HPS 533: Global Health

Course syllabus - spring 2019

Time:            Monday, 9:00am-11:50AM
Location:        Roy Drachman Hall, Room A116
Instructor:      John E. Ehiri, PhD, MPH, MSc (Econ)
                 Professor and Chair, Department of Health Promotion Sciences
Contact:         Tel: 520 626 1355
                 Email: jehiri@email.arizona.edu
                 Drachman Hall (2nd Floor), Suite A256
Office hours:    By appointment through email
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 description: 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 are best addressed by cooperative actions and solutions. 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, climate change, and environmental degradation.
In this course, you will analyze major themes in global health, including globalization/role transnational movements, global health leadership/governance, infectious diseases, non-communicable diseases (NCDs), poverty, conflicts/emergencies, and health equity. You will conduct comparative analyses of health systems and appraise major programs and policies to promote population health in low- and middle-income countries.

Course learning outcomes: At the end of this course, you should be able to:

- Appraise the history of international cooperation in health and identify the abiding influence on current global health programs and policies.
- Describe the role of history, power, privilege, and structural inequality in producing global health inequity.
- Analyze the roles and relationships of the multiple agencies whose policies influence global health.
- Analyze the impact of transnational movements on global health.
- Conduct comparative analyses of health systems.
- Evaluate the rationale and impact of major policies and programs to promote population in low- and middle-income countries.
- Appraise global health policies with respect to impact on health equity and social justice.

Course competencies: This course addresses global health competencies of the Association of Schools and Programs of Public Health (ASPPH) for Graduates of Master’s level Programs in Global Health:

https://www.publichealth.pitt.edu/Portals/0/Main/ASPH%20GH%20Competencies.pdf

<table>
<thead>
<tr>
<th>ASPPH Global Health competency Code #</th>
<th>Description</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Develop strategies that strengthen community capabilities for overcoming barriers to health and well-being.</td>
<td>Critical reflection papers and population health assignment, group debate.</td>
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<tr>
<td>2.6</td>
<td>Exhibit interpersonal communication skills that demonstrate respect for other perspectives and cultures.</td>
<td>Critical reflection paper, population health assignment, group debate, briefing memo.</td>
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<tr>
<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, PLL, briefing memo, case study analysis.</td>
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</tbody>
</table>
6.2 Analyze the impact of transnational movements on population health. Critical reflection papers, PLL, case study analysis

6.4 Design health advocacy strategies. Population health assignment, case study analysis.

7.1 Conduct situation analysis across a range of cultural, economic, and health contexts. Briefing memo, population health assignment, group debate.

7.2 Identify the relationships among patterns of morbidity, mortality, and disability with demographic and other factors in shaping the circumstances of the population of a specified community, country, or region. Population health assignment.

7.4 Conduct comparative analyses of health systems. Critical reflection papers, population health assignment.

Course format: This course is organized around weekly contents on the D2L course website. Be sure to familiarize yourself with the course set up and navigational features. The course website will provide the course announcements, syllabus, readings, selected readings, lectures, videos, discussions, and all class assignments.

Course on D2L: To access the D2L website, go to http://d2l.arizona.edu/index.asp.

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.

Suggested readings


<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total points</th>
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<tbody>
<tr>
<td>Course entry assignment</td>
<td>50</td>
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<tr>
<td>Two critical reflection papers</td>
<td>300</td>
</tr>
<tr>
<td>Three professional learning logs</td>
<td>450</td>
</tr>
<tr>
<td>Group assignment on population health analysis</td>
<td>200</td>
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<tr>
<td>Case study presentation</td>
<td>300</td>
</tr>
<tr>
<td>Group briefing memo</td>
<td>200</td>
</tr>
<tr>
<td>Group debate</td>
<td>300</td>
</tr>
<tr>
<td>Total</td>
<td>1,800</td>
</tr>
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</table>

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

**Description of assignments**

**A. Course entry assignment:** Introduce yourself to the class on D2L via the “Class Introduction” You may include a resume, curriculum vitae, or other relevant information about you and your work that you would like to share with the class. Please send a word file copy of your response to the designated drop-box for grading.

**B. Critical reflection papers:** For the reflection papers, you should select any of the required reading articles posted for the current week in which a critical reflection paper is due and provide your critical reflection on the article. Texas A&M University has developed a useful guide for writing critical reflection papers: [http://writingcenter.tamu.edu/Students/Writing-Speaking-Guides/Alphabetical-List-of-Guides/Academic-Writing/Critical-Reflection](http://writingcenter.tamu.edu/Students/Writing-Speaking-Guides/Alphabetical-List-of-Guides/Academic-Writing/Critical-Reflection). Be sure to consult this guideline as you prepare your critical reflection papers. 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 can cite other published sources as a way of supporting the theses of your critical reflection. You should aim to cite a minimum of three 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/](https://owl.english.purdue.edu/owl/resource/560/01/). Each reflection paper should be a maximum of three double-spaced pages, Font Size, Arial 11 (excluding list of references).
C. Population health assignment: The objective of this exercise is to provide you with skills in using available data sources to analyze population health. This group activity requires you to access the Institute for Health Metrics and Evaluation website to research and discuss leading causes of mortality in your regions.

To complete this assignment:
1. Go to the Institute for Health Metrics and Evaluation database at: http://www.healthdata.org/results/country-profiles and identify the ten leading causes of mortality in 2005 in up to five countries in your chosen region.
2. Identify the ten leading causes of mortality in 2016 in the countries.
3. Use tables and graphs as appropriate to analyze and discuss any observable trends in leading causes of mortality in your chosen countries between 2005 and 2016.
4. Discuss factors that possibly underpin any observed trends.
5. Discuss potential reasons for similarities or differences in leading causes of mortality among the countries.
6. Identify and explain any potential biases or issues within the data that could confound comparisons.
7. Provide references to all sources in APA referencing style: https://owl.english.purdue.edu/owl/resource/560/10/.
8. Each group will present a power-point summary of their findings (not more than ten slides) to the class and submit a copy of the presentation to the designated link on D2L drop-box.

D. 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 three PLLs are required for the 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, or 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 the assigned class readings.
   • Maximum of three double-spaced pages, excluding tables and list of references.

E. Group briefing memo: You will prepare and present one group briefing memo. (limited to two, single-spaced pages, Times New Roman 12-point font, 1” margins): Prepare a briefing memo on a scientific or technological topic relevant to a specific policy or program of an international development agency of your choice – e.g., United States International Development Agency (USAID), UK Department for International Development (DFID), Canadian International Development Agency (CIDA), the Danish International Development Agency (DANIDA), the German Agency for International Cooperation (GIZ), Australian Aid, etc. Assume you are working for a Bureau within the agency (note: knowing the mandate for the unit within the agency you have
selected will help provide a reference point) and have been asked to provide a short analysis and recommendations for next steps on the topic you have chosen. Your memo should have sufficient context and clarity so that a non-scientist could understand the issue. Ensure you address the basic scientific/technological facts and context that underlie the topic, present the policy/programming options, and include your recommended action(s). Include references or other supporting evidence as appropriate. You will submit a word document file of your memo to the designated link on D2L drop box. In addition you will deliver a 20-minute PowerPoint presentation of your memo to the class on the day that is designated in this syllabus.

F. Group debate: You will plan and participate in one graded debate. This will be based on either Herman Khan’s four views of earth-centered perspectives or other relevant critical issues in global health. 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 the debate assignment will be posted on D2L.

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: You are required to submit your assignments by the specified date and time. 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.

Communications: You are responsible for reading emails sent to your UA account from your instructor 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. The official policy can be found at: https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-corrrespondence-students

Disability accommodations: It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately, so that we can discuss options. You can also contact the Disability
Resources (520-621-3268) to establish reasonable accommodations (as it is very important that you be registered with the DRC). For additional information on Disability Resources and reasonable accommodations, visit http://drc.arizona.edu/students.

**Code of academic integrity:** You are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise instructed. You are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students: http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity.

**UA smoking and tobacco policy:** The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on campuses and in its vehicles. The official policy can be found at: http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy

**UA policy on disruptive behavior:** You 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.

**Grade appeal policy:** Information on UA policy on grade appeals can be found here: http://catalog.arizona.edu/2009-10/policies/gradappeal.htm. Requests for incompletes (I) and withdrawal (W) must be made in accordance with University policies University policy regarding grades and grading systems is available at: http://catalog.arizona.edu/policy-type/grade-policies.

**Grievance policy:** Should a student feel that he or she has been treated unfairly, there are several 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/academicpolicies/grievance-policy.

**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.

All references must be cited in the APA format: https://owl.english.purdue.edu/owl/resource/560/01/.

**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.

## CLASS SCHEDULE

<table>
<thead>
<tr>
<th>WEEK #</th>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 14</td>
<td>Defining health: social determinants of health</td>
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<tr>
<td>2</td>
<td>Jan 21</td>
<td>No Class - Martin Luther King Jr Holiday</td>
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<tr>
<td>3</td>
<td>Jan 28</td>
<td>Historical perspectives on global health</td>
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<tr>
<td>4</td>
<td>Feb 4</td>
<td>The politics of global health: key actors</td>
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<tr>
<td>5</td>
<td>Feb 11</td>
<td>Heavily indebted poor county initiative (HIPC)</td>
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<tr>
<td>6</td>
<td>Feb 18</td>
<td>Globalization and health</td>
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<tr>
<td>7</td>
<td>Feb 25</td>
<td>Water and sanitation</td>
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<tr>
<td>8</td>
<td>Mar 4</td>
<td>No Class – Spring Break</td>
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<tr>
<td>9</td>
<td>Mar 11</td>
<td>Nutrition and global health</td>
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<tr>
<td>10</td>
<td>Mar 18</td>
<td>The health system: primary health care</td>
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<tr>
<td>11</td>
<td>Mar 25</td>
<td>Global maternal and child health</td>
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<tr>
<td>12</td>
<td>Apr 1</td>
<td>Global infectious diseases</td>
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<tr>
<td>13</td>
<td>Apr 8</td>
<td>Noncommunicable diseases &amp; global health</td>
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<tr>
<td>14</td>
<td>Apr 15</td>
<td>Major global health initiatives</td>
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<tr>
<td>15</td>
<td>Apr 22</td>
<td>Neglected tropical diseases</td>
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<tr>
<td>16</td>
<td>Apr 29</td>
<td>Class debate and conclusion</td>
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