CPH 533: GLOBAL HEALTH

COURSE SYLLABUS - SPRING 2016

TIME: Monday, 9:00am-11:50AM

LOCATION: Roy Drachman Hall, Room A116

INSTRUCTOR: John E. Ehiri, PhD, MPH, MSc (Econ)
Professor of Public Health
Chair, Department of Health Promotion Sciences

CONTACT: 520 626 1355
jehiri@email.arizona.edu
Drachman Hall (2nd Floor), Suite A256

OFFICE HOURS: By appointment through Lourdes Heslep
Administrative Assistant, Department of Health Promotion Sciences
heslepl@email.arizona.edu
Tel: 520-626-6317 (Lourdes works from 10AM to 2PM – Mon-Fri)

PREREQUISITES: Graduate student status or permission of instructor.

D2L SITE: http://d2l.arizona.edu/

CATALOG DESCRIPTION: This course examines major global health challenges, programs and policies. You will be introduced to the world’s vast diversity of determinants of health and disease. You will analyze current and emerging global health priorities, including emerging infectious diseases, poverty, conflicts and emergencies, health inequity, health systems reforms, and major global initiatives for disease prevention and health promotion.

COURSE OVERVIEW: Global health is an area for study, research, and practice that places priority on improving health and achieving health equity for all people worldwide. It is defined in the Institute of Medicine’s Report, “America’s Vital Interest in Global Health” as health problems, issues and concerns that transcend national boundaries, and which may be influenced by circumstances or experiences in other countries, and

http://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736%2809%2960332-9.pdf
are best addressed by cooperative actions and solutions.\textsuperscript{2} These definitions reflect a closely linked world, where the globalization of commerce, communications and travel bring an immediacy that magnifies our opportunities and our problems. For human health, connectedness of knowledge and technology can obviously support surveillance, treatment, and prevention. However, rapid movement of people – some of whom are ill with an infectious disease, movement of food that can be contaminated, water and air that can be polluted, toxic substances, and even terrorism across national borders, bring increased health risks. Global health also relates to both intrinsic factors, such as genetics, behavior, and exposure to infections, as well as extrinsic factors, such as poverty, trade, and environmental degradation.

In this course, you will be introduced to the world’s vast diversity of determinants of health and disease. You will have an opportunity to critically appraise health systems in different parts of the world. You will analyze current and emerging global health priorities, including infectious diseases, poverty, conflicts and emergencies, health inequity, principles and impact of health systems reforms, and major global initiatives for disease prevention and health promotion. You are reminded that no one person, agency, or organization holds absolute knowledge of the best strategies to solve global health problems. Thus, a primary goal of this course is to help you to develop skills in critical thinking and problem solving in relation to global health issues. “Critical thinking involves determining the meaning and significance of what is observed or expressed, or, concerning a given inference or argument, and determining whether there is adequate justification to accept the conclusion as true. It is the questioning with an open mind, of any belief, and coming to an unbiased conclusion supported by evidence and scrutinized assumptions.”\textsuperscript{3}

\textbf{COURSE COMPETENCIES:} This course addresses global health competencies of the Association of Schools and Programs of Public Health (ASPPH) for Graduates of

\textsuperscript{2}Institute of Medicine. American Vital Interest in Global health: Protecting our people, enhancing our economy, and advancing our international interests. Washington DC: National Academy Press. 1997 [Cited: January 11, 2016]. Available at: \url{http://www.nap.edu/read/5717/chapter/1#ii}

\textsuperscript{3}Herman RL. Letter from the Editor-in-Chief: What is critical thinking? Journal of Effective Teaching, 2010; 10(2), 1-3. [Cited: January 11, 2016]. Available at: \url{http://uncw.edu/cte/et/articles/Vol10_2/Editor.pdf}

<table>
<thead>
<tr>
<th>Code #</th>
<th>Description</th>
<th>Assessed through......</th>
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<tbody>
<tr>
<td>1.2</td>
<td>Identify methods for assuring health program sustainability.</td>
<td>Critical reflection papers, and group debate, and population health assignment.</td>
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<td>1.4</td>
<td>Develop strategies that strengthen community capabilities for overcoming barriers to health and well-being.</td>
<td>Critical reflection papers, group debate, and population health assignment.</td>
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<td>2.6</td>
<td>Exhibit interpersonal communication skills that demonstrate respect for other perspectives and cultures.</td>
<td>Group debate, critical reflection paper, and population health assignment.</td>
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<td>4.3</td>
<td>Critique policies with respect to impact on health equity and social justice.</td>
<td>Critical reflection papers, group debate, population health assignment, PLL &amp; portfolio</td>
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<td>4.4</td>
<td>Analyze distribution of resources to meet the health needs of marginalized and vulnerable groups.</td>
<td>Critical reflection papers, population health assignment, group debate, PLL &amp; portfolio</td>
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<tr>
<td>6.1</td>
<td>Describe the roles and relationships of the entities influencing global health.</td>
<td>Critical reflection papers, group debate, PLL &amp; portfolio</td>
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<tr>
<td>6.2</td>
<td>Analyze the impact of transnational movements on population health.</td>
<td>Critical reflection papers, group debate, PLL &amp; portfolio</td>
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<tr>
<td>7.4</td>
<td>Conduct comparative analyses of health systems.</td>
<td>Critical reflection papers, population</td>
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health assignment & group debate.

**COURSE FORMAT:** The material for this course is presented in lecture/discussion format and may include videos, guest speakers, case studies, in-class presentations, and debates. **Course participants are expected to read the required readings prior to the assigned class time and be prepared to discuss and integrate the information.**

**REQUIRED TEXT:** There is no required textbook for this course. The instructor has selected required readings that are placed under “Content” on the D2L course website.

**RECOMMENDED READINGS**


COURSE EVALUATION

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tr>
<td></td>
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<tr>
<td>Assignment</td>
<td>Points</td>
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<tr>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td>Course entry assignments</td>
<td>50</td>
</tr>
<tr>
<td>Critical reflection papers (two, 2-page submissions)</td>
<td>200</td>
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<tr>
<td>Group work on population health analysis</td>
<td>100</td>
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<td>Group debate</td>
<td>100</td>
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<td>Professional learning log</td>
<td>600</td>
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<tr>
<td>End of course portfolio</td>
<td>100</td>
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<td><strong>Total</strong></td>
<td><strong>1,150</strong></td>
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**GRADING SCALE**

A = ≥ 90%
B = 80%-89%
C = 70%-79%
D = 60%-69%
E = ≤ 60%

**COURSE ENTRY ASSIGNMENT: (Part 1):** Submit before Friday, January the 30th: (1) a document to the Drop-box that identifies any errors and/or inconsistencies you found in the syllabus; (2) a statement of what you hope to gain from this class, and (3) any questions you may have regarding the course in general.

**COURSE ENTRY ASSIGNMENT: (Part 2):** Introduce yourself to the class on D2L via the “Class Introduction” forum by Friday, January 30th. Include a resume, CV, or other relevant information about you and your work that you would like to share with the class.

**CRITICAL REFLECTION PAPERS:** For the reflection papers, you should select any of the **required reading articles** posted for the week in which a critical reflection paper is due and provide your critical reflection on your chosen article. As noted earlier in this syllabus, critical thinking involves determining the meaning and significance of what is observed or expressed, or, concerning a given inference or argument, and determining whether there is adequate justification to accept the conclusion as true. “It is the questioning with an open mind, of any belief, and coming to an unbiased conclusion supported by evidence and scrutinized assumptions”.

Texas A&M University has developed a useful guide for writing critical reflection papers. We will follow this guideline in this class. See here for the link: [http://writingcenter.tamu.edu/Students/Handouts-Guides/Guides-%28What-Are-You-Writing-%29/Academic-Writing/Critical-Reflection](http://writingcenter.tamu.edu/Students/Handouts-Guides/Guides-%28What-Are-You-Writing-%29/Academic-Writing/Critical-Reflection). Presenting your own ideas and philosophies about what you read, and offering alternative explanations and suggestions constitute the most important component of a good critical reflection paper. You are allowed to cite other published sources as a way
of supporting the theses of your critical reflection. You should aim to cite not less than five relevant, peer-reviewed sources in support of the arguments presented in your critical reflection. All references must be cited in the APA format: https://owl.english.purdue.edu/owl/resource/560/01/. Each reflection paper should be a maximum of two single-spaced pages, Font Size, Arial 11 (excluding list of references).

GROUP DEBATE: You will plan and participate in one graded debate. This will be based on Herman Khan’s four views of earth centered perspectives. The objective of this debate is to expose you to some of the ideological positions that help to shape global health policy and practice. Detailed instructions on these debates are posted on D2L.

GROUP WORK ON POPULATION HEALTH: The objective of this exercise is to provide you with skills in analyzing population health issues, using available data. Population health refers to 'health outcomes of a group of individuals, including the distribution of such outcomes within the group.' These populations are often geographic regions, such as nations or communities, but they can also be other groups, such as employees, ethnic groups, people with disabilities, or prisoners' (Kindig and Stoddart, 2003: 3814). ‘The field of population health includes health outcomes, patterns of health determinants, and policies and interventions that link these two’ (Kindig and Stoddart, 2003: 3804). Some of the most important achievements in the field of public health have relied on the insightful analysis of public health data to determine who is at risk of disease, what exposures increase the risk of disease and what can be done to prevent or mitigate the impact of disease. In this assignment, epidemiological data will be your focus. You will critically analyze current tools and resources for gathering data on population health. This group activity requires you to access the Institute for Health Metrics and Evaluation website to research and discuss premature death trends.

Assignment Instruction: In 2007, the Institute for Health Metrics and Evaluation website was launched to provide objective public health evidence to policymakers and public health professionals. In this Group Activity, you will access the database on this website in order to research and discuss with your colleagues, premature death trends.

To complete this assignment:

- Go to the Institute for Health Metrics and Evaluation Global Burden of Disease database (http://www.healthmetricsandevaluation.org/gbd/country-profiles) and identify three main causes of premature death in 1990 in one country in your World Bank Region.
- Additionally, identify which of the three causes of premature death led to the largest number of years of life lost (YLL) in 1990. Research which three causes of premature death led to the largest number of years of life lost (YLL) in 2010. Analyze and discuss any trends that you have identified in the 1990 and 2010

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data sets. See here for information on the meaning of YLL: http://www.who.int/whosis/whostat2006YearsOfLifeLost.pdf.

- Look up data for two neighboring countries. What do these two countries have in common with your country, especially in relation to the health system and socioeconomic development? Using a table, present the percent change in the same three conditions between 1990 and 2010. Discuss how these trends compare with the trend in your country. Suggest potential reasons for the differences or similarities in the rate of change for the conditions between 1990 and 2010 in all three countries.
- Identify the potential biases or issues within the data that could confound comparisons. Explain your reasoning.
- Provide references to all sources in APA Referencing Style: https://owl.english.purdue.edu/owl/resource/560/10/.
- Each group will present a power-point summary of their findings (not more than 10 slides) to the class on the due date stipulated in this syllabus, and will submit a written report (not more than 5 single-spaced pages, excluding list of references (font size, Arial 11) to the designated drop-box by 11:59PM on the same day.

PROFESSIONAL LEARNING LOGS: You are required to prepare a Professional Learning Log (PLL) for the weeks designated in the syllabus and on D2L drop-box. A total of six PLLs are required for the entire course. PLL is a graded journal that is meant to help you reflect on your learning in relation to the course content as well as your evolving perspectives about the role of the global health practitioner and your potential future within the field. Your PLL should integrate learning from the assigned readings, lectures, and your independent research. Each PLL should identify the following:

- The global health topic/theme under discussion.
- Your take-home message regarding the topic/theme (as it relates to global health policy, program, and practice).
- Any underlying political, ideological, and/or theoretical assumptions that underpin the topic/theme.
- One case study example that illustrates your understanding of the topic/theme in the context of global health policy, program or practice.
- Two to three evidence-based policy recommendations related to the topic/theme.
- Evidence of additional research through citations outside of assigned class readings.
- Maximum of 2 single-spaced pages, excluding tables list of references.

END OF COURSE PORTFOLIO: Your end of course portfolio will include an executive summary of no more than one single-spaced page, and your cumulative PLL for the entire semester presented in an integrated format that summarizes your overall learning experience throughout the course (total page limit for the portfolio is 15 single-spaced pages, excluding list of references). Your portfolio will draw on weekly PLL entries in providing a critically reflective overview of your learning and its significance to global health practice throughout the course. Rather than present disparate PLL documents, you are required to organize your portfolio in such a manner that portrays a coherent
learning experience. One suggestion is to present your global health learning experience in the context of the socioecological model in which you document your experience of global health issues in the context of factors that operate at the intrapersonal, interpersonal, institutional, community, and policy levels: 
https://www.acha.org/HealthyCampus/Implement/Ecological_Model/HealthyCampus/Ecological_Model.aspx?hkey=f5defc87-662e-4373-8402-baf78d569c78

FINAL WRITTEN EXAMINATION: There is no final exam for this course.

SUBMISSION OF ASSIGNMENTS: Each assignment will be submitted in word document format only. Please do not submit your paper as a PDF file. Assignments submitted in PDF format will not be graded. Assignments are to be submitted to the designated drop-box on the D2L course platform http://d2l.arizona.edu before 11:59pm on the due date. To avoid confusion and to ensure that your assignments will be graded, please save your assignment with your first and last name (e.g., “MikeMoore.doc”). The instructor will not grade any assignment that does not follow this instruction. It is your responsibility to ensure that the instructor receives your assignments by the due date. Problems with email or D2L will not be accepted as sufficient reason for late or non-submission of required assignments.

POLICY ON LATE ASSIGNMENTS: It is essential that assignments are submitted by the time and date specified. In extenuating circumstances, the instructor may agree to accept a late assignment. Such arrangements must be made with the instructor in advance. Late assignments will be penalized by deduction of two percent of the total points for each day the assignment is late.

CLASS ATTENDANCE: Regular class attendance is mandatory for this course. The instructor will record attendance at the beginning of each class. There may be times when you are unable to attend class for some unavoidable reasons. You can miss up to three classes over the entire semester without incurring any penalty. After the third absence, the instructor will deduct 50 points from your final grade as penalty for insufficient class attendance. Please note that this is a non-negotiable rule for this course. You may choose not to take this course this semester if you anticipate the need to miss more than three classes.

CLASSROOM ETIQUETTE: 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.

**ELECTRONIC DEVICE USE VIOLATION:** Use of cellular phones in the class is not permitted. You will receive a .5% deduction from your overall course grade for each time your cellular phone rings during a classroom activity (including lectures, video presentations, or discussions).

**DISABILITY ACCOMMODATION:** If you anticipate issues related to the format or requirements of this course, please let me know. 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 register 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/2009-10/policies/disability.htm](http://catalog.arizona.edu/2009-10/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://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity).

**PLAGIARISM:** Please note that all posted assignments will be screened for plagiarism by Turnitin on D2L. 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.

**REFERENCES:** are very important and must be complete and accurate. All literature referred to must be listed at the end of your proposal or other work submitted for grading. References should be listed in a consistent form and style, and must contain sufficient information to enable the reader to identify and retrieve them.

**GRIEVANCE POLICY:** Should a student feel that 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 found at: [http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy](http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy)
GRADE APPEAL POLICY: [http://catalog.arizona.edu/2009-10/policies/gradappeal.htm](http://catalog.arizona.edu/2009-10/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 notice as deemed appropriate.

UA SMOKING AND TOBACCO POLICY: The University's "Smoking and Tobacco Policy" is designed to promote the health and wellness of all members of the University community, including visitors to campus, and it will prohibit the use of tobacco- and nicotine-containing products on property owned or controlled by the UA. This includes the main campus, the Arizona Health Sciences Center, the Phoenix Biomedical Campus, UA South, all satellite campuses, University vehicles, and any property leased by the UA. Smoking cessation aids, such as nicotine gum, patches, and nasal sprays, will be permitted, but all other forms of tobacco or nicotine - including pipes, cigars, cigarettes and e-cigarettes, all types of smokeless tobacco, and water pipes - will be prohibited. The latest version of the policy is available at: [http://policy.arizona.edu/sites/default/files/Tobacco-Free.pdf](http://policy.arizona.edu/sites/default/files/Tobacco-Free.pdf)
# WEEKLY SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Jan 25</td>
<td>1</td>
<td>Defining health - Social Determinants of Health</td>
<td>entry assignment</td>
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<tr>
<td>Feb 1</td>
<td>2</td>
<td>Historical Perspectives on Global Health</td>
<td>PLL</td>
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<tr>
<td>Feb 8</td>
<td>3</td>
<td>The Politics of Global Health: Key Actors</td>
<td>Paper 1</td>
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<td>Feb 15</td>
<td>4</td>
<td>Globalization &amp; Health</td>
<td>PLL</td>
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<tr>
<td>Feb 22</td>
<td>5</td>
<td>Water &amp; Sanitation</td>
<td>PLL</td>
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<tr>
<td>Feb 29</td>
<td>6</td>
<td>Nutrition &amp; Global Health</td>
<td>PLL</td>
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<td>Mar 7</td>
<td>7</td>
<td>Gender and Health</td>
<td>Paper 2</td>
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<tr>
<td>Mar 14</td>
<td>8</td>
<td>Spring Break – No Class</td>
<td>PLL</td>
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<tr>
<td>Mar 21</td>
<td>9</td>
<td>The Health System - Primary HealthCare</td>
<td>PLL</td>
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<tr>
<td>Mar 28</td>
<td>10</td>
<td>Infectious Diseases and Global Health: Malaria</td>
<td>PLL</td>
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<tr>
<td>Apr 4</td>
<td>11</td>
<td>Infectious Diseases and Global Health: HIV/AIDS</td>
<td>Population health</td>
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<tr>
<td>Apr 11</td>
<td>12</td>
<td>Global Burden of TB and Implications for the Health System</td>
<td>PLL</td>
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<tr>
<td>Apr 18</td>
<td>13</td>
<td>Neglected Tropical Diseases</td>
<td>PLL</td>
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<tr>
<td>Apr 25</td>
<td>15</td>
<td>Conflicts and Emergencies</td>
<td>PLL</td>
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<tr>
<td>May 2</td>
<td>16</td>
<td>Group Debate</td>
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USEFUL WEB SITES

American International Health Alliance http://www.aiha.com/en/

American Public Health Association, International Health Section http://www.apha-ih.org/

ASPH Fellowship: http://fellowships.asph.org/apply/index.cfm

Center for Development and Population Activities (CEDPA) http://www.cedpa.org/

Centers for Disease Control and Prevention (CDC) http://www.cdc.gov/

Care http://www.care.org/

Doctors of the World http://www.doctoroftheworld.org/

EngenderHealth http://www.engenderhealth.org/

Family Health International (FHI) http://www.fhi.org/

Fulbright-Clinton Fellowship: http://eca.state.gov/fulbright

Global Health Corps: http://ghcorps.org/fellows/apply/


Health and Child Survival Fellows Program http://jhuhcsfp.org/

HIV Twinning Center http://www.twinningagainstaids.org/

International Labor Organization http://www.ilo.org/

IPAS http://www.ipas.org/

John Snow Institute http://www.jsi.com/home.html


Management Sciences for Health http://www.msh.org/
March of Dimes  http://www.marchofdimes.com/professionals/871_1398.asp

Office of Global Health, Centers for Disease Control (CDC)  http://www.cdc.gov/ogh/

Pan American Health Organization (PAHO)  http://www.paho.org/

Pathfinder International  http://www.pathfind.org/site/PageServer

Project Hope  http://www.projecthope.org/

Public Health Institute:  http://www.phi.org/

Save the Children Fund  http://www.savethechildren.org/


The Communication Initiative  http://www.comminit.com/vacancies.html

United States Agency for International Development (USAID)  http://www.usaid.gov/

UNICEF  http://www.unicef.org/


United Nations Development Program (UNDP)  http://www.undp.org/

United Nations Volunteer Program  http://www.unv.org/

White House fellowships:  http://www.whitehouse.gov/about/fellows/2014-2015-applications


World Health Organization  http://www.who.int

World Health Organization – Regional Offices  http://www.who.int/about/regions/en/