



LEARNING ABROAD CENTER

UNIVERSITY OF MINNESOTA

Health in the Andes: Humans, Animals, & Ecosystems

Course Details

Course Designator & Number: AHS 3004

Number of Credits: 3

Language of Instruction: English

Contact Hours: Email: dlovold@umn.edu

Instructor: Dana Lovold

Course Description

The future health of our world requires a generation of creative, motivated, strategic, and expansive thinkers prepared to collaborate across disciplines and sectors to proactively protect the health of human and animal populations and the environment in which they live. The Sustainable Development Goals (SDGs) developed by the United Nations were created to help communities identify health priorities, and set obtainable strategies to meet the goals. Ecuador is an ideal location to incorporate cultural contexts with an understanding of how the SDGs will help improve the health of humans and animals, and the environment. Ecuador is home to an amazing array of cultural diversity. Historically, Ecuador was home to a wide range of Amerindian groups and the Inca Empire later to be colonized by Spain and then became independent in 1830. During colonization, numerous new infectious diseases devastated parts of Ecuador.

During the first half of the spring semester at the University of Minnesota, students will learn about the challenges and opportunities of addressing the United Nations Sustainable Development Goals in Ecuador while comparing and contrasting with the US and/or Minnesota. Students will work in teams who will be tasked to focus on a perspective of a Sustainable Development Goal throughout the semester. Students will also learn very basic Spanish words and phrases in preparation for time in Ecuador. Through taking and learning about the Intercultural Development Inventory and cultural development and reflection activities

including Observe, Describe, Interpret, and Evaluate (ODIE), students will learn more about their own cultures while preparing to openly experience cultures in Ecuador.

During their time abroad, students will have the opportunity to apply the knowledge learned in the early spring semester to observations and experiences in Ecuador. The teams will ask questions during site visits from their assigned SDG perspective in preparation for their final project on SDGs in Ecuador. Site visits will include a visit to Colonial Quito and the Mitad del Mundo City Museum. Students will visit an urban and rural health center, the CINCA Agroecological Center, and the San Clemente Pukyu Pamba project featuring an Indigenous community where they will share a meal with the community. Students will also participate in an Indigenous healing ceremony. Finally students will visit Pambilino, a Bosque Escuela, located in the northwest of Ecuador near the community of Mashpi, a nature reserve of the Choco rainforest that has a 4 hectare permaculture farm in the North Occidental of Ecuador, nestled within the tropical foothills of Ecuador. They work to teach sustainable agroforestry techniques to those that want to learn on the Bosque-escuela.

Students will have the opportunity to observe the relationship between international development and local development and the impacts on health and environment. The development of the flower production industry in Ecuador in the Pedro Moncayo Canton is an example of the relationship between the development of the global market and the cultural, socioeconomic, environmental and health impacts in the local environment.

Students will learn about the ESPINA research carried out on the secondary impacts of the use of pesticides that has been developed in the Pedro Moncayo canton since 2008 and that will continue until 2025.

In meetings with local leaders, students will learn about the development alternatives that have been generated at the local level at the level of rural parish governments, agro-ecological production and microcredit projects with community savings and credit boxes.

Students will learn about the organization of the Health System in Ecuador in the public and private sphere, and how ancestral western and Andean concepts contrast with each other in development and public health. Students will observe experiences in which the ancestral and western health systems are used. Upon returning to Minnesota, the students will participate in re-entry activities, present their final project, and have a final class debrief. Students will complete reflective journal entries throughout the semester and a final personal reflection on SDG's in Ecuador compared and contrasted to Minnesota/USA.

Course Objectives

Students who complete this course will be able to:

- Define culture and related concepts and practices which will promote awareness of personal and cultural identity
- Understand how culture influences (norms, wisdom, traditions etc) the health of humans, animals, and ecosystems

- Describe the use approach including the health professional career path options of various health professionals involved in the approach
- Describe competencies needed for effective interprofessional teamwork
- Compare and contrast culture and health of humans, animals, and ecosystems in Ecuador and the USA

Fulfillment of Liberal Education Theme

Liberal education is an approach to learning that helps students gain a broad understanding of systems and allows them to deal with a complex world in constant change. The connection of human, animal, and ecosystem health fit into liberal education when explored through the lens of culture and society. While many view the health system and medical practices as a central component of health, the social determinants of health have a far greater impact on the health of societies. This course has been designed to help students understand the connectivity as well as social and cultural factors that influence the health of humans, animals, and ecosystems. This is accomplished via comparing and contrasting SDGs in Ecuador and Minnesota, readings, discussions, and reflection, but more specifically through a guided cross-cultural experience in Ecuador that presents a clear and defined example of how culture, history, and society influences the connected health of humans and ecosystems. Students will explore potential health-related careers they may join in the future to contribute to the health of communities of people, animals, and the ecosystems in which they all live. For students interested in health careers, this course will also discuss the ethical considerations of working or volunteering abroad in a health setting as well as with another culture.

The hybrid nature of the course, with both pre-and post-class time on the University of Minnesota Twin Cities campus provides extensive opportunities to help students prepare for learning, and then debrief their learning. Students will gain knowledge around the multiple factors influencing health during the first half of the semester and then see it in practice in Ecuador. Study abroad literature confirms the value of reentry programs.

Student Learning Outcomes

This course will help students meet many of the [Student Learning Outcomes](#).

Students who successfully complete this course:

- Can identify, define, and solve problems.
- Can locate and critically evaluate information.
- Understand diverse philosophies and cultures within and across societies.
- Can communicate effectively.
- Understand the role of creativity, innovation, discovery, and expression across disciplines.
- Have acquired skills for effective citizenship and life-long learning.

Fulfillment of Global Perspectives Theme

Traveling to Ecuador and exploring the connectivity between culture and the health of humans, animals, and ecosystems will provide students a systems thinking framework to explore health

in both other countries or cultures and their own. Understanding health through this framework will help students become responsible future health professionals and global citizens who will contribute to ensuring a healthy community, country, and world.

Ecuador is a middle-income country that is highly dependent upon commodities including petroleum and agricultural products. In 2008 a new constitution was created to recognize the inherent rights associated with ecosystems and species. These rights mimic human rights and will provide a foundation to this course as we explore the Sustainable Development Goals as defined by the United Nations.

As teams, students are required to work together to describe an assigned perspective of human, animal and ecosystem health in Ecuador through creation of a final photo poster. The skills and knowledge students acquire are transferable to other health challenges, countries, and situations.

Assignments

Assignments will include journal entries and guided writing assignments throughout the semester to facilitate reflection on culture, health careers, and comparing aspects of human, animal, and ecosystem health in Ecuador with the US and/or Minnesota. Students will develop a team project, which will be presented to the class after returning from Ecuador as the final project.

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.

Letter Grade	Score or Percentage	Description
C+	77–79	
C	73–76	
C-	70–72	
D+	67–69	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Assessment Details

Assignments will include journal entries and guided writing assignments throughout the semester to facilitate reflection on culture, health careers, and comparing aspects of human, animal, and ecosystem health in Ecuador with the US and/or Minnesota. Students will develop a team project, which will be presented to the class after returning from Ecuador as the final project.

A total of 70% must be earned to satisfactorily complete the course. An incomplete (I) will be given in extreme and well-justified circumstances; this must be discussed with the instructor before the end of the semester.

Late Assignments and Policy for Make Ups

Plan to meet the deadlines for each assignment. Failure to turn in assignments on time will result in the loss of one (1) point for each day the assignment is late. We recognize, however, that unexpected events can happen which can impact your ability to complete an assignment on time. Should that be the case, contact us in advance of the due date to make alternative arrangements, understanding that your instructor(s) reserve the right to make the final decision regarding revised deadlines and outcomes.

Course Content

Schedule Prior to Travel

Unit 1

Introductions & Icebreakers—Belonging & Inclusion Activities

- Culture and tradition—your name and where it came from; your culture or your family and how they approach health or illness (traditions)
- Expectations: instructors and students create agreed-upon rules of engagement behavior contract
- Course logistics
- IDI, readings

Unit 2

What is “Health”?

- Ecuador Sustainable Development Goals
 - No poverty
 - End hunger
 - Decent work and economic growth
 - Sustainable cities and communities
 - Life on land
- Social Determinants of Health, health inequities
- The role of culture and SDGs in US/MN
- Introduction to Team Final Project compare/contrast
- Reflection, readings, get to know your team members

Unit 3

Introduction to & History of Ecuador

- The Andean Highlands—Ecuador’s geo, spatial, environment; significance of location (biodiversity of the area); agriculture and Ecosystem health, environmental health, and ecotourism
- Cultural Diversity in Ecuador

- Rights of Nature
- Reflection, readings, review slides of places we are visiting

Unit 4

Intercultural Development Inventory

- Group profile, interprofessional education, Hofstede's cultural dimensions, communication styles
- Virtual Reality Trip to Quito, Ecuador at HSEC VR space
 - Stations with different significant locations in Ecuador that students can experience and explore with VR
- Reflection, review orientation slides, and take quiz

Unit 5

Learning Abroad Center Orientation

- ODIE assignment, readings, reflection on abroad expectations

Unit 6

ODIE (Observe, Describe, Interpret, Evaluate)

- Indigenous health in Minnesota and Ecuador
- Unconscious bias
- Reflection

Unit 7

Prepare to Go to Ecuador

- Travel preparations
- Leader roles

- Global Ambassadors for Patient Safety/ethics, privilege
- Reflection

Unit 8

Travel to Ecuador (see below for detailed in-country schedule)

- In-airport assignment

Unit 9

Return to Minnesota, Debrief on Travel

- Reflection, reading

Unit 10

Career Integration

- Discuss final project
- Project work time
- Reflection, reading

Unit 11

Work Session on Final Project

- Project check-in

Unit 12

Final Project Presentations

Unit 13

Presentation of Final Project

- Wrap-up
- Peer feedback, final reflection

Schedule while Abroad

Unit 1

Travel to Ecuador

Unit 2

Welcome

- introduction to environmental and cultural diversity, intercultural health, and Indigenous world views
- Reflection

Unit 3

Indigenous Worldviews & Agricultural Practices

- Reflection, final project work
- Visits: San Clemente, Otavalo, Indigenous ceremony in Agato

Unit 4

Health in Rural Ecuador

- Reflection, final project work

- Visits: Traditional market, hospital in San Luis, Cayambe to visit with traditional midwives

Unit 5

Medicine in the Andean Highlands

- Reflection, final project work
- Visits: Malaria prevention center, Santo Domingo De Los Tsachilas

Unit 6

Marginal Communities

- Reflection, final project work
- Visits: Tsachilas Indigenous reserve

Unit 7

Sustainable Agriculture & Rural Health

- Reflection, final project work
- Visits: CINCA Agroecological center, rural health center and hospital, flower plantation

Unit 8

Ecological & Geographical Diversity

- Reflection, re-entry readings
- Visits: Paramo Cayambe Coca National Park Reserve, thermal springs

Unit 9

Travel to Minnesota

DRAFT

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).

Late Assignments & Policy for Make-Ups

Plan to meet the deadlines for each assignment. Failure to turn in assignments on time will result in the loss of one (1) point for each day the assignment is late. We recognize, however, that unexpected events can happen which can impact your ability to complete an assignment on time. Should that be the case, contact us in advance of the due date to make alternative arrangements, understanding that your instructor(s) reserve the right to make the final decision regarding revised deadlines and outcomes.

Grading and Transcripts

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements

A- 3.667

B+ 3.333

B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements

B- 2.667

C+ 2.333

C 2.000 - Represents achievement that meets the course requirements in every respect C- 1.667

D+ 1.333

D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements

S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to: <https://policy.umn.edu/education/gradingtranscripts>.

Sexual Harassment

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable. For additional information, please consult Board of Regents Policy: <https://policy.umn.edu/hr/sexharassassault>

Equity, Diversity, Equal Opportunity, & Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf.

Disability Accommodations

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. · If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities -

612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

- Students with short-term disabilities, such as a broken arm, **can** often work with instructors to **minimize** classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available on the DRC website: <https://disability.umn.edu/>

Mental Health & Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via <http://www.mentalhealth.umn.edu>

Academic Freedom & Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

**Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students."*

Student Privacy & Teaching

In this class, our use of technology will sometimes make students' names and University of Minnesota Internet ID's visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected course website, this will not

increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your Internet ID, please contact me for further information.

Students may not distribute instructor-provided notes or other course materials, except to other members of the same class or with the express (written) consent of the instructor. Instructors have the right to impose additional restrictions on course materials in accordance with copyright and intellectual property law and policy. Students may not engage in the widespread distribution or sale of transcript-like notes or notes that are close to verbatim records of a lecture or presentation.

Teaching & Learning—Student Responsibilities

Responsibility for class work:

Students are responsible for knowing all information contained in the syllabus. Students are responsible for meeting all course requirements, observing all deadlines, examination times, and other course procedures. Students are responsible for seeking academic help and accommodation in a timely fashion. Students who need special accommodations are responsible for working first with the relevant University offices and then with the instructor at the beginning of the course. Website:

<http://www.policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>

Class Participation in Online Discussion Boards/Forums

Selected assignments in this course will involve students participating in online discussions. These discussion boards, or forums, will allow students to reflect on a topic or experience, as well as provide a chance to exchange ideas and continue discussion that class time does not allow. Responses to other students on the discussion board are expected and should be substantive enough to reflect comprehension, providing a thoughtful commentary. For example, a substantive response might consist of a different point of view, a reflection on the content provided in class, or a disagreement that includes facts to support your point. "I agree" is not a substantive contribution.

Online Etiquette

Please use appropriate formal written language for email and other online communications. Use proper written English in your postings (grammar and sentence structure). Do not type in all CAPS or all lowercase. Use punctuation. If you have any questions about online etiquette, please ask your instructors for guidance.

Emails

When emailing the instructor(s), please practice professionalism. Include your first and last name with appropriate contact information at the bottom of your email messages, as well as the appropriate greeting. If the instructor emails you requesting information, please reply as

promptly as possible. The instructor will respond within one to two business days. Communication via email will be sent to your University account.

Canvas Course Site Use & Expectations

This course is taught using Canvas. You must access the site on a regular basis to participate in class, but also to gain access to the required course materials. Additionally, your assignments will be submitted through the Canvas system. Copies of the syllabus, along with assignments, web links, the discussion board, announcements, resources, and weekly course information, along with other critical information for the course will be posted on the course Canvas site. Hard copies of the materials will not be handed out.

You are expected to print out any needed information and bring it to class. Whenever possible, slides from the guest presenters will be made available on Canvas *after* their presentations have been given.

Assignments & Quizzes through Canvas

All course assignments are to be turned in and quizzes taken via Canvas by the posted deadline on the day they are due, unless otherwise indicated. For problems with Canvas, first contact Canvas. Send an email to the faculty prior to the due date/time regarding the problem. When submitting assignments, please include your First Name, Last Initial and Name of the assignment in the file name. For example: KellyR_SelfAnalysisPaper.doc (or .docx) Written assignments must be turned in using Word (.doc – OR –.docx) or PDF files, with the exception of the assignment which is to be done in PowerPoint (.ppt). Any other files will not be accepted since our computers cannot read them. Remember to click “Submit” for your assignments, not “Save As,” when turning them in.

Logging into Canvas

Log into the MyU Portal (www.myu.umn.edu) using your Internet ID and password or, alternately, at <http://Canvas2.umn.edu>. Once there, log in and click the “Courses” tab to access the syllabus, assignments, web links, the discussion board, and weekly course information, as well as other resources.

Checking Canvas, Email, & Announcements

Students are responsible for checking the course Canvas site and your University email on a regular basis for announcements and updates. It is recommended that you check the Canvas site at least three (3) times per week. Announcements for the course will be posted in the “News and Announcements Forum” section of the Canvas site. All email for this course will be sent to the student’s University address instead of via the course site. To find a computer facility, go to <https://it.umn.edu/node/59171>

For Help with Canvas

Most users experience little trouble with Canvas, but if you encounter any problems, visit the U of M Canvas Student Support site at: <https://it.umn.edu/services-technologies/canvas>. If the issue continues, contact the Technology Helpline at 612-301-4357 or call 1-HELP (on a campus phone) right away. Many times, problems are due to browser setup.

View the Student Orientation Online Tutorial

For users unfamiliar with Canvas, view the Student Orientation Online Tutorial for Canvas during the first week of class. The tutorial can be found at the following web site: https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf

Student English Language Support (SELS)

SELS offers free, 45-minute consultations to international undergraduate students to help develop their English skills. During a consultation, students can work with trained consultants on any English language skill, including reading, writing, speaking, listening, pronunciation, and cultural adaptation. Appointments are offered in person and online via Zoom. For more information or to make an appointment, please visit the SELS website at <https://ccaps.umn.edu/minnesota-english-language-program/student-english-language-support>. You can also email SELS at eslhelp@umn.edu. Throughout the course and after, remember that the Pre-Health Student Resource Center is here to help you on your journey to a health career. We offer additional courses, online workshops, information sessions, drop-in help, prerequisite information, program details, and more! Stop by our office during drop-in hours in 2-565 Moos Tower, or find us online at www.healthcareers.umn.edu (or call 612.624.6767).