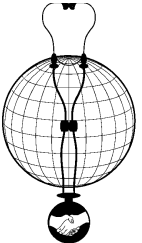




Beyond the Biologic Basis of Disease: The Social and Economic Causation of Illness
An Immersion Course in Social Medicine in Northern Uganda
Gulu, Uganda — January 3 to January 27, 2017



Course Overview

SocMed courses immerse students in the study of social medicine through personal connection and reflection, praxis, and partnership. In our annual Uganda course, thirty health careers students enroll each year, with half of the spaces filled by students from Ugandan schools, and the other half filled by international students from anywhere outside Uganda. Previous years have included participants from Canada, Germany, Italy, Lebanon, the Netherlands, Sweden, the U.S., and Zimbabwe to create a truly global classroom. St. Mary's Hospital Lacor in Gulu, Uganda (www.lacorhospital.org) hosts the course in collaboration with Gulu University Faculty of Medicine (GUFM). This upcoming course will run from January 3rd – 27th, 2017.

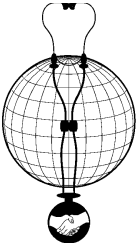
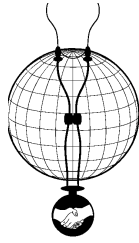
Beyond the Biologic Basis of Disease merges unique pedagogical approaches including community engagement; classroom-based presentations and discussions; group reflection; theater, film, and other art forms; and patient interaction through narrative medicine. These approaches create an innovative and interactive learning environment in which students participate as both learners and teachers to advance the entire class' understanding of the interactions between the biology of disease and the myriad social, cultural, economic, political, and historical factors that influence illness presentation and social experience of disease.

The course curriculum places considerable importance on building partnerships and encouraging students to reflect upon their personal experiences with power, privilege, race, class, and gender as central to effective partnership building in global health. In the spirit of *praxis* (a model of education that combines critical reflection with action) these components of the course give students the opportunity to discern their role in global health and social medicine through facilitated, in-depth conversations with core faculty and student colleagues.

Student evaluation is based upon active participation, a reflective essay on a narrative medicine experience, an exam incorporating both the social and clinical components of the course, and group work. Group work consists of developing an advocacy-related project that incorporates the themes of the class and provides the opportunity for continued partnership and sustained momentum after completion of the course.

Course Goals

1. To provide a structured global health immersion experience for health career students with dedicated supervision and teaching in social medicine
2. To study issues related to health in Uganda with an emphasis on local and global context
3. To foster critical analysis of global health interventions in resource-poor settings
4. To facilitate the development of a clinical approach to disease and illness using a biosocial model through structured supervision and teaching
5. To build an understanding and skill set associated with health advocacy
6. To promote international solidarity and partnership in generating solutions to global health challenges facing societies throughout the world



Course Curriculum

The course structure brings together teaching in both social medicine and clinical medicine that links to the social aspects of patient and communities. The social medicine component is divided into the following parts:

- **Part 1** – Social Determinants of Health: Accounting for Local and Global Context
- **Part 2** – Health Interventions: Paradigms of Charity, Development, and Social Justice
- **Part 3** – Core Issues in Social Medicine: Primary Health Care, Community Health Workers, Health and Human Rights, and Models of Payment
- **Part 4** – Making Social Medicine Visible: Writing, Narrative Medicine, Deep Listening, Photography, Research, and Political Engagement

Course Facilitators

SocMed cohorts are a collective of learners comprised of health professional students and facilitators from around the world. The facilitator team includes:

- *Amy Finnegan* – Sociologist who serves as Chair of the Department of Justice and Peace Studies at the University of St. Thomas
- *Fiona Kabagenyi* – Primary care physician, Mbale Regional Hospital, Uganda.
- *Angella Namwase* – SocMed Alumnus 2015, Intern nurse at Entebbe Hospital, Uganda.
- *Sande Ojara* – Primary Care Physician, St Mary's Lacor Hospital, Uganda.
- *Abraham Openy* – SocMed Alumnus 2015, Gulu University Medical Student, Current Vice President for External Affairs at Federation of Uganda Medical Students Association, Uganda
- *Alex Odirus Owilli* – Intern Nurse at Mulago National Hospital, Chair Medical Interns 2015/2016 Mulago Hospital, Facilitator at Mbarara University of Science and Technology department of Community Health, Uganda.
- *Michael Westerhaus* – Primary care physician at the Center for International Health in St. Paul, MN and a member of University of Minnesota Global Health Faculty

Cost

Students coming from high- and middle-income countries pay a full room-and-board and course fee that covers expenses for their participation. Students coming from low-income countries pay a significantly lower course fee that is subsidized.

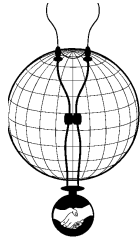
The cost for a student from a high- and middle-income country is:

Full Room/Board and Course Fee: \$1500.00

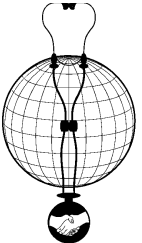
The cost for a student from a low-income country is:

Full Room/Board and Course Fee: \$150.00

Please note that these fees do not include transportation costs to Entebbe Airport or Kampala, Uganda. Approximate international flights from North America to Entebbe International Airport in Uganda are \$1,500. Students are responsible for arranging and covering transportation costs to the



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point of meeting either at Entebbe airport for international student or a designated location in Kampala, for students from within Uganda.

Regardless of country of origin, scholarship opportunities are available for students with limited financial resources. If you feel you have sufficient need for a scholarship and would be unable to participate without financial support, please complete the required information on the 'Scholarship' section of the application.

Note that costs above do not include costs associated with social events, vaccinations, spending money for gifts and other small personal expenses, and any additional travel in Uganda not associated with the course that you may wish to do.

More Information and Application Process

Further information and applications can be found on the SocMed website: www.socmedglobal.org.

Please note that applications this year must be submitted through an on-line application at: <http://goo.gl/forms/w2A41FQP9Pom41wD3>

Please view short videos describing the course, publications related to the course, and advocacy videos created by previous students during the course by visiting the "Resources" tab on the website.

Applications are due **July 31st, 2016** and can be downloaded from the website. If you have questions, contact us at socmedglobal@gmail.com.

***SocMed* – The Organization**

Founded in 2011, *SocMed* advocates for and implements global health curricula founded on the study of social medicine. In our work, SocMed promotes three P's:

- **Praxis** – inspired by Paulo Freire, we believe that constant interplay between reflection and action generates critical analysis of the world and deepens our ability to effectively respond;
- **Partnership** – community-building amongst individuals with varied demographic backgrounds offers the most innovative and just means of moving towards health equity;
- **Personal** – who we are and where we come from matters deeply in health delivery. Critical self-awareness enhances our ability to undo harmful structural and societal factors of which we are all part.

By engaging students through careful examination of the social and economic contexts of health and immersing them in partnership with a diverse group of students from around the world, we aim to foster innovative leaders who are ready to tackle challenging health problems in communities around the world.