

Mel and Enid Zuckerman College of Public Health
University of Arizona
CPH 433/CPH 533 - Global Health
Course Syllabus – Spring 2009

- Day and Time:** Tuesdays 12:30pm to 3:15pm
- Location:** Roy Drachman Hall Room A114
- Instructors:** Douglas Taren
Professor of Public Health
- Teaching Assistants:** Kate McDonald, Erin Suelmann and Maria Rodriquez
- Office hours:** By appointment only.
- Office:** Drachman Hall A317H
- Emails:** taren@email.arizona.edu, katem@email.arizona.edu,
suelmann@email.arizona.edu; mdlarodr@email.arizona.edu
- Course Description:** Examines major health problems of underdeveloped, developed, and emerging nations. Students conduct in-depth analyses of health problems among various populations in multicultural settings, both nationally and internationally.
- Prerequisites:** For CPH 433: CPH 178, CPH 300, CPH 350, and CPH 381
For CPH 533: Graduate Student Status or permission of instructor.
- Required text:** **Undergraduates**
Essentials of Global Health. Richard Skolnik, Jones and Bartlett Publishers, 2007.
- Graduate Students**
International Public Health: Diseases, Programs, Systems and Policies. 2nd edition; Michael H. Merson, Robert E. Black, Anne J Mills. Jones and Bartlett Publishers. 2006
- Other readings:** Please see syllabus for assigned readings.
Other required readings will be handed out in class or posted online.
- D2L Site:** <http://d2l.arizona.edu/>
- Course Format:** The material for this course is presented in lecture/discussion format and may include guest speakers and case studies and in-class projects. The students are responsible for all information presented in class including video and audio selections. Students are expected to have read the required readings prior to the assigned class time and be prepared to discuss and integrate the information.

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COURSE OBJECTIVES:

Upon successful completion of this course the student will be able to accomplish the following. (Objectives for Graduate Students are in the parentheses):

1. Present (Describe) the history, trends and organization of international health.
2. Describe (Analyze) the social, political, economic factors and community development issues affecting human health and the delivery of health care services in various parts of the world.
3. Identify (Evaluate) the effect of gender, race, ethnicity and cultural factors on beliefs, attitudes and behaviors related to health.
4. Outline (Utilize) the basic demographic/epidemiologic tools used to assess the health situation to determine health priorities of a country.
5. Identify (Compare) health care systems and their impact on health in the developing world.
6. Determine the significance of the collection, utilization and dissemination of health data to international health care. This includes discussion of the importance of effective evaluation in guiding service, planning and decision making.
7. Discuss (Analyze) the factors that promote infection, parasitism and/or clinical disease.
8. List (Evaluate) methods for control of disease vectors.
9. Examine nutritional deficiencies and their resulting disease disorders.
10. List and describe methods of assessing child growth and development.

GRADING	<u>Undergraduates</u>	<u>Graduates</u>
Class Participation	75	75
Weekly Papers	140	140
Weekly Questions	30	30
News Report	25	25
Midterm	100	100
Final	100	100
Term paper	----	100
TOTAL	470	570

Grades: A \geq 90%; B 80%-89%; C 70%-79%; D 60%-69%; E \leq 60%

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Class Format

Here is the usual class schedule. It may change based on speakers, exams, etc.

12:30: Turn in weekly papers and logistics for the day
12:40: Lecture and questions
13:35: Break
13:45: Large group activities
14:30: Break
14:40: Small group work activities
15:10: Write multiple choice question
15:15: Class ends

Assignments and Exams

Class Participation

An important part of this class is participation. On the first day of class, each student needs to sign up to represent a county other than the United States of America. Each student will be given a nameplate that identifies them and their country. Throughout the course, students need to represent their country within any activity or paper that is written. This means that students must become very knowledgeable about their country's health status, health programs and global issues that affect its health status. It is recommended (not required) that you create a notebook about your country so you can refer to it throughout the class. This notebook can have health data, economic data, political data, examples of public health programs that are currently in the country, etc.

All students are required to attend all scheduled classes. Students with more than 2 absences will be penalized with a reduction **of one percentage point** from their final grade for each absence in excess of 2 absences. You will also not get the points for the weekly paper on the day that you miss (unless emailed before class) and for the points given for the weekly question. Attendance will be verified each week and presented on your grade link within D2L.

Weekly Papers

A one page paper is due each week on the readings that are assigned for that week's topic. This starts next week. Each paper is worth 10 points and there are 14 papers. Papers not turned in by the start of class will have 5 points deducted from the score. You will need to write 2 papers on a topic if the topic covers two weeks (i.e. child growth). You will also have to write a paper written on the week the mid-term exam is given. The format for the paper needs to include: (a) the main point you want to present, (b) the reason it is important to your country, (c) what you think needs to be done to improve or prevent the situation from getting worse given the readings and your experience, and (d) a concluding statement. The paper needs to be typed; the page needs to have ½ inch margins, and a 12 point font. This format averages 300 words per page therefore, you need to be concise, directly to the point and include real information.

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Weekly Questions

At the end of each lecture period, you need to write a one multiple choice question on the lecture material that was presented that day. Provide 4 or 5 possible answers and identify the correct answer (the fifth question can stand alone or can be any combination of the first four questions and can be right or wrong). Each question is worth 2 points (0 points for no question or incorrect answer, 1 point for question but it was too easy, 2 points for an acceptable question). This starts with the first day of lecture (today). These questions and answers should not be specific to your country.

News Report

A review of a current public health event is required for this course. You need to identify the event or article from a current news report, after January 20, 2009. Acceptable news reports are those that come from a newspaper or an official press release including on-line papers. It is not acceptable to use reports from a blog, or a company, or any unverifiable source. The paper needs to be between 2 and 3 pages in length with ½ inch margins and a 12 point font. Turn in the news report when you turn in your paper. If this is not done, 5 points will be taken from your grade. Late papers will have 2 points deducted from the final score for each day the paper is late. You can turn in your report anytime before the due date of April 14, 2009. The scoring of your paper is based on the following metric.

1. What is the nature of the issue as it relates to global health? (5 points)
2. Who is affected? What is (are) the vulnerable populations involved? (5 points)
3. Describe how organizations/individuals are contributing to the solution/problem? (10 points)
4. How does this event affect your country? (5 points)

Examinations

There will be a midterm and a final exam. The exams will consist of multiple choice questions. Undergraduate and graduate students will be given different examinations. The examinations for graduate students will also include questions that need written short answers.

There will be no make up examinations without a valid excuse. This is mostly limited to a documented illness and/or hospitalization. If there is an illness or hospitalization, all documentation must be submitted to an instructor before or upon the student's return to class and not at end of the semester. Having something else scheduled at the same time is not an excusable reason. A reschedule examination will be at the instructor's discretion and this may include a different exam that was given to the rest of the class.

Graduate Students Pan Flu Epidemic Inter-professional Class

Students taking this course as CPH 533 can earn 20 extra points by participating in the Inter-professional Pan-Flu Epidemic Course. You need to sign up for it on the first day of class and attend the course. It will be held on Friday February 13 from 8am to 11:00am. Refreshments will be available at 7:30am to get you started. More information will be given to you before the day of the course.

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Graduate Term Papers

Review your paper topic with an instructor prior to outline submission. The topic of your paper must be a specific health problem or issue in a developing country (preferably your country). Describe the factors associated with the issue and describe an intervention program(s) that can be used to address it. Limit the body of your paper (excluding title page, abstract and references) to 3000 words. The format for the paper should be 1 inch margins using a 12 point font. The term paper is due on April 21 at the start of class. Papers should be submitted to the instructor using the D2L drop box. Papers that are late for any reason will have 5 points deducted from the final score for each day the paper is late. Use the following required paper format for your paper.

I. Title/cover page

Include title of paper, course, semester, instructors names, student's name, date submitted.

II. Abstract

Summarize the problem/issue and intervention(s). (5 points)

III. Introduction

Introduce your topic, including the country/region, the population impacted, and a statement supporting the importance of the health issue you are addressing in your paper. (20 points)

IV. Definition of the problem

Include the social determinants and biological factors related to the issue. (15 points)

V. Proposed solutions or interventions

Describe the intervention(s) that can be used to address this issue. Describe the work the program does and what makes it effective. You may also include solutions. Identify community resources. Include program goals and objectives in your discussion. (25 points)

VI. Evaluation plan

Discuss the use and value of the evaluation process, or how evaluation has impacted a program. Using the programs cited in Part V, discuss how successful they are—or not—in alleviating this global health problem/issue. (25 points)

VII. Summary

End the paper with a summary of major ideas and conclusions as to how the program you describe addressed the health issue you chose for your topic. (10 points)

VIII. Bibliography

Use a standard journal format. You must cite your sources. A sufficient number of references are needed that illustrates the paper is current and provides an in-depth knowledge of the subject. This usually includes citing at least 15 or more peer reviewed publications.

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Course Schedule and Text Book Readings

Date	Topic	Black, et al Chapters	Skolnik Chapters
Jan 20	Introduction and Course Orientation Measures of Health and Disease in Populations	1	1, 2
Jan 27	Culture, Behavior, and Health	2	4, 6
Feb 3	Water and Sanitation	4	11
Feb 10	Women's Health and Reproductive Health Graduate Term Paper Topic Should be Known	3	9
Feb 17	Infectious Diseases	3	9
Feb 24	Nutrition and Childhood Growth	5	8, 10
Mar 3	Nutrition and Childhood Growth / Chronic Diseases	6	12
Mar 10	Mid Term Chronic Diseases and Risks	6	12
Mar 17	Spring Break		
Mar 24	Unintentional Injuries and Violence / Corporate Social Responsibility	7	13
Mar 31	Mental Health Term Paper Outline Should be Drafted	8	
Apr 7	Environmental Health	9	7
Apr 14	Complex Emergencies News Report Due	10	14
Apr 21	The Design of Health Systems Management and Planning for Public Health Term Paper Due	11, 12	5, 16
Apr 28	Health and the Economy Global Cooperation in International Public Health	13, 14	15
May 5	Globalization and Health	15	3
May 12	Final Exam: 2pm – 4pm		

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Telephone and Computer Use: You are not allowed to have your computer on during class unless it is needed for a class activity. Turn your cell phones to silent or vibrate in order to not disrupt the class and disturb your fellow students and professor.

Communications: You are responsible for reading emails from your professor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods.

Disability Accommodation: If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at: <http://catalog.arizona.edu/2008%2D09/policies/disability.htm>

Academic Integrity: All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at: <http://dos.web.arizona.edu/uapolicies/scc5308abcd.html> and <http://dos.web.arizona.edu/uapolicies/cai1.html>.

Classroom Behavior: All students are expected to behave respectfully during class. If you arrive late or must leave early, please take a seat near the door to minimize disruption. Please turn off cell phones and pagers unless there is great need (e.g., if you are a practicing physician on call or a family crisis is unfolding). If you must allow for such contact, set cell phones and pagers to vibrate if at all possible, and sit near an exit. Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at <http://web.arizona.edu/~policy/disruptive.pdf> and the Policy on Threatening Behavior by Students found at <http://web.arizona.edu/~policy/threatening.pdf>

Grievance Policy: Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, the department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the [Graduate College Grievance Policy](http://grad.arizona.edu/catalog/policies/academic-policies/grievance-policy) found at <http://grad.arizona.edu/catalog/policies/academic-policies/grievance-policy>

Grade Appeal Policy: <http://catalog.arizona.edu/2008%2D09/policies/gradappeal.htm>

Syllabus Changes: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.

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Plagiarism:

What counts as plagiarism?

- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

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Additional Readings

Jan 20 Introduction, Course Orientation/Measures of Health and Disease

Cohen, J. The new world of global health. *Science* 311(Jan 13): 162-167, 2006.

Graham, WJ. Now or never: the case for measuring maternal mortality. *Lancet* 359:701-704, 2002.

Murray CJL, Salomon JA, Mathers C. A critical examination of summary measures of populations. *Bulletin of the World Organization* 78(8):981-994, 2000.

World Health Organization. *The top 10 causes of death*. Fact Sheet #310, February 2007.

Global Burden of Disease and Risk Factors. AD Lopez, CD Mathers, M Ezzati, DT Jamison, CJL Murray (Eds.). April 2006. <http://www.dcp2.org/pubs/GBD>

Chapter 1: Measuring the global burden of disease and risk factors, 1990—2001

Chapter 2: Demographic and epidemiological characteristics of major regions, 1990—2001

Chapter 3. The burden of disease and mortality by condition: data, methods, and results for 2001

DALYS: <http://www.who.int/healthinfo/boddaly/en/>

Jan 27 Culture, Behavior, and Health

Murphy, EM. Being born female is dangerous for your health. *American Psychologist* 58(3): 205–210, 2003.

Dworkin, SL, Ehrhardt, AA. Going beyond “ABC” to include “GEM”: critical reflections on progress in the HIV/AIDS epidemic. *Am J Public Health* 97:13-18, 2007.

Worthman CM, Kohrt B. Receding horizons of health: biocultural approaches to public health paradoxes. *Social Science & Medicine* 61:861–878, 2005.

Gruenbaum, E. The cultural debate over female circumcision: the Sudanese are Arguing this one out for themselves. *Medical Anthropology Quarterly*, 10(4):455-475, 1996.

Feb 3 Water and Sanitation

Bartram J, Lewis K, Lenton R, Wright R. Focusing on improved water and sanitation for health *Lancet* 2005; 365: 810–12

Fewtrell L, Rachel B Kaufmann RB, David Kay D, *et al*. Water, sanitation, and hygiene interventions to reduce diarrhoea in less developed countries: a systematic review and meta-analysis. *Lancet Infect Dis* 5:42–52, 2005.

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Hutton G, Bartram J. Global costs of attaining the Millennium Development Goal for water supply and sanitation. *Bulletin of the World Health Organization* 86:13–19, 2008.

Bartram J. Flowing away: water and health opportunities. *Bulletin of the World Health Organization*. 86(1):2-3, 2008.

Feb 10 Women's Health and Reproductive Health

Bhutta ZA, Darmstadt GL, Hasan BS, Haws RA. Community-based interventions for improving perinatal and neonatal health outcomes in developing countries: A review of the evidence. *Pediatrics* 115(2):519-617, 2005.

Filippi V, Ronsmans V, Campbell OMR, *et al.* Maternal health in poor countries: the broader context and a call for action. *Lancet* 368:1535–41, 2006.

Glasier A, Gülmezoglu AM, Schmid GP, *et al.* Sexual and reproductive health: a matter of life and death *Lancet* 368: 1595–607, 2006.

Senanayake P, Hamm S. Sexual and reproductive health funding: donors and restrictions. *Lancet* 363: 70, 2004.

Bailey P, Paxton A, Lobis S, Fry D. Measuring progress towards the MDG for maternal health: Including a measure of the health system's capacity to treat obstetric complications. *International Journal of Gynecology and Obstetrics* 93:292-299, 2006.

AbouZahr, C. Safe Motherhood: a brief history of the global movement 1947–2002 *British Medical Bulletin* 67:13–25, 2003.

Feb 17 Infectious Diseases

Bates I, Fenton C, Gruber J, *et al.* Vulnerability to malaria, tuberculosis, and HIV/AIDS infection and disease. Part 1: determinants operating at individual and household level. *Lancet Infect Dis* 4:267–77, 2004.

Campbell-Lendrum D, Corvalan C, Neira M. Global climate change: implications for international health policy. *Bulletin of the World Health Organization* 85(3):235-237, 2007.

Clark T, Fitzgerald L. Malaria, Tuberculosis, and HIV/AIDS. *Journal of Midwifery & Women's Health* e33-e35, 2007.

Guerra CA, Snow RW, Hay SI. Mapping the global extent of malaria in 2005. *TRENDS in Parasitology* 22(8):353-358, 2006.

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Schumann Etleb T, Szegnera B, *et al.* On risks and benefits of iron supplementation recommendations for iron intake revisited. *Journal of Trace Elements in Medicine and Biology* 21:147–168, 2007.

Wells CD, Cegielski JP, Nelson LJ, *et al.* HIV Infection and Multidrug-Resistant Tuberculosis-The Perfect Storm. *The Journal of Infectious Diseases* 196:S86–107, 2007.

February 24 and March 3

Black RE, Morris, SS, Bryce J. Where and why are 10 million children dying every year? *Lancet* 2003; 361: 2226–34

* World Bank. *Repositioning Nutrition as Central to Development A Strategy for Large-Scale Action.* 2006.

* Borris, SS, Cogill B, Uauy R, *et al.* Maternal and Child Undernutrition 5. Effective international action against undernutrition: why has it proven so difficult and what can be done to accelerate progress? *www.thelancet.com* Published online January 17, 2008.

* Black RE, Allen, LH, Bhutta Z, Caulfield LE, *et al.* Maternal and Child Undernutrition 1 Maternal and child undernutrition: global and regional exposures and health consequences. *www.thelancet.com* Published online January 17, 2008.

March 10

Reddy KS, Shah B, Varghese C, Ramadoss A. Chronic Diseases 3. Responding to the threat of chronic diseases in India. *Lancet* 2005; 366: 1746–51. Published online October 5, 2005

* Yach D, Hawkes C, Gould CL, Hofman KJ. The Global Burden of Chronic Diseases. Overcoming Impediments to Prevention and Control. *JAMA* 2004;291:2616-2622

Schmidt CW. A change in the Air. Smoking Bans Gain Momentum Worldwide. *Environmental Health Perspectives* 115 (8): A413-A415, August 2007

* Chen MH. Economic concerns hamper tobacco control in China. *Lancet* 2007; 370(9589): 729-730.

* Warren CW, Jones NR, Eriksen MP, *et al.* Patterns of global tobacco use in young people and implications for future chronic disease burden in adults. *Lancet* 2006;367(9512): 749-753.

Teo KK, Ounpuu S, Hawken S, *et al.* Tobacco use and risk of myocardial infarction in 52 countries in the INTERHEART study: a case-control study. *Lancet* 2006;368(9536): 647-658.

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March 24 Injuries and Violence

UNICEF. Innocenti Research Centre. Innocenti Working Papers. *Child Mortality and Injury in Asia*. 2007.

* Mian M. World Report on Violence and Health: What it Means for Children and Pediatricians. *J Pediatr*. 2004;145:14-9.

* Watts C. Zimmerman C. Violence against women: global scope and magnitude. *Lancet* 2002; 359: 1232–37.

Venis S, Horton R. Violence against women: a global burden. *Lancet* 2002; 359: 1172.

UNFPA. *The Impact of Armed Conflict on Women and Girls*. A Consultative Meeting on Mainstreaming Gender in Areas of Conflict and Reconstruction. Bratislava, Slovakia 13–15 November 2001.

<http://www.stopvaw.org/>

<http://www.unfpa.org/gender/violence.htm>

March 31 Mental Health

Kohn R, Saxena S, Levav I, Saraceno. The Treatment Gap in Mental Health Care. *Bulletin of the World Health Organization* 2004;82:858-866.

* Mollica RF, Cardozo BL, Osofsky HJ, Raphael B, Ager A, Salama P. Mental health in complex emergencies. *Lancet* 2004; 364: 2058–67.

* Vijayakumar L John S, Pirkis J, Whiteford H. Suicide in Developing Countries (2) Risk Factors. *Crisis* 2005; Vol. 26(3):112–119.

* Oye Gureje O, Lasebikan VO. Use of mental health services in a developing country Results from the Nigerian survey of mental health and well-being. *Soc Psychiatry Psychiatr Epidemiol* (2006) 41: 44–49.

Baker-Henningham H, Powell C, Walker S, Grantham-McGregor S. The effect of early stimulation on maternal depression: a cluster randomised controlled trial. *Arch Dis Child* 2005;90:1230–1234.

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April 7 Environmental Health

* Patz JA, Campbell-Lendrum D, Holloway T, Foley JA. Impact of regional climate change on human health. *Nature* 438:310-317, 17 November 2005.

Clarke EEK, Levy LS, spurgeon A, Calvert A. The problems associated with pesticide use by irrigation workers in Ghana. *Occup. Mod.* 1997;47:301-308.

* Ezzati M, Kammen DM. The Health Impacts of Exposure to Indoor Air Pollution from Solid Fuels in Developing Countries: Knowledge, Gaps, and Data Needs *Environ Health Perspect* 2002;110:1057–1068.

Emmelin A, Wall S. Indoor Air Pollution A Poverty-Related Cause of Mortality Among the Children of the World. *Chest* 132(5), November 2007.

URL:

<http://www.mdconsult.com/das/journal/view/0/N/20148580?ja=618793&PAGE=1.html&issn=0012-3692&source=>

April 14 Complex Emergencies and Corporate Responsibility

* Porter ME, Kramer MR. The Link Between Competitive Advantage and Corporate Social Responsibility. *Harvard Business Review* 78-92, December 2006.

* Prieto-Carron M, Lund-Thomsen P, Chan A, Muro A, Bhushan C. Critical perspectives on CSR and development: what we know, what we don't know, and what we need to know *International Affairs* 82: 5 (2006) 977–987.

* Salama P, Spiegel P, Talley L, Waldman R. Lessons learned from complex emergencies over past decade *Lancet* 2004; 364: 1801–13

Women's Commission for Refugee Women and Children Finding Trees in the Desert: Firewood collection and alternatives in Darfur. March 2006

April 21 The Design of Health Systems, Management and Planning for Public Health

TBD

April 28 Health and the Economy, Global Cooperation in International Public Health

TBD

May 5 Globalization and Health

TBD