org/msimon>

Required Readings

- “After Ebola in West Africa—Unpredictable Risks, Preventable Epidemics” WHO Ebola Response Team. *New England Journal of Medicine*. 2016
- “The Next Epidemic—Lessons From Ebola” Bill Gates. *New England Journal of Medicine*. 2015
- “Face to Face with Ebola—An Emergency Care Center in Sierra Leone” Anja Wolz, RN. *New England Journal of Medicine*. 2014

- “The Ebola Outbreak, Fragile Health Systems and Quality as a Cure” Andrew Boozary, MD, MPP, et al. *Journal of the American Medical Association*. 2014
- “Biosocial Approaches to the 2013-2016 Ebola Pandemic” Eugene T. Richardson MD, PhD *Health and Human Rights Journal*. 2016

Week Five | September 21, 2018

Module Theme: Building bridges: The role of research in reducing global health disparities

WCMC Faculty Teacher: Jyoti S. Mathad, M.D. – jsm9009@med.cornell.edu

Faculty Bio (Mathad): <http://www.nyp.org/physician/jsmathad>

Required Readings

- Six Week Extended-Dose Nevirapine (SWEN) Study Team. Extended-dose nevirapine to 6 weeks of age for infants to prevent HIV transmission via breastfeeding in Ethiopia, India, and Uganda: an analysis of three randomised controlled trials. *Lancet* 2008; 372: 300-313.
- Severe, P et al. Early Versus Standard Antiretroviral Therapy for HIV Infected Adults in Haiti. *N Engl J Med* 2010; 363 (3): 257-265.

Week Six | September 28, 2018

Module Theme: Global Mental Health: substance abuse, depression and suicide

WCMC Faculty Teacher: Vivian Pender, M.D.- vp52@cumc.columbia.edu

Faculty Bio (Pender): <http://www.vivianpendermd.com/Welcome.html>

Required Readings

- WHO Mental Health Action Plan, 2013-2020, pages 6-32

Week Seven | October 5, 2018

FALL BREAK!

Week Eight | October 12, 2018

Module Theme: Syrian Refugee Crisis: Facts, Myths and Strategies

WCMC Faculty Teacher: Josyann Abisaab, M.D. – josyann.abisaab@gmail.com

Faculty Bio (Abisaab): <https://weillcornell.org/joa2011>

Required Readings

- Syrian Refugees in Jordan: Urgent Issues and Recommendations - FXB Center for Health & Human Rights at Harvard University
- [Optional] 2016 Annual Report - Regional Refugee & Resilience Plan 2016-2017 by UNHCR
- [Optional] documentary: Salam Neighbor: Can stream, rent or buy on: <https://www.justwatch.com/us/movie/salam-neighbor#!>
- [Optional] mainstream media: <http://www.cbsnews.com/news/amid-crisis-refugees-face-numerous-health-risks/>

Week Nine | October 19, 2018

Module Theme: Global Trends in Cancer Incidence and Mortality

WCMC Faculty Teacher: Onyinye Balogun, M.D.– onb9003@med.cornell.edu

Faculty Bio (Balogun): <https://weillcornell.org/onyinye-d-balogun-md>

Required Readings

- Exclusive Video of Presentations by Global Health Leaders Drs. Paul Farmer and Surendra S. Shastri: <http://connection.asco.org/magazine/exclusive-coverage/exclusive-video-presentations-global-health-leaders-drs-paul-farmer-and>

Week Ten | October 26, 2018

Module Theme: Human Rights as a Framework for Global Health Advocacy: Responding to Violations and Promoting Health

WCMC Faculty Teacher: Joseph Shin, M.D. – jos9223@med.cornell.edu

Faculty Bio (Shin): <https://weillcornell.org/shinj>

Required Readings

- The Health Professional as Human Rights Promoter – Ten Years of Physicians for Human Rights, *Health and Human Rights*, Vol 2, No 1, Human Rights and Health Professionals (1996), pp 110-127
- Dead on Arrival – Philippine police use hospitals to hide drug war killings. <https://www.reuters.com/investigates/special-report/philippines-duterta-doa/> (Read article and review interactive feature including graphics/data: <http://fingfx.thomsonreuters.com/gfx/rngs/PHILIPPINES-DRUGWAR/010041TN3Z8/index.html>)

Week Eleven | November 2, 2018

Module Theme: The Unintended Consequences of Global Health Initiatives

WCMC Faculty Teacher: Sheida Tabaie, M.D. – stb9054@med.cornell.edu

Faculty Bio (Tabaie): <https://weillcornell.org/stabaie>

Required Readings

- Kleinman, A. Four social theories for global health. *Lancet* 2010; 375 (9725): 1518-9.
- Tabaie S. Stopping female feticide in India: the failure and unintended consequence of ultrasound restriction. *J Glob Health* 2017; 7(1): 010304. doi: 10.7189/jogh.07.010304.
- Podcast from Tiny Spark entitled Haiti's Medical Volunteers – Helping or Harming?
<http://www.tinyspark.org/podcasts/medical-volunteers/>

Week Twelve | November 9, 2018

Module Theme: Child Survival: A Global Health Challenge

WCMC Faculty Teacher: Duncan Hau, M.D. – dkh2001@med.cornell.edu

Faculty Bio (Hau): <https://weillcornell.org/dkhau>

Required Readings

- WHO Child Mortality Report 2015

Week Thirteen | November 16, 2018

Module Theme: Health as a Human Right: Focus on Cervical Cancer screening

WCMC Faculty Teacher: Madelon Finkel, Ph.D.– maf2011@med.cornell.edu

Faculty Bio (Finkel): <http://vivo.med.cornell.edu/display/cwid-maf2011>

Required Readings

- Peirson, L et al. *Screening for cervical cancer: a systematic review and meta-analysis*. Systematic Reviews. 2013. 2:35.
- Lowy, Dr and Schiller, JT. *Reducing HPV-associated cancer globally*. Cancer Prev Res. 2012. 5(1):18-23.

Week Fourteen | November 23, 2018

Thanksgiving!

Week Fifteen | November 30, 2018

Module Theme: Medical Anthropology & Biosocial Factors Impacting Health; Conclusions & Wrap-up

WCMC Faculty Teacher: Gunisha Kaur, M.D., M.A. & Eric Brumberger, M.D

Faculty Bio (Kaur): <https://weillcornell.org/gkaur>

Faculty Bio (Brumberger): <https://weillcornell.org/ebrumberger1>

Required Readings

- N/A