HPS 533: Global Health
Spring 2020

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.
D2I 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 trans-national 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 COMPETENCIES: This course addresses global health competencies of the Association of Schools and Programs of Public Health (ASPPH)/ Council on Education for Public Health (CEPH) for Graduates of Master’s level Programs in Global Health:
https://www.aspph.org/teach-research/models/masters-global-health/

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<thead>
<tr>
<th>Competency</th>
<th>Competency</th>
<th>Assessment</th>
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| 1          | **Analyze the roles, relationships, and resources of the entities influencing global health**  
• Describe the roles and relationships of the major entities influencing global health and development.  
• Appraise the history of international cooperation in health and identify the abiding influence on current global health programs and policies.  
• Describe colonial histories and resulting marginalization and health inequities faced by Indigenous populations.  
• Describe the role of colonization and decolonization in the marginalization and health status of Indigenous populations.  
• Analyze the impact of transnational movements on population health.  
• Describe major public health efforts to reduce disparities in global health (such as Sustainable Development Goals and Global Fund to Fight AIDS, TB, and Malaria). | This competency will be assessed by means of three individual critical reflection paper assignments. For this assignment, you will select one article from a list of relevant articles provided by the instructor. You will critically analyze the history of international cooperation in health and appraise the roles and relationships of the major entities influencing global health and development, the role of transnationals and globalization, and potential evidence of impact of major efforts to address global health challenges and reduce inequity. The extent to which you present your personal opinions in the context of critical self-reflection, and your ability to offer culturally appropriate alternative explanations and suggestions will be assessed. You should aim to cite a minimum of three relevant, peer-reviewed sources in support of the arguments presented in your critical reflection. |
| 2          | **Apply ethical approaches in global health research and practice**  
• Incorporate qualitative, quantitative, and operations research skills to design and apply reliable, valid, and ethically sound research to identify innovative solutions for international health problems. | This competency will be assessed through a group project, which will require you to assess major health global health problems of a low- or middle-income country of your choice. You will develop a list of major causes of morbidity, mortality, and disability in the country. You will prioritize these problems using standard methods. You will select a priority health problem and develop intervention strategy/strategies to address the selected priority need. Your intervention proposal will |
incorporate monitoring and evaluation procedures and a plan for assuring sustainability of the proposed intervention.

As an individual assessment component of the group work, each group member will submit a 2-page summary in which they describe the most important steps they would take in designing an health intervention to address a priority community health need.

<table>
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<tr>
<th>3.</th>
<th><strong>Apply monitoring and evaluation techniques to global health programs, policies, and outcomes</strong></th>
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<tbody>
<tr>
<td></td>
<td>- Develop skills for monitoring and evaluating the processes and outcomes of global health programs and policies.</td>
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<td>- Design monitoring and evaluation plans for global health and development programs.</td>
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<td>- Support the use of data from monitoring and evaluation projects in informing evidence-based decision-making for the development of new programs and continuous quality improvement efforts.</td>
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<td>This competency will be assessed through the final group project and individual report.</td>
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<th><strong>Propose sustainable and evidence-based multi-sectoral interventions, considering the social determinants of health specific to the local area</strong></th>
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<td>- Apply methods for assuring health program sustainability.</td>
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<td>- Examine the successes and challenges of primary health care systems and health promotion in low-and-middle-income countries.</td>
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<td>- Describe maternal and child health interventions.</td>
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<td>- Develop strategies to reduce the greatest health inequities, including those faced by Indigenous populations.</td>
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<td></td>
<td>This competency will be assessed using the final course project.</td>
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women, impoverished, refugee and other marginalized populations.

6  | **Display critical self-reflection, cultural humility, and ongoing learning in global health**  
   | • Critically reflect on beliefs, values, feelings, and implicit assumptions that are used in identifying and solving a problem.  
   | • Integrate academic learning with 'real-world' experiences to develop both valuable self-monitoring and professional self-constructive ability  
   | This competency will be assessed through the critical reflection paper assignments, which will assess the extent to which you demonstrate the ability to present your own ideas in the context of critical self-reflection, and your ability to offer culturally appropriate alternative explanations and suggestions.

**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, lectures, videos, discussions, and all class assignments.

**COURSE ON D2L:** To access the D2L website, go to [http://d2l.arizona.edu/index.asp](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.

**COURSE READINGS**


ASSIGNMENTS AND DISTRIBUTION OF COURSE POINTS

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Course entry assignment</td>
<td>5%</td>
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<tr>
<td>Three critical reflection papers</td>
<td>30%</td>
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<tr>
<td>Draft group global health intervention project</td>
<td>15%</td>
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<td>Group global health intervention project presentation</td>
<td>10%</td>
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<td>Final group global health intervention project</td>
<td>25%</td>
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<td>2-page individual report on group project</td>
<td>10%</td>
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<tr>
<td>Peer evaluation</td>
<td>5%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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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**: You will critically analyze the history of international cooperation in health and appraise the roles and relationships of the major entities influencing global health and development, the role of transnationals and globalization, and potential evidence of impact of major efforts to address global health challenges and reduce inequity. 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. The extent to which you present your personal opinions in the context of critical self-reflection, and your ability to offer culturally appropriate alternative explanations and suggestions will be assessed. You should aim to cite a minimum of three relevant, peer-reviewed sources in support of the arguments presented in your critical reflection. You can cite other published sources as a way of supporting the key points of 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). Be sure to consult the grading rubric posted on D2L.
C. GLOBAL HEALTH INTERVENTION PROJECT INCORPORATING MONITORING AND EVALUATION: Global health professionals require skills to identify and delineate problems that face communities in which they work, and the ways to solve them. Often, this requires them to conduct small-scale investigations of their own, either as managers working on specific health projects, or as consultants hired to provide technical assistance. To equip you with the competency to perform this function effectively, this course provides support for you to work through the process of considering in-depth a specific health problem, and formulating a scientifically valid, ethical, and locally relevant investigation around it. You will receive guidance on how to:

- Conduct preliminary assessment of population health needs
- Develop project objectives that are “SMART” (specific, measurable, achievable, relevant, and time-framed)
- Develop project hypotheses and implementation design (including how to develop conceptual and theoretical frameworks)
- Collect and analyze data (quantitative and qualitative)
- Develop monitoring and evaluation plans (including how to develop project logic models and logical frameworks)
- Ensure project sustainability
- Develop and justify project budgets
- Institute procedures for ethical conduct in project implementation.

The following is a suggested description of the steps and contents to be completed for this assignment. Supporting materials and examples will be provided and discussed in class. Part of the class time will be devoted to activities that contribute to the completion of the project.

STEP 1. PROBLEM DEFINITION: As a first step in your group project, your group will need to identify 3-5 leading causes of morbidity, mortality, and disability in a community in a low- or middle-income country of your choice. To identify the leading causes of morbidity, mortality, and disability in your population, your group will need to consult a variety of sources of data. Provide a brief description of your sources of data, and an explanation of why you have identified these as the key health challenges in your chosen community.

Suggested page length: 1 Single-spaced page, excluding list of references.
Suggested number of references: 5.

STEP 2. PROBLEM STATEMENT: Develop an initial statement that more comprehensively describes your community and the health challenges you identified. Use a prioritization matrix (using the ‘strategy grid’ technique: http://chfs.ky.gov/NR/rdonlyres/B070C722-31C1-4225-95D5-27622C16CBEE/0/PrioritizationSummariesandExamples.pdf) to arrive at a decision regarding the health problem you will select and address for your intervention project. Key components include:

- a description of the health challenges you identified, and your rationale for selecting one that you will address for your intervention project.
- the population(s) affected by your selected health problem.
- the size and scope of the selected health problem, with detailed descriptions and examples – cite vital statistics, surveillance systems, national surveys, and/or surveys of the population of interest.
- current efforts in your community/population to address the selected problem (if any);
- limitations of current efforts.
- Intervention opportunities.
- potential community assets and resources, including interested local, national, or international stakeholders.
STEP 3. ASSESSMENT OR FACTORS ASSOCIATED WITH THE PROBLEM: Using the socioecological approach, discuss the factors that are associated with the health issue and how they relate to each other. Be sure to address the following:

- Using a visual diagram such as a conceptual framework or a problem tree diagram, analyze and discuss how factors at various levels of the socioecological model contribute, or are affected by the issue.

Suggested page length: 2-3 single-spaced pages, excluding list of references.

Suggested number of references: 5

STEP 3. SYSTEMATIC REVIEW OF EVIDENCE-BASED INTERVENTIONS: Search the scientific literature for evidence-based intervention strategies and organize your information. Present your information in a table (the instructor will provide a template) and include a brief critical appraisal.

- use a systematic approach.
- identify all relevant evidence.
- identify effective interventions based on evidence gathered.
- refine the issue using appropriate diagrams such as fish bone diagram, using your evidence for contributing factors.
- Include information about whether interventions address the underlying causes of the identified health problem.

Suggested page length: 2-3, single-spaced pages, excluding list of references. Suggested number of references: 5.

STEP 5. PROGRAM AND/OR POLICY OPTION: Develop a program and/or policy option based on steps 1-4. Be sure to utilize a theoretical orientation of some sort in your program and be clear about how you are using theory.

- justify why you chose this option. If you rated the issue based on feasibility and impact, draw on that. Check other sources for policy or program recommendations.
- describe the theoretical orientation you are using and how it will guide you.
- describe program or policy approach.
- connect program and/or policy option with the socioecological approach described in Step 3.

Suggested page length: 2-3 single-spaced pages, excluding list of references.

Suggested number of references: 5

STEP 6. ACTION PLAN: Develop an intervention to implement your intervention. This will be hypothetical, unless your group would like to make something more out of this group project, as some have chosen to do in the past. If so, speak with the instructor early on in the course.

- what exactly is your intervention?
- why do you think this intervention will make a difference? (Be sure to draw on your review of evidence in Step 4.
- what key stakeholders are needed to implement this program (for buy in, implementation, information gathering, etc.)
- what are the goals and SMART objectives?
- how will be achieved?
- how outcomes will be monitored and evaluated?
- what the potential ethical issues involved in conducting this intervention in your settings and how will you ensure ethical implementation?
• what is your documented plan for ensuring sustainability of the intervention?
• include a budget and budget justification statement that seeks to clarify costs associated with the project.

Suggested page length: 5-7 single-spaced pages, excluding list of references.
Suggested number of references: 7

STEP 7. CONCLUSION: Summarize the project, highlighting its strengths, limitations and potential challenges of implementation of your proposed project in your settings.
Suggested page length: 1 page, excluding list of references. Suggested number of references: 2

STEP 8: GROUP PROJECT PRESENTATION: Each group will be required to present their final project to the class, using no more than 10 power-point slides (excluding list of references). Each presentation will last a maximum of 20 minutes to allow time for questions and discussion. Minimum 5 references.

D. PEER EVALUATIONS: (10 points): You will be expected to turn in peer evaluations twice during the semester (mid-term and end of 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 10% 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-correspondence-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.

NONDISCRIMINATION AND ANTI-HARASSMENT POLICY: The University of Arizona is committed to creating and maintaining an environment free of discrimination, http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

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.

GENDER PRONOUN: It is already UA policy that class rosters are provided to instructors with a student’s preferred name. You may share your preferred name and pronoun with the instructor and fellow students, as desired, and these gender identities and gender expressions will be honored in this course. As the course includes group work and in-class discussion, it is critical to create an educational environment of inclusion and mutual respect. In this class, to be inclusive of all gender identities and expressions, you will be referred to by your first or last names, the pronoun of your choice, or by default, the pronoun “they”.

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

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<tr>
<th>Week #</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 27</td>
<td>Historical perspectives on global health</td>
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<tr>
<td>2</td>
<td>Feb 3</td>
<td>The politics of global health: key actors</td>
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<td>3</td>
<td>Feb 10</td>
<td>Globalization and health</td>
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<tr>
<td>4</td>
<td>Feb 17</td>
<td>Major public health efforts to reduce disparities in global health</td>
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<td>5</td>
<td>Feb 24</td>
<td>Health systems</td>
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<td>6</td>
<td>Mar 2</td>
<td>Primary health care</td>
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<td>7</td>
<td>Mar 16</td>
<td>Nutrition and global health</td>
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<td>Mar 23</td>
<td>Global WASH</td>
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<td>9</td>
<td>Mar 30</td>
<td>Global maternal and child health</td>
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<td>9</td>
<td>Apr 6</td>
<td>Global infectious diseases</td>
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<td>10</td>
<td>Apr 13</td>
<td>Non-communicable diseases, global health and development</td>
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<td>11</td>
<td>Apr 20</td>
<td>One health applications in global health</td>
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<td>14</td>
<td>Apr 27</td>
<td>Neglected tropical diseases</td>
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<tr>
<td>15</td>
<td>May 4</td>
<td>Conclusion and class presentations</td>
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