

UW Mobile Clinics and Health Care in Uganda

Summer 2021

Virtual Program Handbook

This handbook contains the following sections:

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Contact Information

Questions about the program activities and assignments should be directed to the Program Leaders, James Ntambi and Solomy Ntambi. Questions about course credit and registration deadlines should be directed to your Study Abroad Advisor. Financial questions can be directed to the program Financial Specialist.

Program Leaders:

James Ntambi, jmntambi@wisc.edu, Office: (608) 262-4845
Solomy Ntambi, skntambi@wisc.edu

Study Abroad Advisor: Kim Kroeger, kim.kroeger@wisc.edu

Financial Specialist: Susan Breitbach, susan.breitbach@wisc.edu

Program Dates

This course takes place virtually over two and a half weeks from Wednesday, August 4 – 20, 2021 – Friday, August 20, 2021.

Individual participants are expected to fully participate throughout the course; **the schedule below is subject to change**, so please keep your calendar as flexible as possible during the program dates. Synchronous lectures, discussions, and activities are currently scheduled for the following dates/times:

Week 1:

Wednesday August 4:	1:00 – 4:00 pm
Thursday August 5	1:00 – 4:00 pm
Friday, August 6	1:00 – 4:00 pm
Saturday, August 7	No synchronous meeting
Sunday, August 8	No synchronous meeting

Week 2:

Monday, August 9:	10:00 am – 12:00 pm; 1:00 – 5:00 pm
Tuesday, August 10:	10:00 am – 12:00 pm; 1:00 – 3:00 pm
Wednesday, August 11:	1:00 – 4:00 pm
Thursday, August 12:	10:00 am – 1:00 pm
Friday, August 13:	9:00 am – 12:00 pm
Saturday, August 14	TBD
Sunday, August 15	TBD

Week 3:

Monday, August 16:	TBD
Tuesday, August 17:	1:00 – 4:00 pm
Wednesday, August 18:	9:00 – 12:00 pm
Thursday, August 19:	TBD
Friday, August 20:	TBD

A final program itinerary will be provided closer to the start of the program.

The Academic Program

Course Designations and Academic Credit:

There are no prerequisites for this program.

You will earn 2 credits of Nutritional Sciences 421 upon successful completing of this program.

This virtual study abroad program fulfills the Global Health Certificate Field Experience requirement.

Instructional mode: The course will be virtual with some synchronous lectures/discussions and asynchronous activities and assignments.

Virtual Field Study

Be aware that a virtual field study can be stressful for many reasons. Students will be spending significant amounts of time at the computer and this might be uncomfortable. Students will meet local individuals and may face language barriers and cultural differences. As a virtual field study participant, students will be expected to be a team member. Students will be with the same classmates and Program Leaders for many hours each day as you participate in workshops, discussions, program activities, and assignments.

The schedule will be intense and you will be expected to actively participate and engage with the academic content, activities, and individuals you will encounter. Please anticipate these challenges and be ready to address them with respect and grace. Your Program Leaders and Study Abroad Advisor are there to help students with difficult situations, to encourage open conversations, and to build greater understanding.

During a virtual field study, students “visit” many sites, perhaps even multiple in one day. At many of these sites, the people students interact with have typically volunteered their time to teach about their organizations/culture/country. It is essential to remain open minded and respectful, and considerate with everyone you meet throughout the program. Keep in mind that each site offers firsthand experiences and opportunities to learn about the local people, culture, and programs.

Most importantly though, a virtual field study provides opportunities to build connections between both participants and residents of Sri Lanka. Students are challenged to think outside the box and oftentimes quickly make decisions. Being proactive and deliberate during workshops and “site visits” can help students feel more connected to their program and local culture, especially considering the short duration. The rewards of a virtual field study are only limited by what the student can achieve, so we encourage every participant to embrace their unique experience.

Course description:

The question of how communities and countries deliver quality health care and medical information to their citizens has been brought to the forefront during the ongoing global pandemic. This virtual field experience will examine issues of community health by engaging with individuals and organizations in

Uganda in an online format with a special focus on mobile clinics as an effective way to improve access to medical services and preventative care.

Through live videoconferencing, students will have the opportunity to observe mobile clinics in action in the Lweza and Mukono communities. Mobile health clinics are used widely in both the developing world and in underserved portions of more affluent countries. Some clinics provide only primary medical care (some combination of treatment of basic health problems and preventive care such as prenatal checkups), while others provide both primary care and health education (for example: sessions with information about water treatment for disease prevention).

Partnerships with individuals and organizations in Uganda, and active engagement on the part of each student will be key to the field course. In discussion sessions with the program leaders as well as on-site partners, students will have extensive opportunities to talk with health care providers in a virtual setting about their jobs, the structure of the Ugandan healthcare system, and the needs of their patients. Readings, virtual site visits, and case studies will highlight the interconnected role of nutrition, education, agriculture and farming, employment, access to clean water and other non-medical factors in supporting the health of any population.

The program is made possible by energetic participation and support from many community and school groups including the Lweza community and area primary schools, local and regional health authorities including Mukono Health Center 4 (HC4), the in-country service provider Uganda Trails and Tours, and a local support organization called Village Health Project-Uganda.

Specify how Credit Hours are met by the Course: Campus-wide study abroad guidelines for faculty-led programs state that one credit is generally equivalent to one fully scheduled week (~40-45 hours) of learning activities in-country. During this field study, students spend approximately 2 weeks deeply engaged in a wide range of learning activities, such as individual student research, lectures from instructors and in-country partners, virtual site visits to community-based organizations, student presentations, reflection pieces/journal entries and a comprehensive final paper.

Learning Outcomes:

At the end of the course, students will be able to:

- Compare and contrast US and Ugandan health care systems
- Describe three factors that impact Ugandans' ability to address their healthcare needs
- Explain the importance of mobile clinics in helping people in rural Uganda to access affordable health care and to address their health concerns
- List and describe three of the most common health concerns identified by students and community members
- Outline the interactions and outcomes of health care providers in Uganda with their patients
- Articulate the United States' role in Uganda, with special attention to efforts addressing health issues
- Demonstrate critical thinking and comparative perspectives with respect to experiences or cultural approaches to international challenges

Academic Requirements and Grading:

1. **Participation & Engagement (30%)** –Field experiences—including virtual field experiences—are different from traditional classroom settings. Full participation and engagement are vital for individual and group learning. Our purpose is to help you discover the pleasure of practical

learning and how you can take full advantage of the resources inside and around you. Therefore, active participation is essential. Students are expected to ask questions and actively listen during pre-field discussions, virtual site visits, interviews and group activities. *Failure to ask questions and participate could result in a deduction of participation points.*

2. **Field journal (35%)** – More information will be provided at the beginning of the program.
3. **Final Paper (35%)** –Students will pick a topic of interest, drawing on the overall virtual field experience and academic literature relating to their topic. More information will be provided at the beginning of the program.

Grading scale: 90-100 A; 85-89 AB; 80-84 B; 74-79 BC; 69-73 C; 64-68 D; 0-63 F

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.” <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

DIVERSITY & INCLUSION

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>