

GH 306: Introduction to collaborative approaches and respectful partnerships in Global Health**5 credits****Lecture: Tues/Thurs, 12:30-2:20 pm, Loew 105****Quiz Section: Fridays, 12:30-1:20 pm or 1:30-2:20 pm****Autumn 2018**

Instructors	Contact Information
Kate McGlone West, PhD, MS Clinical Assistant Professor, Research Scientist University of Washington Depts of Global Health, Bioethics & Humanities Box 37120	Office: Raitt Hall 229, shared space Phone: 503-502-8576 Email: westkate@uw.edu Office Hours: Tuesdays 2:30-3:30pm
Kristin Beima-Sofie, PhD, MPH Clinical Assistant Professor, Research Scientist University of Washington Department of Global Health Box 359909	Office: 325 9 th Avenue; Ninth and Jefferson Building room #1344 Email: beimak@uw.edu Office Hours: by appointment
Teaching Assistant Sali Hassan Gasim Ahmed, MSc, M.B.B.S MPH Candidate University of Washington Department of Global Health	Office: Raitt Hall 229, shared space Email: salia@uw.edu Office Hours: Fridays 11:30am-12:15pm
Course Canvas Page: https://canvas.uw.edu/courses/1243349	

Course Description

Many communities around the world have learned to distrust Western researchers based on a legacy of harms and broken promises from Western efforts such as research and aid programs. Power dynamics, value systems, expectations for collaboration can all complicate relationships between communities and officials around the world with Western public health researchers and practitioners, on this backdrop of distrust. This course will introduce Global Health students to principles and concepts of community-engagement, and partnership approaches that center the community and emphasize respect, relationships, and mutual benefit. Students will engage with the purposes and spirit behind these approaches and how they differ from more traditional approaches to research, examining what is necessary for respectfully engaging in research relationships with communities, policies and common practices involved in partnership work. Course instruction uses active learning techniques, and will emphasize self-reflection of students' own abilities to respectfully engage with communities. The class will model collaboration and give students opportunities to test and reflect upon their skills. Upon successful completion, students will be prepared to be mentees in global community-academic partnerships.

Course Learning Objectives

- To describe core principles and aspects of community-academic/program partnership approaches
- To explain the history and motivation for developing collaborative approaches to research and program development
- To compare and contrast collaborative and traditional approaches to conducting health research and programs
- To describe evaluation processes for community-academic partnerships
- To identify and assess core principles of community-academic collaborations in case examples
- To identify and assess ethical and structural issues in community-academic partnership, with special considerations for students
- To recognize researcher characteristics necessary for respectful, effective community partnership
- To recognize potential pitfalls and challenges of collaborative approaches in practice
- To ask key questions of and evaluate potential opportunities for future partnership work

Course Format

- **Class meetings:** This course meets as a class twice per week, in sessions led by the instructors. The third weekly meeting consists of a TA-led quiz section, of a smaller subset of students in the course. These sessions use active learning techniques to help students synthesize, apply, and practice the course concepts. As such, we require all students to come to class having completed all assigned tasks for the day, and participate actively.
- **Readings and videos:** All required readings and links to videos or other required materials will be posted on the course website, including materials required for the TA sessions. Readings listed as “recommended” or “optional” are simply for your additional information as you are interested, but are *not* required for class.
- **Reading guides:** For each week’s required readings and videos, we have posted a guide to help you focus on what we want you to get out of the assigned material. Because we will be drawing heavily on your understanding of these materials during class discussion, we encourage you to answer the questions on the guide while you are reading as it will prepare you for both the class discussions and the exams. However, you will not submit them, they will not be graded, and it is ultimately up to you how you wish to use the guide.
- **Worksheets:** You will receive a daily worksheet in class, to use for that day’s activities. In addition to being necessary for participation during class, they will be useful to help you prepare for the exams.
- **Quiz Sections** will be led by the TA and are intended to model key aspects of partnerships or collaborations. Each week’s session will be framed in terms of core partnership principles or activities. These sessions will follow a mix of these formats:
 1. **Short activities to model partnership or deepen understanding:** Short activities may be used to give students practice of partnership skills and core course topics.
 2. **Peer review:** Students will submit a draft of their short reflective essay to two group members, as assigned, to review. During the TA session, students will discuss each other’s essays in groups of 2-3.
 3. **Exam preparation or post-midterm exam review:** These will be open sessions for students to ask questions to support their midterm and final exam preparation; and the post-midterm exam session is for students to work together to correct their own exam questions for up to 5 points

extra credit on their exam. If you received more than 95% on your exam, you will receive up to 5 points extra for helping your group members correct their errors.

4. Current events: Discuss an issue in recent events (within the last year or two); read news article about it, or watch a video before class, and then use class time to apply course frameworks to understand and evaluate what happened.

Class Policies

- Your active participation is fundamental to the success of this class. You are expected to have completed any required work prior to the class period, in order to contribute effectively with your collaborators.
- Technology use: The use of computers, phones and other electronics is restricted to class activities only during lecture time and group discussions. Please leave all electronics off of the desks when not using them. Checking social media, shopping and other non-class uses are not allowed. If you have an urgent need to use your phone or computer for a non-class activity during class time, (e.g. to take a call from your child's school) please excuse yourself from the classroom for up to 10 minutes to take care of the urgent issue.
- Poll everywhere: We will use Poll Everywhere technology to collect responses to questions related to the class topic or readings. You will be expected to have a phone or laptop in class to respond to those questions, for class participation credit. Please let an instructor know during the first week of class if this would pose a hardship for you.
- Random call: There is evidence from education research that randomly calling on students to respond to questions in class can promote equity in the classroom and improve learning. We will use a random number generator to select names for responding to questions posed in class.
- Submissions: All written assignments must be submitted within the module on the course website.
- Late Assignments: Assignment grade will be reduced by 5% per day late after the due date. Please contact the instructors ahead of time if you have extenuating circumstances.
- Absences: Attendance at all scheduled sessions is mandatory. You will be allowed 2 excused absences for extenuating circumstances, but you will be expected to complete make-up work to avoid losing participation points for that day. Please email the TA prior to the start of class if you have extenuating circumstances such as sickness, or a medical emergency. Additional absences can not be made up. Email the TA if you have an emergency that will keep you out of class for more than a week.
- Communication: *Email the TA* with any questions or concerns. One of the instructors/TA will respond to you within 24 hours. Please do not expect immediate responses to complicated questions. Plan to start your assignments with enough time to have any questions answered before the deadline. You are expected to check your UW email daily, and to visit the Canvas site regularly for announcements and other communication from the instructors. You and your group will determine a regular method of communication among yourselves.

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](tel:2065438924) 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

The UW School of Public Health seeks to ensure all students are fully included in each course. We strive to overcome systemic racism by creating an environment that reflects community and mutual caring, while we ally with others in combating all forms of social oppression. This is a work in progress, as transformation is rarely a fully-completed project. In this course, we will look for opportunities to improve our performance as we seek to break down institutional racism. This can include course readings, class interactions, faculty performance, and/or the institutional environment. We encourage students to talk to your faculty member and/or the program director if you have concerns about classroom climate. DCinfo@uw.edu is a resource for students with classroom climate concerns.

Academic Integrity

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.

Weekly Topics

Week	Module topic	Quiz section topic/activity	Partnership concept practiced in quiz section
1. 9/24- 9/30	Introduction & Overview	Get to know group members and their experiences and values relevant to Global Health. Emphasize the importance of interdisciplinary teams.	Building relationships; recognize the value of knowledge that each member brings.
2. 10/1- 10/7	Review of Global Health 101 Concepts	MOU co-creation.	Using a tool of partnership development; set up expectations, mutually agree on terms of partnership
3. 10/8- 10/14	Cultural Humility & Critical Self-Reflection	Review a case study for concepts of cultural humility and application of the rubric.	Trust building before taking more risks.
4. 10/15- 10/21	Historical Background & Justification for Partnerships	Peer review of each other's essays.	Respectful communication and supporting each other's learning.
5. 10/22- 10/28	Principles & Frameworks, Differentiate collaborative models from business-as-usual	Open review for midterm exam.	Dissemination of gained knowledge to benefit all.
6. 10/29- 11/4	Midterm exam; Guest panel 1	Students explain their errors on the midterm; work together to create better understanding.	Bringing individual expertise to collective problem-solving; sharing knowledge to resolve mistakes and come to a better outcome.
7. 11/5- 11/11	Ethical issues and pitfalls in partnerships	Identifying ethical issues in a case.	Commitment to collaboratively working through problems.
8. 11/12- 11/18	Partnership evaluation	Conduct a partnership process evaluation of your group work.	Attending to the relationship through self-evaluation. Course-correcting for sustainability.
9. 11/19- 11/25	Guest panel 2 on 11/20/18; No class for Thanksgiving, 11/22/18-11/23/18.	None. Option for students to lead their own session. (Note: no additional credit will be given for doing so.)	Going above and beyond to contribute to the collective learning.
10. 11/26- 12/2	Governance & Organizational Characteristics	Co-create a list of organization interview questions for future job exploration.	Co-learning.
11. 12/3- 12/9	Synthesis	Final exam open review session.	Dissemination of gained knowledge to benefit all.

Assignments Overview

Assignment: Details are in the modules on Canvas	Grade Values	Due dates: At 11:59pm unless otherwise noted
Pre-course Survey: You will complete the survey in module 1 on Canvas to help us get to know you better. You will receive full credit for completing the survey.	1%	9/30/18
Mid-course Survey: You will complete the survey in module 6 on Canvas to help us understand how the course is going for you. You will receive full credit for completing the survey.	1%	11/4/18
Reflective Essays: You will write 2 short essays to learn and practice critical self-reflection. Grading rubrics are posted on Canvas. You will turn in an early draft of Reflection 1 for peer review before you turn in the final draft. For Reflection 2, you will only turn in a final draft.	6% each (12% total)	Reflection 1 first draft: 10/14/18 Reflection 1 final draft: 10/22/18 Reflection 2 final draft: 11/15/18
Peer-review: For the first written assignment, you will be asked to review 1-2 other students' papers, using the rubric. During the quiz section, you will share your feedback with your group members. The feedback sheet will be completed online and turned in to the instructors. Also bring a hard copy to the quiz section for each of the authors.	3%	Reviews due to authors/instructors 10/19/18, at the start of quiz section.
Discussion Board: Short written responses to a prompt, to demonstrate attention to the panel, and sharing take home messages from the discussion. Post to discussion board.	2% each (4% total)	Panel 1: 11/7/18 Panel 2: 11/29/18
Group work: Your grade depends, in part, on your group's successful completion of activities and products. Each group member will receive the same grade for each assignment, if present and participating. <ol style="list-style-type: none"> 1. MOU development (week 2) 2. Principles thematic overview (week 5) 3. Partnership evaluation (week 8) 4. Organization questions (week 10) 	5% each (20% total)	1. 10/7/18 2. 10/26/18 3. 11/18/18 4. 12/2/18
Midterm exam: 2 hour exam, closed-book, in class. It will cover the first half of the course, through 10/26/18.	20%	10/30/18 12:30-2:20pm
Final exam: The final exam will be a 2 hour exam, closed-book. It will cover the second half of the course, from 11/1/18 through the end. Location: Loew 105.	20%	12/13/18 10:30am-12:20pm
Class participation: We will use Poll Everywhere (PE) to collect responses to questions related to the class topic or readings. We will also collect some in-class activities to review for completion. Responses to PE questions or in-class activities are worth 1% each day.	20%	Every Tuesday and Thursday, in class. See attendance policy for details.