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 is 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, Basilico’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 Subsaharan Africa

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

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

Required Readings


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

- 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


**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


**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

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

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

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
- 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

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