Mel and Enid Zuckerman College of Public Health
University of Arizona

SYLLABUS

CPH 433: Global Health, Course Syllabus - Fall 2012

Time & Location:  Friday, 9:00am – 11:50am in Roy Drachman Hall, Room A120

Instructor:  Karen A. Heckert, PhD, MPH, MSW
Health Promotion Sciences Division & Global Health Institute
kheckert@email.arizona.edu

Telephone:  (520)-626-3877 (office), Office A218 – 2nd Floor Drachman Hall

Office Hours:  Dr KA Heckert  Thursdays 10:30-12:00pm
(Students are requested to email the instructor to make an appointment.)

Preceptor:  Aman Kaur – available via email for syllabus related questions only –
akaur1@email.arizona.edu

Prerequisites:  CPH 300, CPH 309, CPH 350 (at least 1 required course PLUS a 2nd course highly recommended)

Public Health, Series Editor: Richard Riegelman, Jones & Bartlett Publishers, Available
at the UA Bookstore or on Amazon

Other Required readings:  Peer reviewed journal publications & documents from Global
Health organizations such as the World Health Organization are posted on D2L for each
weekly reading assignment.  http://d2l.arizona.edu/  Other required readings may be
shared in class or posted on D2L.

Other readings:  Supplemental readings: Additional readings are posted on D2L and labeled
‘supplemental’.

Course Format:
The course will be presented in lecture and discussion format, this includes guest lecturers, selected videos,
case studies and small group activities. Students are expected to read all assigned Chapters in Skolnick’s Global
Health101 and the other required readings listed on D2L prior to the assigned class session.
Students should be prepared to thoughtfully discuss the content in class and during the graded Regional Group
Work sessions. ALL class assignments are based on information from the Skolnick chapters, the other required
readings in D2L, the power point presentations by the Instructor and Guest Lecturers, student presentations,
video selections, and the Regional Group Work exercises.  Please NOTE: Students are required to read D2L
‘news’. The instructor will post weekly information on D2L ‘news’ and often more than once/week. It is
every student’s responsibility to read D2L ‘news’ regularly. If students do NOT read D2L ‘news’ they will miss important announcements that will affect their grades.

Course Description:
This course introduces and examines major health & health-related challenges of developing, resource-constrained and emerging nations, and how individual countries and global health partners are finding solutions to address these challenges. Students will study and analyze a variety of health priorities among different populations, cultural settings and health systems in relation to global health goals and partnerships. Global health as an area of study has grown tremendously in recent years. Formerly the primary focus in international health of industrialized nations was to assist ‘poor’ countries address their health care challenges. Today, there is a new range of global health threats and challenges with implications far beyond national boundaries. As advances in medicine and public health increase life expectancy in countries throughout the world, all populations increasingly share common risks of heart disease, diabetes, cancers, mental and neurological illness in addition to emerging and re-emerging infectious diseases. The recent terminology “global health” has emerged to replace the previously more common term “international health”. Global Health reflects the notion of shared health problems as well as shared health solutions. Indeed, issues of global health are interconnected with the most demanding cultural, socio-economic, physical and biological stressors of our time. These issues lie at the nexus of achieving and sustaining social, human and economic development, and health equity requiring the best of interdisciplinary, multidisciplinary and trans-disciplinary methods along with vigilance in cultural competence.

Mel & Enid Zuckerman College of Public Health MPH Competencies:
This course addresses the discipline-specific competencies of the Association of Schools of Public Health (ASPH) for the following interdisciplinary/cross-cutting domains: diversity and culture, professionalism, program planning, and systems thinking. This course also addresses a number of new global health competencies that are currently being considered by ASPH, including Capacity Strengthening, Collaborating and Partnering, Ethical Reasoning and Professional Practice, Health Equity and Social Justice, Program Management, Socio-cultural and Political Awareness and Strategic Analysis http://ssph.fiu.edu/docs/DomainsandCompetenciesOnly.pdf

Analytical Skills
- Defines a problem.
- Determines appropriate uses and limitations of data.
- Understands basic research designs used in public health.

Communication Skills
- Interpreting and presenting accurately and effectively demographic, statistical and scientific information for professional and lay audiences and translating public health concepts to lay individuals and communities.
- Leading and participating in groups to address specific issues, including ability to work in teams, span organizational boundaries, and cross systems.

Policy Development/Program Planning Skills
- Assess and interpret information to develop relevant policy options.
- Developing mechanisms for monitoring & evaluating programs for effectiveness and quality.

Cultural Skills
- Interacting competently, respectively, and professionally with persons from diverse backgrounds.
- Identifying and examining the role of cultural, social, ethnic, religious, spiritual, and behavioral factors in determining disease prevention health promoting behavior, and health service organizational and delivery.
- Developing and adapting approaches to public health problems that take into account cultural differences.

Basic Public Health Science Skills
- Defining, assessing, and understanding the health status of population, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services.

BSPH Major in Public Health competencies (CPH433 addresses 9 of the 15 core competencies):
1. Describe the historical development of public health systems and their role in society.
2. Use epidemiological principles to describe and analyze causes of disease and illness.
3. Appropriately incorporate determinants of health (environmental, social, cultural, behavioral and biological) when studying the causation of disease and access to health services.
4. Provide a biological description for the major causes of communicable diseases and their pathology.
5. Provide an environmental description for the major causes of communicable and non-communicable diseases and their pathology.
6. Write appropriately for an entry level position in the field of public health.
7. Analyze how personal health, community health and sexuality are related.
8. Describe and compare health care issues between low-income, middle-income and high-income countries.
9. Identify individual and community behavioral health theories and their use in public health practice.

Course Objectives: Upon successful completion of this course students will be able to:
1. Present the history, trends and organization of global health.
2. Know the eight global MDGs and 15 global targets. Know assigned country MDGs & targets & progress.
3. Describe the social, political, economic factors and community development issues affecting population health and the delivery of & access to health care services in different parts of the world.
4. Identify the effects of gender, race, ethnicity and culture (and other social determinants) on beliefs, attitudes and behaviors related to health, access to health services & distribution of health resources.
5. Outline the basic demographic & epidemiologic tools used to assess the health situation and to determine health priorities.
6. Describe various health care systems and their impact on health in the developing world.
7. Determine the significance of the collection, utilization and dissemination of health information and data, including the importance of evaluation for effective planning, decision making and service delivery.
8. Discuss the factors that promote (and prevent) infection, parasitism and/or clinical disease.
9. List methods that ‘work’ for the control of disease vectors and those that ‘work’ for chronic disease.
10. Examine nutritional deficiencies and their resulting disease disorders.
11. List and describe methods used to assess child growth and development.
12. Demonstrate near-expert knowledge of 1 country’s population health, the country’s health system, and the country’s prospects for meeting (or exceeding) the Millennium Development Goals (MDGs).

Student Performance Expectations/Assignments ~ Point System:
Student learning will be assessed using several different performance outputs in an effort to accommodate variations in individual learning styles. In addition, all students may elect to earn up to extra points on the mid-term exam. The mid-term exam will be an in-class written examination. The ‘final assignment’ is a Country & Regional Portfolio with several different parts. Students are responsible for checking their points entered on D2L. Students have seven days after points for one-page papers, mid-term exam, etc. are entered to verify the correctness of points with the preceptor. After 7 days have passed, the points entered are considered final.

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>60</td>
<td>(1) Four 1-page Analysis Papers: 4 analysis papers (15 points each x 4 papers)</td>
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<td>15</td>
<td>(2) Class Presentations: 2 options; 1) 1 reading brief or 2) 1 analysis paper (15 points)</td>
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<td>30</td>
<td>(3) In-class Group Work: 5 group activities @ 4 students/group (2 points each individual &amp; 4 points each group = 6 total points) (5 x 6 points)</td>
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<td>60</td>
<td>(4) Pop Quizzes: 3 quizzes @ 20 points each (20 points x 3)</td>
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<td>80</td>
<td>(5) Midterm: 2 hours in class, multiple choice (on-line) &amp; short answer format (handwritten)</td>
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<td>55</td>
<td>(6) Final Assignment: Country &amp; Regional Portfolio (1.Country poster - 20 pts, 2. Regional Team ppt &amp; in-class presentation - 25 pts, 3. MSWord doc - 4 analysis papers 10 pts)</td>
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<tr>
<td>20</td>
<td>(7) Weekly Multiple Choice Questions &amp; Participation: 1 MCQ question x 10 class sessions (2 pts x 10)</td>
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<tr>
<td>320</td>
<td>Total:</td>
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<td>Grades:</td>
<td>A ≥ 90%; B 80%-89%; C 70%-79%; D 60%-69%; E ≤ 60%</td>
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Class Participation - Class participation is an important part of learning in this course. Several techniques will be utilized to help facilitate interaction and participation such as open discussion, ‘think/write-pair-share’ exercises, small group work, and class presentations often organized according to country & regional groupings. Each student will select 1 country to learn and write about in depth by the end of the semester. The class will be organized into regional groups that align with the World Banks designated geographic regions for working in small groups on assigned class activities, 5 of which will be turned into the Drop boxes and graded. The small group work activities will provide an opportunity for each student to share her/his increasing expertise in her/his respective country (2 points) and enable students to cooperate together in the learning process (4 points).

Class Attendance - All students are required to attend all scheduled classes – the entire class session. Students with more than 1 excused or unexcused absence will be penalized with a reduction of five percentage points from their final grade for each additional absence. (Example: Final grade earned is 90. If the student has 1 unexcused absence, the grade changes; 90 (A) - 4.5 (5%) = 85.5 (B). In other words, a student could lose an entire letter grade! We do not want this to happen and neither do you! Students who are not in class and miss a pop quiz or miss in-class group activity or who do not submit their analysis paper because she/he is absent will not receive points for these performance outputs, (UNLESS the student submits advance notice AND the analysis paper directly to the instructor (with cc: to the preceptor) AT LEAST 1 FULL DAY PRIOR TO the anticipated missed class). Nor will the student receive points for the weekly question for the class session missed without an excused absence. Attendance will be verified each week and posted on the student grade links on D2L. Students risk missing critical information if they arrive late or leave early from class.

Student Performance Expectations/Assignments: (7 different types of assignments)

1. Analysis Papers - 4 analysis papers TOTAL (3 one-page analysis papers according to the rubric below. Students will select 3 topics from among 10 topics)

   The 1st analysis paper is due Week 2 for ALL students. The 2nd analysis paper due on Week 2 is a TWO page paper. The 1st page provides an overview of the country’s key social, economic, political, demographic factors and a summary of the country’s health system. The 2nd page should follow the analysis paper rubric instructions below for the Analysis Papers.

   During the 1st class session each student will select ONE country. Each student will become an ‘expert’ in his/her country throughout the semester as they write their analysis papers for each country. Students will select THREE (3) analysis paper topics from among the 10 weekly topics available (see the class schedule below and the KEY – you will see AP1-10 listed in the RIGHT column) The THREE analysis papers are 1-page papers. All papers must be submitted to the Drop box on D2L BY NO LATER THAN 9AM of the specific due date and class session. Up to five full points will be deducted from papers not submitted before the start of class.

   The grading rubric for the three 1-PAGE Analysis Papers is below. Each paper should be typed with ½ inch margins, double spaced or 1 ½ spaced lines and 11 or 12 point font with NO spelling or grammatical errors. This format typically averages 300 words per page. Writing should be concise, direct and to the point, include real (non-hypothetical) information and always relate the topic and summary to the chosen country. Samples will be posted on D2L. Remember, it is often more difficult to write a strong 1-page paper than to write a strong 5 page paper. Students may schedule a meeting with the instructor during her office hours to review a printed DRAFT of their analysis paper for feedback & suggestions, BEFORE submission.

   Analysis Paper Grading Rubric: 4 papers @ 15 points each = 60 points
   • Summary of main point (3 pts) – Select and read AT LEAST ONE required reading for the specific week and summarize the main points of the reading, preferably synthesizing key points from MORE THAN ONE required reading. (Skolnick chapters can be cited IN ADDITION to one peer reviewed required reading)
   • Country-specific analysis (3 pts) - Search, analyze & briefly present information from other academic source(s) about your country relevant to the class session’s topic and relative to the status
of the appropriate MDGs (e.g. peer reviewed journal articles, required readings from other class sessions, grey documents and/or website for prominent global health organization).

- **Viable interventions/solutions to achieve improvement (3 pts)** - Identify workable interventions and/or solutions from the readings that are being successfully applied in your country and/or other countries (or that should be) AND articulate your own thoughts about what can be done to make improvements based on your own analysis from your readings.

- **Conclusions: (3 pts)** - Write a brief summary of the current or anticipated effects of the intervention on the health problem. Offer concrete recommendations for the way forward, and/or make a future projection based on your analysis of the readings and the health problem.

- **Conventions: (3 pts)** – Cite at least 3 references, including the required reading being analyzed, at least one country-specific peer reviewed reference either from the required readings or another source and one current published document from a global health source (such as WHO, USAID, World Bank, UN organizations, International NGOs, etc. See websites at end of syllabus)

**ADDITIONAL NOTE**

- Spelling, punctuation, capitalization, grammar, paragraphing, and APA reference style
- (2 points) Use either MLA or APA, one or the other. Do not MIX the two different methods. Be consistent throughout the paper. Use a good mix of academically sound sources in addition to the required readings, (e.g. refereed journal articles, other reading from other class sessions, grey document or website from prominent global health organization)(CIA World Fact Book and Wikipedia are not typical academic sources). Use quotations appropriately. HOWEVER, since this is a short paper long paragraph quotations should definitely be avoided or points will be lost. Avoid copying from an online reference guide to eliminate the inevitable spelling errors. Note date retrieved for website references. (MLA and APA brief guides are posted on D2L under Week 1/Unit 1 with the reading.)

(2) **Class Presentations** - 1 presentation with power point @ 15 points (2 students/week) = 15 points
Every student will prepare & present a 5-minute power point & presentation based on ONE of the 4 analysis papers. Students will sign up on the 1st day of class, August 24. Two students will present each week starting Week 2, Aug 31st.

The 5 slide PowerPoint presentations will be based on ONE Analysis Paper selected by the student. The class presentation will summarize a required reading for the analysis paper selected and follow the same grading rubric as ONE of the 1-page Analysis Papers. SEE ANALYSIS PAPER Grading Rubric above. Remember, the analysis papers all include country-specific information. The class presentation should include even more country information. Select ONE of the 4 analysis papers for your class presentation AND ADD 1 more peer reviewed article on your country (e.g. cite at least 2 peer reviewed articles on your country when you prepare your power point and present) IN ADDITION to the one required reading you have selected for your analysis paper.

(3) **In-class Group Work** – (5 group work sessions x 6 points each – 2 points for individual effort & contribution and 4 points for team collaboration and final product)
There are 5 group work sessions throughout the semester that will be graded. Five groups will be formed at the beginning of the semester according to the 5 World Bank regions of the world. These regional groups will become experts in the countries in their regions as well as experts in regional issues and solutions. Other class sessions may also feature group work which will not be graded. The group work instructions will be posted on D2L for the respective week. Students are required to read the group work instructions and prepare material BEFORE class to maximize the educational benefit of the group exercises during the five 45 minute group work sessions. Each student will receive up to 2 points for individual effort and contribution and up to 4 points for collaboration with the group as a regional team.

(4) **Pop Quizzes** – (3 quizzes x 20 points = 60 points total)
As long as students read the Skolnick chapters and other required readings before class each week, prepare the group work assignments before class, begin to learn about their assigned country and review the power point presentations by the instructor and the guest lecturers, students will be prepared for the quizzes.

(5) **Mid-term Examination** - (20 multiple choice questions @ 3 points/each (60 points) + 4 short answer questions x 5 points/each (20 points) = 80 points total)
The midterm exam is worth 80 points. The exam consists of multiple choice (on-line in class) and short answer questions (hand-written in class). There will be no make-up examinations without a valid excuse pre-approved by the instructor at least two full weeks prior to the midterm scheduled for Oct 19. A
'valid' excuse is documented illness and/or hospitalization. If illness or hospitalization occurs documentation must be submitted to the instructor before or immediately upon the student's return to class. (The end of the semester is too late.) Having another event scheduled the same time as this course exam is not a valid excuse. An examination will be rescheduled at the instructor's discretion if a make-up is absolutely required. This will be a different exam than the one given to the rest of the class.

(6) Final Assignment: Country & Regional Portfolio (3 parts) – (MSWord file 10 points) + (Country Poster 20 points) + (Regional power point 25 points) = 50 points

Over the course of the semester each student will strive to become an ‘expert’ in TWO countries in different regions and with different levels of development. ONE of these countries will be selected by the student for the FINAL project, the Country Portfolio. This means each student will become very knowledgeable of his/her country's health status, the country's progress achieving the country MDGs and the global Millennium Development Goals (MDGs), and be well-informed about the health programs and global issues that affect the country's population health and well-being. The Country Portfolio or Poster, worth 50 points, will contain current health data, economic data, political data, examples of public health programs that are currently implemented in the country, current events, photographs, cultural materials, maps, country priorities most of which will come directly from the 4-one-page papers AND the class presentation. (sample posters provided in D2L)

The Country Portfolio, which includes 3 parts, is worth 55 total points. The Country Poster is due to the Drop Box by 12/noon on Thursday, Dec 6 for printing before the competition. Students are requested to submit the other two files for their final Country Portfolio to the Drop Box by 11:59pm Saturday, Dec 8. THREE files;

1) 1 MSWord file containing 4 one-page Analysis Papers & 1 presentation, HIGHLIGHTING all country-specific text in YELLOW & corrections to 1 paper.
2) 1 ppt file containing the Regional Power Point (prepared by the 4 members of the regional team – ONE student from the TEAM must submit the TEAM power point to the Drop Box. The PPT must have ALL students’ names on the TITLE slide.
3) 1 Country Poster in power point format. The COUNTRY POSTER is due to the Drop Box by 12/NOON on Thursday, Dec 6.

10 points - MSWord file with 4 one-page papers & class presentation. HIGHLIGHT country-specific text in yellow. Select ONE paper to rewrite to regain points. Highlight this paper with RED label, “Rewritten Paper”

25 points – Regional Team Power Point – This power point presentation (up to 8 slides) will be prepared by EACH REGIONAL TEAM. (4-5 students per regional team, 5 regional teams). The power point will; 1) provide a summary of key social, economic, political, demographic and/or other factors that characterize the region (6 points), 2) select 6 of the 12 global health topics covered in class (by Skolnick chapters) that are important for the region & summarize their current status, including specific information about viable solutions for overcoming the problem area, (8 points) and 3) overall regional status towards achieving the MDGs (8 pts) and 4) REFERENCE (3 pt) at least 1 required reading, 1 peer reviewed article, 2 country-related references. Each Regional Team will have up to 15 minutes to present their power point in class on Dec 7 following the Country Poster Competition. The final assessment will include peer assessment.

20 points – Country Portfolio Poster (power point format) - Imagine you are preparing your Country Portfolio Poster for presentation at an international conference!!! The poster should include; 1) a country overview, including socio-demographic highlights, 2) updates for at least 4 of the 12 course topics, 3) a country MDG table showing ‘baseline’ data (from 2000 or country baseline date), MDG targets & indicators for the country established when the MDGs were launched in 2000, country progress as of 2010 and country projections for MDG achievement by 2015 based on readings and analysis. The MDG table should also include explanatory commentary and 4) any other country specific content to help the viewer get to know the country. Two sample ‘posters’ appear in the power point instructions on slides 2 and 3. Students are encouraged to use these power point posters as a ‘template’. Samples from students in SP11 & SP12 are also in D2L and several printed samples are posted on the wall in the instructor's office. The Country Poster will be scored by Faculty and MPH student judges for: Presentation (5 pts), Content (10pts), Creativity (5 pts) at the Poster Competition.
Country Posters are due to the Country & Regional Portfolio Drop Box by NOON on Thurs. Dec 6 before the Poster Competition on Friday, Dec. 7. In preparation for the Country Poster competition on Friday, December 7, PLEASE print TWO copies of your poster in COLOR on card stock, size 8.5 x 14 inches. Students can have their poster printed at the main library or the Health Sciences Library 2 floor copy center for a small charge. ONE copy is for the student and ONE copy is for the instructor. PLEASE bring at least ONE copy to class on Friday, Dec 7 for the competition!!! Please email the instructor by Dec 4 if a student anticipates difficulty printing his/her poster. On Dec 7 class will begin at 9am as usual. Students will have 30 minutes to hang their posters and to review each others posters. At 9:30am the Judges will come to the class room. From (9:30am - 10:30am) the Country Posters will be displayed for the Country Poster Competition. Each student will stand by his/her poster while the faculty and MPH student judges review the posters, ask students questions and score each poster. The students with the top 5 posters will receive BONUS points.

(7) Multiple Choice Questions - (10 questions x 2 points = 20 points)
Within the first 5 minutes of every class session each student will compose one multiple choice or definition-based question on the reading material assigned for that day. (No TRUE/FALSE questions) For each question 4 or 5 possible answers should be provided. The correct answer should be clearly identified. Each question is worth up to 2 points; 0 points for no question or incorrect answer, 1 point for effort but not acceptable, 2 points for a question that is acceptable & not too easy. Students will begin to write & submit MDQs on Week 2, August 31st. These questions should NOT be specific to the students’ countries.

UNIVERSITY POLICIES:
Respectful Behavior & Classroom Etiquette & N-Etiquette: All classroom discussions and email communications should be respectful of other’s beliefs and experiences and allow everyone to have an opportunity to contribute. All students are expected to behave respectfully during class. If a student arrives late or must leave early, she/he should quietly take a seat near the door to minimize disruption. 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 The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines

Communications: Students are responsible for reading D2L ‘news’ regularly. The instructor will post ‘news’ items weekly and often daily! Information, updates, changes, news alerts about the course readings, key events, assignments and other course related topics will be communicated via D2L ‘news’. Students are requested to email the instructor with course related questions and to set up an appointment during the instructor’s office hours by emailing the instructor - kheckert@email.arizona.edu. The official UA communications policy is at: http://www.registrar.arizona.edu/emailpolicy.htm

Telephone and Computer Use: Students are requested to respect each other. Computers should never be ON during class EXCEPT during group work when/if the activity requires a computer. If a student feels there is a compelling reason to use the computer to take notes please send an email to the instructor to explain. If appropriate, the instructor will designate an area for these students to sit so the instructor and TAs can easily monitor laptop use. ALL cell phones should be entirely OFF. Any exception must be pre-approved by the instructor, for example in the case of students who are parents of young children. TEXT messaging will not be tolerated. Texting disrupts class and disturbs fellow students and the instructor. If a student is found to be texting, or on the computer during class, he/she will be invited to leave the class and will lose points for weekly questions & participation.

POLICY FOR LATE ASSIGNMENTS: It is essential that assignments be submitted on or before the time and date specified. ONLY in unforeseen and extenuating circumstances may the instructor agree to accept a late assignment. Such arrangements should be made in writing at least one week in advance of the deadline. Unexcused late assignments will be penalized by a deduction of 2% of the total points for each day the assignment is late.
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 and http://catalog.arizona.edu/policies/974/acacode.htm. The College of Public Health takes the Code very seriously. Dishonesty, cheating, computer fraud, clicker fraud and plagiarism will not be tolerated and hurts other students. Students who are aware of cheating or dishonesty are expected to report their suspicions so they can be appropriately addressed according to the Code of Academic Integrity. Students are reminded that all weekly papers are submitted to the drop box in D2L and are automatically screened by TURNITIN.com.

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 advisor, Assistant Dean for Student and Alumni Affairs, 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.

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

Disability Accommodation: If a student anticipates challenges related to the format or requirements of this course, the student is strongly encouraged to meet as soon as possible with the instructor to help facilitate course participation. If the student determines that formal, disability-related accommodations are necessary, it is very important that the student register with Disability Resources (621-3268; drc.arizona.edu) and notify the instructor of his/her eligibility for reasonable accommodations. Together the instructor and student 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

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

PLAGIARISM: Students are advised to read and understand the section of the Student Handbook concerning academic dishonesty. The minimum punishment in this course for cases of academic dishonesty will be zero points for an assignment. Plagiarism is the misappropriation of the work of others as one's own, whether found in print or electronic media. Plagiarism includes both the direct use and paraphrasing of the words, thoughts or concepts of another without giving proper attribution to the source of the information.

Accepted standards of attribution expected of all students in this College are as follows:

- A direct quotation must always be identified by quotation marks, indentation, and single spaces or use of reduced type/font size of the quoted material.
- A footnote or citation must be used to show the exact source of verbal and quantitative material.
- A quoted passage may range from a single word or phrase to an entire work.
- A paraphrase (the restatement of a text or portion of text for the purpose of simplifying, shortening or reinterpreting information) also requires an exact citation to or the acknowledgment of the original author.

Any paper submitted by a student for formal assessment during the course, must be written by the student in his/her own words, except for quotations from published and unpublished sources, which shall be clearly indicated and acknowledged as such. The incorporation of material from other works or a paraphrase of such material without acknowledgement will be treated as plagiarism, and so will the following:

- The verbatim copying of another person's work without acknowledgement.
- Paraphrasing of another person's work by simply changing a few words or altering the order of presentation, without acknowledgement.
- Quotation of phrases from another person's work without due acknowledgement.

The conscious collaboration, without official approval, between two or more students in the preparation, and production of work which is ultimately submitted for assessment by each student in an identical, or
substantially similar form, and/or is represented by each to be the product of his/her individual effort, is not permitted. No student is permitted to enter into unauthorized co-operation with another person in the preparation, and production of work that is presented for assessment as the student's individual work. Working together will not constitute a justification for submitting exactly the same or very similar work, unless in the case of group work where the instructor has specifically permitted submission of the same work by group members. Where the instructor(s) is/are convinced that plagiarism has taken place, he/she shall have the discretion to decide on what happens with respect to the assessment, and whether any marks are awarded at all to the assignment, depending on the gravity and extent of the plagiarism committed. If a student is unsure whether or not she/he is committing plagiarism, the best action is to cite the source(s).

References & appropriate citations are very important and must be complete and accurate. All literature referred to must be listed at the end of your assessed work. References should be listed in a consistent form and style, and must contain sufficient information to enable the reader to identify and retrieve them. There are different styles of citing sources and listing references. The Harvard (author and date) style is widely accepted in scholarly and scientific writings, and so is the Vancouver (numbering) style. Students may choose to use either of these styles. When a student selects the style or conventions the style selected should be used consistently throughout. Consult the instructor if unsure. For information on correct referencing procedures, please consult the following:


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<th>CPH 433 Fall12 - Global Health - Course Schedule – Karen A. Heckert, PhD, MPH, MSW</th>
<th>Instructor &amp; Guest Lecturers</th>
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<tr>
<td><strong>Week 1</strong>&lt;br&gt;Aug 24</td>
<td>Principles &amp; Goals of Global Health Measurement of Health &amp; Disease in Populations Millennium Development Goals <strong>Required Textbook Readings:</strong> Skolnik: Chapter 1, p. 3-15; Chapter 2, p. 17-43</td>
<td>Dr. KA Heckert Annabelle Nunez, Research &amp; Information Services</td>
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<td><strong>Week 2</strong>&lt;br&gt;Aug 31</td>
<td>Culture, Health Behavior &amp; Gender <strong>Required Textbook Readings:</strong> Skolnik: Chapter 6, p. 119-137</td>
<td>Dr. KA Heckert Tong Soprach, Youth Researcher, Cambodia</td>
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<td><strong>Week 3</strong>&lt;br&gt;Sept 7</td>
<td>Health Systems &amp; Primary Health Care <strong>Required Textbook Readings:</strong> Skolnik: Chapter 5, p. 87-116</td>
<td>Dr. KA Heckert</td>
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<td><strong>Week 4</strong>&lt;br&gt;Sept 14</td>
<td>Environmental Health: Water and Sanitation <strong>Required Textbook Readings:</strong> Skolnik: Chapter 7, p. 141-158</td>
<td>Dr. Eric Lutz, Environmental Health</td>
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<td><strong>Week 5</strong>&lt;br&gt;Sept 21</td>
<td>Social Determinants &amp; Health Equity <strong>Required Textbook Readings:</strong> Skolnik: Chapter 3, p. 49-68, &amp; Chapter 4, p. 71-86. Review Chapter 2, p. 17-43</td>
<td>Dr. KA Heckert Agnes Attakai, Director, Health Disparities Outreach &amp; Prevention Education</td>
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<td><strong>Week 6</strong>&lt;br&gt;Sept 28</td>
<td>Nutrition, Breastfeeding and Childhood Growth <strong>Required Textbook Readings:</strong> Skolnik: Chapter 8, p.161-182; Chapter 10, p.209-234</td>
<td>Dr. Duke Duncan, Health Promotion Sciences</td>
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| Week 7 | Oct 5 | Chronic/Non-Communicable Diseases & Unintentional Injuries  
**Required Textbook Readings:** Skolnick: Chptr 12, p. 279-299; Chapter 13, p.301-309 | Dr. KA Heckert  
Jeff Meer, Public Health Institute (to be confirmed) | MCQ6  
GW#4 (or Wk11)  
AP6 |
|---|---|---|---|---|
| Week 8 | Oct 12 | Infectious Diseases  
**Required Textbook Readings:** Skolnick: Chapter 11, p. 237-275 | Dr Kacey Ernst, Epidemiology | MCQ7  
AP7 |
| Oct 19 | Week 9 Mid Term: 9:00am – 11:00am | | | |
| Week 10 | Oct 26 | War, Disasters, Complex Emergencies, Fragile States  
**Required Textbook Readings:** Skolnik: Chapter 14, p. 315-333 | Dr KA Heckert | MCQ8  
GW#5  
AP8 |
| Week 11 | Nov 2 | *New Frontiers in Global Health Leadership Forum:*  
Global Health Institute & Tohono O’odham DHHS  
See D2L | Richard Smith, UnitedHealth Group  
Jeff Meer, Public Health Institute (to be confirmed) | MCQ9 |
| Week 12 | Nov 9 | Women's Health  
**Required Textbook Readings:** Skolnik: Chapter 9, p. 185-206 | Dr. KA Heckert  
Dr. Francisco Garcia, Women's Center of Excellence | MCQ10  
AP9 |
| Week 13 | Nov 16 | Mental Health & Violence  
**Required Textbook Readings:** See D2L | Dr. KA Heckert  
Peace Corps Panel | AP10 |
| Week 14 | Nov 30 | International Development & Global Health  
**Required Textbook Readings:** Skolnik: Chapter 15, p. 335-363 | TBD | |
| Week 15 | Dec 7 | Country Portfolio Poster Competition | Instructor & Judges (Faculty and MPH students) | |
| Dec 8 | | Country Portfolios due in Drop Box by 12/noon | | |

**Key for Student Performance/Assignments:**  
AP - Analysis Paper (There are 10 topics. The 2-page paper due Week 2 is required for all students. In addition, students select 3 weeks/topics and submit three 1-page Analysis Papers)  
P – Presentation (select ONE Analysis Paper)  
MCQ – Multiple Choice Questions (10 weeks)  
GW - Group Work (5)  
??? - Pop Quiz (3)  
MT - Mid-term Exam – Oct 19  
CRP - Country & Regional Portfolio – Dec 7

**Useful Web Sites**  
Center for Development and Population Activities (CEDPA) [http://www.cedpa.org/](http://www.cedpa.org/)  
Centers for Disease Control and Prevention (CDC) [http://www.cdc.gov/](http://www.cdc.gov/)  
Family Health International (FHI) [http://www.fhi.org/](http://www.fhi.org/)  
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
Physicians for Human Rights:  http://physiciansforhumanrights.org/
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.communit.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/
World Health Organization  http://www.who.int
World Health Organization – Regional Offices  http://www.who.int/about/regions/en/
US Government organizations and partnerships  http://www.cdc.gov/globalhealth/partnerships.htm