

Graduate Course Syllabus Template
Pitt Public Health
Current Version: February 2023



**University of
Pittsburgh®** | **School of
Public Health**

**PUBHLT xxxx: Navigating Public Health Complexities in Suriname:
Implications for Population Health**

03/25/2024 – 04/15/2023: on Zoom
05/18/2024 – 06/04/2024: Daily 8 AM-5PM Class Location: Suriname
08/01/2024-08/13/2024: Tuesdays, 12 PM – 12:50 AM, Class Location: TBD

Credit Hours 3
Summer Term AY2023/2024

Logistics/Contact Information

Course Director/Instructor: Firoz Abdoel Wahid (he, him, his)

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Office hours: TBD

Instructor: Maureen Lichtveld (she, her, hers)
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Office: Office of the Dean, Pitt Public Health, 71xx Public Health Building
Office hours: TBD

Teaching Assistant: TBD

Course Description

This course features trans-disciplinary science, practice, and policy approaches to addressing public health issues affecting environmental and human health. We will examine key public health issues affecting the health of Suriname's ecosystem and its population, including the leading causes of morbidity and mortality. Through a series of lectures, fieldtrips and assignments, students will gain a comprehensive understanding of the complex dynamics between environmental and human health, while considering the One Health approach and the implications for policy. Each lecture is accompanied by required reading as designated in the syllabus and grading requirements are specified for the course. Fieldtrips are an integral part of the course to facilitate application on the public health practice frontline. A special area of focus will be the medicinal characteristics of plants. The course will also focus on the risks posed by environmental contamination, specifically those risks related to mercury released from some small-scale gold mining operations. Students will employ community-based participatory research strategies to assess, manage, and communicate those risks.

As natives of Suriname and graduates of the Anton De Kom University of Suriname (AdeKUS), Faculty of Medical Sciences, the instructors have first-hand knowledge of the overall environmental and public health issues of the Suriname population. The instructors responsible

for this course will be joined by leading professors from the Faculty of Medical Sciences of AdeKUS, local experts in areas such as toxicology, pharmacology, and ecosystem science, and governmental officials. In addition, the students will learn of traditional healing from local community experts.

This course has a total of 64 hours of contact time including 58 contact hours in Suriname.

Learning Objectives

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

1. Analyze the multifaceted risks of environmental contamination to ecosystem and population health, including through the lens of One Health
2. Describe community-based participatory research strategies to assess, manage and communicate environmental public health risks
3. Analyze the leading causes of morbidity and mortality in Suriname
4. Evaluate the relationship between gold mining and related mercury contamination of Tribal and Indigenous Peoples' food sources, specifically fish
5. Examine the access and use of pesticides in large and small-scale agriculture in Suriname
6. Discuss climate change and possible effects on public health in Suriname
7. Describe the public health relevance of medicinal plants and nutraceuticals
8. Evaluate public health and environmental health policies in Suriname

Teaching Philosophy

Our style of teaching is student-centered, highly inter-active and one of cross-fertilization and mutual respect. We believe that teaching is bidirectional; students taking ownership and working with us to identify, discuss, and evaluate the subject material. We consider creating a safe space and mutual respect a prerequisite for teaching.

To cater for the differing needs of students, we use a variety of tools and methods for both teaching and grading. We use a combination of PowerPoints, videos, (group) discussions, case-study presentations, interactive quizzing and field trips. Grading includes the level of interaction, effort and creativity the student displays. While we acknowledge that addressing the subject material is important in teaching, we also aim to inspire and awaken our students to open up themselves for new possibilities and bright futures in public health.

Required Resources: Textbooks/Articles/Readings

Tales of a Shaman's Apprentice by Mark Plotkin (1994). This can be purchased at your local bookstore or through Amazon.com.

Supplemental Readings/Bibliography

Readings will be retrievable from open source and public domain resources. These sources will be made available on the course Canvas page as appropriate, and copies of the literature or links to websites will be provided.

Canvas Instructions

Lectures and fieldtrips will be accompanied by supporting material and further reading, all of which will be made available via Pitt email, which will also be the primary means of online communicating with the students.

Required or Recommended Software

There are no software programs needed for this course other than commonly used word processors.

Required or Recommended Equipment

Access to a computer or laptop is necessary to complete assignments.

Class Expectations/ Behavior and Ground Rules

Attendance in class and on fieldtrips is expected. Cellphones may not be used during class. Laptops may be used for the sole purpose of note-taking within class. Because each Surinamese lecturer will have his/hers/their own policy, recording and taking pictures will only be allowed under strict permission of the instructors of this course. This restriction on recording and photographing will especially relate to the fieldtrips we will undertake. It is important to realize that we will be guests in Suriname, and that we will need to be culturally respectful. This will be elaborated upon during the classes preceding the study abroad.

All writing produced for this class must be your own work. Any unacknowledged or falsely acknowledged presentation of another person's ideas, expressions, or original research as one's own work will be considered plagiarism. Any paraphrasing or quotation must be appropriately acknowledged, and all sources used must be properly cited.

Grading Scale

95-100%	A
90-94%	A-
85-89%	B
80-84%	B-
70-79%	C
60-69%	D
< 60%	F

Student Performance Evaluation (Assessments and Weights)

There will be no exams in this course. Students will be evaluated by the specific learning deliverables. The overall grade will be the total points earned. Students will be graded in six (6) categories: daily reflections; field trip photovoice presentations/reports; a policy analysis report, case study development and presentation; a publishable case study report through the lens of One Health; and an “Aims Page” on the case study (or other Public Health subject) directed to a fictive grant.

Requirements, assessments and grading %

Requirement	Assessment	% Grade
Daily reflections	Written 1 paragraph or face to face chats on personal views/experiences on past activities	10%
Group field trip reports (4 @ 5% each)	Depending on the type of field trip: Written report of 2 pages or photovoice PowerPoint presentation of 10 slides per field trip: correct identification of environmental factors/drivers, the association of these to adverse health effects from a One Health perspective, formulation of feasible solutions	20%
Public Health policy analysis	Written report of 3 pages: description of existing relevant policies, the gaps in these and recommendations	10%
Case study presentation	PowerPoint presentation of 10 minutes. Format/presentation: 20%. Contents 80%: relevance of the topic, correct identification of key issues, association of these to adverse health effects from a One Health perspective, discussion, conclusion, formulation of feasible solutions	15%
Case Study report (Analysis of an environmental public health risk in Suriname)	Written publishable report. Compliance to journal format: 20%. Contents 80%: relevance of the topic, correct identification of key issues, association of these to adverse health effects from a One Health perspective, discussion, conclusion, formulation of feasible solutions	35%
Aims Page	One-pager: background, central goal, central hypothesis and specific aims of the proposal	10%

Assignments and Descriptions

The first four weeks of the course will comprise of discussions based on provided readings, and preparations for the study abroad part. Selected readings should be completed before the class abroad component, as part of the class discussion will be based on those readings. The readings for the class are noted for the individual class sessions. Copies of the literature or links to websites will be provided. The following two weeks of the course will be the study abroad part, and these will include lectures, fieldtrips and the assignments as mentioned under the previous section “Student Performance Evaluation”.

Schedule of Sessions and Assignments

03/25/2024 – 04/15/2024: Tuesdays 12 PM – 12:50 PM.

Weekly discussions based on readings and information sessions regarding international travel, cultural respect and appropriate behavior.

Location: Zoom

05/18/2024 – 06/04/2024:

Study abroad part as outlined in the table below:

Course Outline Study Abroad Component Navigating Public Health Complexities in Suriname: Implications for Population Health	
Arrive Paramaribo by Saturday May 18	
Sunday May 19 12p – 2p	<ul style="list-style-type: none">Course orientation- Torarica hotel
Monday May 20 Class will be held at the FMeW, ADEKUS Morning Session will be held from 9:00a – 12.00p	<ul style="list-style-type: none">Introductions of course: Dr. Maureen Lichtveld 9.00a – 9.05aWelcome: Faculty of Medical Sciences, University of Suriname, Dean E. Irving 9.05a – 9.15aPublic Health in Suriname’s Coastal Region: N. Gajadin 9.30a – 10aPublic Health in Suriname’s Amazonian Interior: Dr. M. Wijngaarde-van Dijk 10.15 a – 10.45aMining in Suriname (P. Simmons, G. Gemerts) 11a – 11.45aEcology and Health, One Health and Policies (Dr. Lichtveld & Abdoel Wahid) will be discussed over several days 2 pm: visit US ambassador Robert J. Faucher (leaving MWI at 12.45 pm)
Tuesday May 21 Morning Session at FMeW, ADEKUS will begin at 9.00a- 11.30p Lectures by Prof. Dr. Dennis Mans	<ul style="list-style-type: none">Plant-based traditional medicine in SurinameHerbal antioxidants: the secret ingredient of osodresis, adaptogens, and nutraceuticals?Superfoods: merit or myth?
Wednesday May 22 Class will be held at the Suriname Bureau of Public Health (BOG) Morning Session will be held at the BOG from 9:00a – 10:45a	<ul style="list-style-type: none">Presentation about BOG: 9a-9.30aCentral Lab tour: 9.30a-10.30aTour other departments : 10.30a-11.30a Afternoon Session will be held at Perisur from 1:30a – 3:30p <ul style="list-style-type: none">Perinatal Interventions Suriname – Mr. Hindori/Dr. Ashna Hindori-Mohangoo: 1.30a – 2.30pMaternal and Child Health – Dr. Wilco Zijlmans: 2.30p – 3.30p

<p>Thursday May 23</p> <p>ASGM tour Kreki negi area or mine from Andre & Birudu pool from 8:00a – 1:00p</p> <ul style="list-style-type: none"> • Observation of goldmines & effect on environment • Deliverable: part A of photovoice presentation “geographic differences in environmental exposures”
<p>Friday May 24</p> <p>Fieldtrip Plantation Rust en Werk in district Commewijne 7.00a – 5.30p</p> <ul style="list-style-type: none"> • Animal husbandry in action • Mangrove forest and effects of CC on the coast • Service learning, including mangrove planting • Deliverable: part B of photovoice presentation “geographic differences in environmental exposures”
<p>Saturday May 25</p> <ul style="list-style-type: none"> • Field triplet Cultuurtuin laan (Park and Zoo); opportunities for combating NCDs: 9.30a – 11.30a
<p>Sunday May 26 No activities, time to work on your case study</p>
<p>Monday May 27</p> <ul style="list-style-type: none"> • Field visit Ministry of Agriculture and Animal Husbandry/ Fish Inspection service: 10a – 12p <p>Afternoon session from 1p – 2.p</p> <ul style="list-style-type: none"> • Suriname Conservation Foundation • Photo voice research presentations
<p>Tuesday May 28</p> <ul style="list-style-type: none"> • Green Heritage Fund (Monique Pool) 9.00a - 10.00a <p>Fieldtrip</p> <ul style="list-style-type: none"> • Sloth service learning day 10.00a – 3.00p
<p>Wednesday May 29</p> <p>Fieldtrip Dolphin and Estuary Tour on the Suriname River 8.00a – 11.00a</p> <ul style="list-style-type: none"> • Habitat of river dolphins • Fisheries on the Suriname river/estuary • Deliverable: fieldtrip report
<p>Thursday May 30</p> <p>Class will be held at the FMeW, ADEKUS</p> <p>Session will begin at 9.00a - 12.00p</p> <ul style="list-style-type: none"> • Environmental Hg research in support of public health interventions in Suriname (Arioene Vreedzaam PhD^c) 9a - 10a • The role of PAHO (Dr. Reneau-Vernon) 10a – 11a • Pesticide use in agriculture in Suriname (A. van Sauers) 11a -12p • The approach to elimination of viral hepatitis in Suriname (Dr. S. Vreden) 12p – 1p • Community Based Participatory Research approaches to environmental health intervention & Risk Communication (Prof. Dr. Lichtveld) will be discussed over several days
<p>Friday May 31</p> <ul style="list-style-type: none"> • Field visit Gopex (agricultural company) 10a – 11.30a • Visit herbarium 1.30p – 3p
<p>Saturday and Sunday June 1 & 2</p> <p>Fieldtrip Galibi</p> <ul style="list-style-type: none"> • Observation of an Indigenous People’s community • Official visit/welcome by the local Indigenous authorities • Observations on the effect of climate on the environment & local health disparities • Village tour, including educational center • Sea turtle habitat and related threats • Deliverable: fieldtrip report

08/01/2024 – 08/13/2024: Tuesdays 12 PM – 12:50 PM.
Preparation of final case study report.

Disability Services Statement

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Academic Integrity Statement

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

To learn more about Academic Integrity, visit the [Academic Integrity Guide](#) for an overview of the topic. For hands-on practice, complete the [Understanding and Avoiding Plagiarism tutorial](#).

Sexual Misconduct, Required Reporting, and Title IX Statement

If you are experiencing sexual assault, sexual harassment, domestic violence, and stalking, please report it to me and I will connect you to University resources to support you.

University faculty and staff members are required to report all instances of sexual misconduct, including harassment and sexual violence to the Office of Civil Rights and Title IX. When a report is made, individuals can expect to be contacted by the Title IX Office with information about support resources and options related to safety, accommodations, process, and policy. We encourage you to use the services and resources that may be most helpful to you.

As your professor, we are required to report any incidents of sexual misconduct that are directly reported to me. You can also report directly to Office of Civil Rights and Title IX: 412-648-7860 (M-F; 8:30am-5:00pm) or via the Pitt Concern Connection at: [Make A Report](#)

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as a relevant part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you wish to make a confidential report, Pitt encourages you to reach out to these resources:

- The University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)
- Pittsburgh Action Against Rape (community resource): 1-866-363-7273 (24/7)

If you have an immediate safety concern, please contact the University of Pittsburgh Police, 412-624-2121

Any form of sexual harassment or violence will not be excused or tolerated at the University of Pittsburgh.

For additional information, please visit the [full syllabus statement](#) on the Office of Diversity, Equity, and Inclusion webpage.

From the Office of Diversity, Equity, and Inclusion

Equity, Diversity, and Inclusion

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, visit the [Civil Rights & Title IX Compliance web page](#).

We ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu. Reports can also be [filed online](#). You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

Copyright Notice (optional)

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials.

See [Library of Congress Copyright Office](#) and the [University Copyright Policy](#).

Content Warning and Class Climate Statement

Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in the Gender, Sexuality, and Women's Studies Program, course topics are often political and personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

We expect everyone to come to class prepared to discuss the readings in a mature and respectful way. If you are struggling with the course materials, here are some tips: read the syllabus so that you are prepared in advance. You can approach your instructor ahead of time if you'd like more information about a topic or reading. If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed. If you need to leave or miss class, you are still responsible for the work you miss. If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center.

From the [Gender, Sexuality, & Women's Studies Program](#).

Gender Inclusive Language Statement (optional)

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were

assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

Source: [Gender, Sexuality, & Women's Studies Program](#)

Sources: University Center for Teaching and Learning, Syllabus Template and Syllabus Checklist, Office of Disability Resources and Services, and EPCC syllabus checklist.