



## Wilderness First Responder: Pitt Summer Study Abroad in the Himalayas

May 20 – June 6, 2019

[Hanifl Center for Outdoor Education in the Himalayas](#)



### Overview:

This course is an intensive *Wilderness First Responder* (WFR) course taught as the second course in a required, two-course sequence in the Pitt/Hanifl Summer Program (May 1 – June 8, 2019) focusing on health, medicine and the environment in the Himalayas of North India. *WFR* is the standard training in the US for guides, international leaders and backcountry travelers. The course assumes that access to advanced medical care is hours to days away from the point of injury or illness, and as a result the responder must focus on patient assessment, long-term, and improvised patient care.

The Pitt/ Hanifl WFR course will emphasize care in remote, international settings and will augment didactic and scenario learning with clinical rotations at [Landour Community Hospital](#) (LCH) and its surrounding communities, where students will shadow LCH and Aerie staff as they care for patients.



### Academic Focus:

The provision of medical care is structured by social, cultural, political and economic factors that must be understood in context. At the same time, understanding medical care in context provides critical comparative insights that shed light on the specific influence of different variables on health care in general and medical infrastructure more broadly. This course focuses on the development of first responder skills in a wilderness environment, both to provide skill training and experience as well as to provide an in-depth intensive understanding of how social, cultural, political and economic variables determine how first responder interventions relate to the larger context of medical infrastructure and public health in the Himalayas of Northern India.

### Instruction:

Faculty from the University of Pittsburgh will facilitate pre-departure classes. As appointed by the Director, [Aerie Backcountry Medicine instructors](#) and instructors from the Hanifl Center for Outdoor Education in the Himalayas, will coordinate in-country academic activities.

Pitt/Hanifl Wilderness First Responder is a study abroad experience where the classroom is a real-world experience of another culture. Instructors provide training in technical WFR skills and cultural contextualization, helping the student have a successful experience. During any study abroad experience the Hanifl Center instructors also have the role of chaperones. It is assumed that all the students are adults and will act as such during the trip. The instructors are there to help, but they do not watch every step every student takes 24 hours a day. It is impossible to do this. Thus, it is assumed that the students have the level of maturity necessary to conduct themselves properly during this experience.

Pitt Faculty Predeparture	Joseph S. Alter, PhD	4107 WWPH <a href="mailto:jsalter@pitt.edu">jsalter@pitt.edu</a>
Aerie Medicine Instructor	TBD	Hanifl Center
Hanifl Center Instructor	Akshay Shah	Hanifl Center

### Course Structure:

*Wilderness First Responder* is one of two courses that together constitute the summer intensive Pitt/Hanifl Summer Study Abroad in the Himalayas. The second course is *Mountains and Medicine: Health and the Environment in the Himalayas*. As a six-credit



course, *Wilderness First Responder* has a two-part structure including predeparture and in country classes.

1. A pre-departure component that includes an introduction to globalization, the country-specific healthcare-focus, historical, cultural, and economic environments of India, as well as an introduction to the organizations and institutions that will be visited during the program. During this component, students will additionally acquire an introduction to the history, culture, social, and public health conditions of India.
2. A study abroad field component that includes organizational visits, field trips, classes and lectures. Students will be based at the Hanifl Center for Outdoor Education in the Himalayas, a small self-contained campus in the town of Mussoorie, UK, India. Each student is required to attend and participate in the classes, participate in all site visits and clinical observation and university activities.
3. The master itinerary for the program is appended to this syllabus. Following an onsite orientation session (May 4 – 5, 2019) *Mountains and Medicine* will meet for nine days, four hours per day (May 8 – 17, 2019), followed by *Wilderness First Responder* for six hours per day (May 20 – June 7, 2019). Students will participate in a three-day trek as part of *Mountains and Medicine*.

## Course Objectives

1. To provide students completing their freshman year with a first study abroad experience.
2. To provide an opportunity for students to learn through experience about the challenges of providing emergency medical care in a remote, rugged environment.
3. To provide intensive training in Wilderness First Response in the context of the Himalayas of northern India.
4. To enable students to understand extreme differences in non-Western institutionalized bio-medical practice.
5. To demonstrate how institutionalized medical care in India is structured to accommodate the needs and expectations of patients from remote, rural areas.
6. To gain first-hand experience on professional standards and cultural expectations during clinical rotations at a small-town hospital in the Himalayas.

## Assignments and Grading

The course grade earned is based on the following:



- 5% - Pre-Departure In-Class Participation and Attendance
- 15% - Pre-Departure Individual Report
- 20% - Pre-Departure Group Presentation
- 10% - In-Country Individual Participation
- 30% - Final Written Exam
- 20% - Individual Final Analysis Report

100% - TOTAL

### Grading Scale

A+	98–100	C+	78–80
A	94–97	C	74–77
A-	90–93	C-	70–73
B+	87–89	D	66–69
B	84–86	F	0–65
B-	81–83		

### Reading:

*Aerie Wilderness Medicine*, 12th edition, CPR, American Heart Association.

A Selection of websites will also be provided for pre-departure coursework and assignments. For example: [Max Super Specialty Hospital](#); [Himalayan Hospital](#); [Kanishk Hospital, Dehradun](#); [Swami Bhumanand Hospital](#); [Metro Hospital, Haridwar](#); [Guru Ram Rai Hospital, Dehradun](#).

### Coursework and Assignments

#### 1. *Pre-Departure In-Class Participation and Attendance (5%)*

Students are required to attend three pre-departure classes that will provide conceptual foundations for understanding globalization and health and healthcare in middle income countries. This involves an exploration of definitions, origins and evolution of globalization and development concepts, advancement and practice. Case studies are used to illustrate the relationships between development and economic, social and environmental factors. Attendance at each of the three sessions is required, including your active participation.

Participation is evaluated on the basis of: (a) familiarity with the readings; (b) quality of contributions; (c) critical and creative approaches to the issue; (d) attendance at class; and (e) respect for the views of others.



## 2. *Pre-Departure Individual Report (15%)*

Each student should prepare an essay of approximately 1200 words on the following subjects.

### a. **Introduction**

My Current Attitudes and Beliefs toward Travel and India:

Students should briefly describe their travel experience to date, particularly with respect to international travel and/or times when they traveled with a group of peers. What personal reasons (interest, family background, professional relevance) do you have for traveling to India? How much did you know about its culture and professional background before you were selected for the trip?

### b. **Individual/Personal Issues**

Based on some reading and research, what cultural differences do you expect will affect your interactions with the citizens in India? How do

people in the country handle issues such as conflict, time management, encountering "foreigners", and drinking alcohol? What is their basic value system? What are the major differences in living, economic and political conditions for the average citizen in India? More specifically, how are the people you meet on the streets every day likely to view someone who is an American citizen and/or who goes to school in the U.S.? And, if you are not an American citizen, how are people from your national background typically received among individuals in India? Feel free to comment on any interesting cultural difference you expect will affect your daily interactions.

### c. **Healthcare/Professional Issues**

Based on some reading and research, what cultural differences do you expect will affect your interactions with healthcare managers and clinicians on the company visits? What is the "organizational culture" typically like for healthcare organizations in India (are they very formal and highly organized/mechanical, or do they tend to be more informal and open/creative?) Describe the current healthcare environment in India, particularly with respect to the region you will be visiting on the trip. Feel free to comment on any interesting professional or public health trend that is likely to have an impact on the hospitals/clinics we visit.

### d. **National/Societal Issues**



Based on some reading and research, what are the most important current political trends facing India? How does India fit into the global and political system with respect to issues such as major products and services, relative economic importance (Country GDP vs. Global GDP), role in innovation, environmental leadership, human rights and public health? Feel free to comment on any interesting national/societal issue or trend that is likely to be going on during your trip.

**e. Conclusion—My Personal Action Plan for India**

After thinking about what you have learned about individuals in India, company/professional issues in the country and its most important national/societal issues, how do you plan to use this knowledge when interacting with local citizens, when approaching the company visits, and when thinking about the society/culture during your trip?

**f. Sources**

List at least two specific websites, books or articles you consulted for each section of your reflection paper (two each for Individual/Personal, Company/Professional and National/Societal - so at least six total). Do not

just list "the Internet" or "Wikipedia." Give us a sense of where you found information and try to list a specific website and/or article title whenever possible. It is fine to use Wikipedia to help find information, but any good Wikipedia article has links to specific websites and articles that go into greater detail and are written/published by established organizations. Please use an established reference style such as MLA, Chicago or APA. See the library's site on citations for more information, particularly on how to cite materials from the internet:  
<http://www.library.pitt.edu/guides/citing/>.

**3. In-Country Individual Participation (10%)**

The field study component of the course will encompass 14 days abroad, evaluated on the basis of (a) application of course materials to questions raised, (b) quality of contributions, (c) critical and creative approaches to the issue, (d) completion of in-country interviews, and (e) respect for others (especially hosts and cultural norms).

**Professional activities.** Each student is expected to attend each and every planned event, including the sightseeing trips, the organizational visits and the lectures at the local universities; be on or ahead of schedule for all events; participate in all



work activities; and be actively engaged in asking questions of lecturers and speakers. The professors will maintain participation records.

**Personal activities.** We understand that each student is an adult and as such has the right to spend his or her free time in the country as he or she wishes. However, all students must also understand that while they are on the site visits and also while they are on their own time, they are representing the University of Pittsburgh. Thus, their actions directly reflect on the university's image and the image of the United States. Failure to maintain acceptable behavior will result in a lower grade or failure of the participation component and can be grounds for a lower final grade or failing the course and being sent home. Acceptable and unacceptable actions will be described in the pre-departure sessions.

#### 4. *Presentations*

Teams will be assigned a hospital/health care provider that is part of the medical infrastructure in northern India. Teams will present two 30-minute presentations aided by PowerPoint.

##### a. *First presentation – prior to departure (10%)*

Teams will present on the assigned medical or health care institution and focusing on institutional structure and organization.

Evaluated on the basis of: (a) depth of research on the company history, current practices, and context in the domestic and/or global market; (b) the use of course concepts as related to the company; (c) the ability to raise and analyze potential cultural and supply chain sustainability issues for the company that will be further explored during the field study component.

##### b. *Second presentation (upon return) (10%)*

Teams will reflect on the in-country medical institutions visit and compare and contrast the analysis from the initial presentation as it related to the first-hand experience gained during the field study component.

This presentation will be evaluated on the basis of the students' (a) ability to relate course concepts to information gained during the field study, (b) ability to acquire relevant information from in-country company visits and lectures and the ability to effectively present said information, and (c) reflection and analysis of information gained from the field study abroad



as it relates to cultural and supply chain sustainability issues raised in the first presentation.

**5. Final Comprehensive In-class exam covering WFR Skills (30%)**

**6. Final Analysis Report (20%)**

The final output from the class is an individual 1500-word analysis report that identifies economic, social and environmental options for action regarding the challenge of medical care provision in the Himalayas. The final analysis report is a cumulative product from the entire course and will include information gained through independent research, pre-departure coursework, and clinical observations.

- Formatting: double spaced, 1-inch margins, 12-point Times New Roman font.
- Cite all external sources used both in text and with a separate reference page (an alternative would be to use footnotes).

Required content includes the following:

1. Explanation of the organization, organizational history, key stakeholders involved, and position of LCH in the context of north Indian medical infrastructure
2. Contextualizing LCH and WFR in the context of Himalayan public health
3. Comparing LCH to your assigned hospital.
4. An analysis of the above issues using high-quality, publicly available information, course materials, and first-hand information from the field study. Analysis should relate the issues to the cultural or intercultural dynamics that exist in the industry or company domestically and as it relates to globalization.
5. Recommendations for solutions to the issues and recommendations for implementation. If solutions have already been reached, critically evaluate the quality of the solutions, and provide recommendations for improvement.



Date	Topic	Assignment/ Assessment	Location
<b>April</b>	Pre-departure classes and field preparation x 3	TBD	TBD
<b>May 1</b>	Pre-departure dinner		TBD
<b>Monday, May 20</b>	Welcome/Intro/ Roles and Responsibilities Cardiopulmonary Resuscitation (CPR) Injury and Illness Prevention <ul style="list-style-type: none"> <li>• Situational Awareness               <ul style="list-style-type: none"> <li>○ Unique to India/ Himalaya/ International Travel</li> <li>○ Cultural Aspects of Care                   <ul style="list-style-type: none"> <li>▪ 108/911</li> </ul> </li> </ul> </li> </ul> Patient Assessment- Life Threats <ul style="list-style-type: none"> <li>• ABCDE</li> </ul>	TBD	Hanifl Center
<b>Tuesday, May 21</b>	Patient Assessment <ul style="list-style-type: none"> <li>• Head to Toe/ Secondary Assessment – Non Life-Threats</li> <li>• Vital Signs</li> <li>• History Taking (OPQRST/ SAMPLE)</li> </ul> Bleeding and Shock Head and Spine Trauma	TBD	Hanifl Center
<b>Wednesday, May 22</b>	Chest and Abdominal Trauma Injuries to Extremities <ul style="list-style-type: none"> <li>• Fractures/ Sprains/ Strains/ Dislocations</li> </ul> Hypothermia and Frostbite  Wound Management	TBD	Hanifl Center



<b>Thursday, May 23</b>	<b>Envenomations and Toxicodendrons</b> <b>Allergic Reactions/Anaphylaxis</b> <b>Asthma</b> <b>Acute Mountain Sickness</b>  <b>Heat Emergencies</b> <ul style="list-style-type: none"> <li>• <b>Cramps</b></li> <li>• <b>Syncope</b></li> <li>• <b>Exhaustion</b></li> <li>• <b>Stroke</b></li> <li>• <b>Hyponatremia</b></li> </ul>	TBD	Hanifl Center
<b>Monday, May 28</b>	Clinical Rotations, Landour Community Hospital	TBD	LCH
<b>Tuesday, May 29</b>	Clinical Rotations, Landour Community Hospital	TBD	LCH
<b>Wednesday, May 30</b>	Review of Clinical Rotations <ul style="list-style-type: none"> <li>• Scenarios</li> </ul>	TBD	Hanifl Center
<b>Thursday, May 31</b>	Infectious Diseases <ul style="list-style-type: none"> <li>• Infectious Diseases               <ul style="list-style-type: none"> <li>○ Rabies</li> <li>○ Traveler's Diarrhea</li> <li>○ Mosquito-borne                   <ul style="list-style-type: none"> <li>▪ Malaria/ Dengue</li> </ul> </li> <li>○ Tick-borne                   <ul style="list-style-type: none"> <li>▪ Lyme/ RMSF</li> </ul> </li> </ul> </li> <li>• Lightning</li> </ul>	TBD	Hanifl Center
<b>Friday, June 1</b>	Clinical Rotations Landour Community Hospital	TBD	LCH
<b>Monday, June 4</b>	Review of Clinical Rotations Drowning Poisoning	TBD	Hanifl Center
<b>Tuesday, June 5</b>	Disaster and Mass Casualty Management <ul style="list-style-type: none"> <li>• Incident Command System (ICS)</li> </ul>	TBD	Hanifl Center
<b>Wednesday, June 6</b>	Mass Casualty Incident (MCI),	Final Exercises Written Examination	Hanifl Center



## University of Pittsburgh Policies and Stipulations

**Office Hours:** The posting of office hours on the office door is University policy, and the responsibility of the faculty member as a courtesy and convenience to students. (Source: [www.pitt.edu/~provost/ch3\\_off\\_hrs.htm](http://www.pitt.edu/~provost/ch3_off_hrs.htm)). Most administrative offices are open from 8:30 a.m. to 5:00 p.m., Monday through Friday. A few offices, such as the College of General Studies, have extended hours. In addition, according to the Academic Integrity Guidelines, under I. Faculty Obligations, Point 2, faculty are "To be available at reasonable times for appointments with students, and to keep such appointments." (Source: [www.as.pitt.edu/faculty/policy/integrity.html](http://www.as.pitt.edu/faculty/policy/integrity.html))

**Disability Resource Services:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union, 412-648-7890, as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course.

**Academic Integrity Policy;** Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, noted below, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz, exam or paper will be imposed. (For the full Academic Integrity policy, go to [www.provost.pitt.edu/info/ai1.html](http://www.provost.pitt.edu/info/ai1.html).)

**E-mail Communication Policy** Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address. To forward e-mail sent to your University account, go to <http://accounts.pitt.edu>, log into your account, click on Edit Forwarding Addresses, and follow the instructions on the page. Be sure to log out of your account when you have finished. (For the full E-mail Communication Policy, go to [www.bc.pitt.edu/policies/policy/09/09-10-01.html](http://www.bc.pitt.edu/policies/policy/09/09-10-01.html).)