COURSE TITLE: Global Public Health

COURSE NUMBER: DWA/UEP 295

COURSE DATES: Fall 2013, Tu/Th from 5:00 pm - 6:25 pm

COURSE INSTRUCTOR: Sarah MacCarthy, DSc, MSc
smaccarthy@oxy.edu

COURSE LOCATION: Johnson 302

OFFICE HOURS: Johnson 212
Please email Sarah MacCarthy for an appointment. Write ‘appointment 295’ in subject line. In the body of the email, please state the reason for the appointment and detail the time and day that you’d like to meet. Generally all appointments will need to take place either before or after class.

COURSE DESCRIPTION: Despite improvements in the health status of low- and middle-income countries over the last half-century, the challenges to improving global health remain daunting. This course will provide a general introduction to the field of global health in the context of international relations. As defined for this class, global health is the multidisciplinary approach to understanding and responding to health issues that transcend national, cultural, and economic boundaries. Students will examine the current global disease burden and how it is projected to change in the coming decades. For key issues we will critically discuss the geographic areas that are most impacted, identify the individuals who are most affected, and review successful and less successful intervention efforts. We will also analyze the roles that the many stakeholders play in governing global health, including international organizations, states, civil society, and industry. Finally, we will be introduced to the role of quantitative and qualitative research in creating an evidence base for policy and programmatic change. Upon finishing this course, students should be familiar with the current global health environment and how issues ranging from obesity to infectious disease will impact global health in the future. The course is structured such that students will develop their ability to think critically about global public health while also developing a concrete toolkit through which a range of issues can be analyzed and debated.

COURSE OBJECTIVES After completing this course, students will be able to:
• Describe the current global and country-specific disease burden and trends in the rates of infectious and chronic diseases.
• Think critically about the complex interactions between local, national, and global actors as they relate to global health.
• Appreciate the multidisciplinary approaches required to solve problems and improve global health.
• Articulate the basic components of quantitative and qualitative research to inform public health policy and programming

LEARNING METHODS:
• Lectures, delivered by primary instructors and expert lecturers
• Reading assignments
• Class discussion
• In-class exercises
• Participatory learning experiments
REQUIRED TEXT:
- Skolnik, Richard. Global Health 101. Sudbury (MA): Jones and Bartlett; 2012. (Note that the earlier edition is called “Essentials of Global Health” and that edition is fine to use!)

OPTIONAL TEXTS (specific chapters will be available through moodle):

EVALUATION CRITERIA:

Participation: 10%

In-class participation:
Students are expected to arrive to class on time, with all required readings completed and ready to participate. This means that individuals will be called on in class to give specific information from course readings as well as their educated opinion and critique of such material. Course participation will be judged according to the consistent quality of student’s engagement with course materials and in discussions.

Students missing classes will be required to submit a written response to the required reading assignments for the missed class. These reaction papers must be turned in one week from the missed class unless special considerations have been pre-arranged with the instructor. A summary of the reading will not be acceptable. Please submit a response to the readings (2 pages, double spaced, size 12 font, and with normal margins) that synthesizes key points and highlights remaining questions.

Computers are allowed for note taking only (i.e., no email, Facebook, Twitter, etc.). Please turn off or put cell phones on vibrate before class. If you violate the computer use or cell phone policy, you will receive an unexcused absence for that day.

Reading checks:
Additionally, there will be three reading checks throughout the semester. At the beginning class I will ask 3 – 5 questions regarding the reading. The goal is to check your general understanding of the readings, not the nitty gritty details. Additionally, this provides another avenue for students who are nervous to speak in class to demonstrate their general understanding of the reading materials.

Speaker introductions and questions:
For each speaker, one student will offer to introduce him or her to the class. This requires researching the individual on the great googly moogly and presenting their professional background (title and institution) as well as summarizing the core focus of their work. In addition, students will submit questions to ask the speaker to ensure we maximize their time. Both the introductions and the quality of questions will contribute towards your participation grade.

Reflection assignments: 30%
Note that rubrics will be handed out for each assignment at least one week in advance.
- Reflection assignment 1: Country situation report (10%)
- Reflection assignment 2: Quantitative analysis (10%)
- Reflection assignment 3: Qualitative analysis (10%)
Presentations: 20%
A rubric will be handed out at least one week in advance.

• Group presentation (10%)
• Individual presentation (10%)

Final paper: 20%
• Abstract, outline and review of the literature (5%)
• Final draft (15%)

Final exam: 20%

ADMINISTRATION AND POLICIES:
Student responsibilities:
• Your consistent presence and careful preparation is essential
• Complete the readings in advance of class
• Prepare to engage (take notes!)

Respectful participation:
• Be on time
• Listen carefully and attentively
• All cell phones must be turned off (completely)
• Laptop or tablet to take notes – all other uses are prohibited and will forfeit your right to the use of these devices
• Stay awake and alert
• Do not start packing up until class is completely over

Additional resources:
• The CAE is an extraordinary resource for writers at all levels. Their student and faculty writing specialists can help you with broader issues such as argument, organization, and style, as well as more technical issues of grammar, syntax, and prose. For more information, go to: http://www.oxy.edu/center-academic-excellence
• Students who have disability-related needs, please contact me AND the Coordinator of Disability Services—(323) 259-2969—as soon as possible and we will make the appropriate accommodations.
• Finally, the Emmons Health and Counseling Center is available for assistance with medical and mental health concerns. Visit their website for information on specific services: http://www.oxy.edu/emmons-health-center

Plagerism: Occidental College has in place policies and procedures for dealing with all cases of possible cheating which are designed to protect the rights of the student charged, the person bring the charge, and to protect the college from possible liability. All information can be reviewed here: http://www.oxy.edu/student-handbook/academic-ethics/academic-misconduct.
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<thead>
<tr>
<th>Dates</th>
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<th>Assignment Due</th>
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<tr>
<td>Thurs, Aug 29</td>
<td>1. Introductions</td>
<td>SM</td>
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<td>Tues, Sept 3</td>
<td>2. Global Health, Human Rights and IR</td>
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<td>Thurs, Sept 5</td>
<td>3. Demographic Transition</td>
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<td>Tues, Sept 10</td>
<td>4. Epidemiologic Transition</td>
<td>SM</td>
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<td>Thurs, Sept 12</td>
<td>5. Diarrheal Diseases</td>
<td>Dr. Richard Cash</td>
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<td>Tues, Sept 17</td>
<td>6. Nutrition Transition</td>
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<td>Thurs, Sept 19</td>
<td>7. Maternal, neonatal and child health</td>
<td>Dr. Laura Ferguson</td>
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<td>Thurs, Sept 26</td>
<td>9. TB and Malaria</td>
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<td>Tues, Oct 1</td>
<td>10. Abortion: policy and practice</td>
<td>Dr. Laura Sech</td>
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<td>Thurs, Oct 3</td>
<td>11. NCDs</td>
<td>Dr. Jon Samet</td>
<td>Reflection 1 due!</td>
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<td>Tues, Oct 8</td>
<td>12. Conflict and violence: global and local implications</td>
<td>Dr. James Cavallaro</td>
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<td>Thurs, Oct 10</td>
<td>13. Course evaluation and search strategy session</td>
<td>Carey Sargent</td>
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<td>Tues, Oct 15</td>
<td>HOLIDAY - Fall Break</td>
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<td>Tues, Oct 22</td>
<td>(no class)</td>
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<td>Thurs, Oct 31</td>
<td>17. Research methods: Qualitative data</td>
<td>Dr. Sharon Parker</td>
<td>Reflection 2 due!</td>
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<td>Tues, Nov 5</td>
<td>(no class)</td>
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<td>Thurs, Nov 7</td>
<td>18. Research methods: Qualitative data</td>
<td>SM</td>
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<td>Tues, Nov 12</td>
<td>19. Power and influence: Global players</td>
<td>Dr. Rifat Hasan</td>
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<td>Thurs, Nov 14</td>
<td>20. Power and influence: National leaders and grassroots activists</td>
<td>Dr. Amy Nunn</td>
<td>Reflection 3 due!</td>
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<td>Thurs, Nov 21</td>
<td>22. Individual presentations</td>
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<td>Tues, Nov 26</td>
<td>23. Individuals presentations</td>
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<td>Thurs, Nov 28</td>
<td>HOLIDAY - Thanksgiving</td>
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<td>Tues, Dec 3</td>
<td>24. Bringing it all together</td>
<td>SM</td>
<td>Final paper due!</td>
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<td>Dec 9 - 14</td>
<td>Final Exam Period</td>
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COURSE OUTLINE:

SESSION 1 – Introductions
Thursday, August 29, 2013

Class structure:
• Introduction to course: building substance and building skills
• Student/faculty introductions
• What is global health? An examination of major trends, themes, organizations and actors
• The ‘global’ in global health; different ways to classify countries

Readings:
• Global Health and International Relations: Chapter 1

SESSION 2 – Global Health, Human Rights and International Relations
Tuesday, September 3 2013

Class structure:
• Understand the key components of a rights-based approach to health with special attention to the availability, acceptability, and accessibility of services
• Consider the overlap between global health and IR

Readings:
• Global Health and International Relations: Chapter 2

Optional Readings:
• Global Politics of Health: Chapter 3

SESSION 3 – Measures of Population Health & Demographic Transition
Thursday, September 5 2013

Class structure:
• Dramatic changes in mortality and fertility: describing the ‘demographic transition’ and analyzing the forces driving it (population pyramid matching exercise)

Readings:
• Global Health 101: Chapter 2
SESSION 4 – Epidemiologic Transition  
*Tuesday, September 10 2013*

Class structure:
- A rapidly shifting burden of disease: describing and analyzing the ‘epidemiologic transition’ (disease burden pie chart exercise)

Readings:

SESSION 5 – Water, Sanitation, and Diarrhea  
*Thursday, September 12 2013*

Class structure: Guest Speaker – Dr. Richard Cash

- Describe the burden of diarrheal disease in low-income countries and the prevalence of poor sanitation and poor quality drinking water.
- Understand the faeco-oral disease transmission pathway
- Learn about proven methods to interrupt the faeco-oral disease transmission pathway and the challenge of implementing such methods in low-income countries
- Discuss the role of environmental factors

Readings:
- Global Health 101: Pages 109-10 and 257 – 258

SESSION 6 – Nutrition Transition  
*Tuesday, September 17 2013*

Class structure:
- Describe the prevalence of under nutrition and over nutrition and the indicators that we use to define nutritional status
- Appreciate the distinct and similar forces that drive under nutrition and over nutrition

Readings:
- Global Health 101: Chapter 8

Assignment: Discuss Reflection 1 and Group Presentations
SESSION 7 – Maternal, neonatal and child health
Thursday, September 19 2013

Class Structure: Guest Speaker – Dr. Laura Ferguson

- Examine the major causes of disease, disability and death among women of reproductive age, neonates, children and adolescents
- Outline the major strategies to promote women’s health and children’s health in low-income country populations

Readings:
- Global Health 101: Chapter 9
- Global Health 101: Chapter 10

SESSION 8 – HIV/AIDS
Tuesday, September 24 2013

Class Structure:
- Understand the burden of disease
- Identify the routes of transmission
- Recognize who is disproportionately impacted

Readings:
- Piot P. No Time to Lose: A Life in Pursuit of Deadly Viruses. Chapters 4-7.
- UNAIDS Global Fact Sheet

Assignments:
- Group Presentations

SESSION 9 – TB and Malaria
Thursday, September 26 2013

Class Structure:
- Understand the burden of disease
- Identify the routes of transmission
- Recognize who is disproportionately impacted

Readings:
- Global Health 101: Chapter 11
- WHO Malaria Report (Pages IX-XIII - Summary)
- WHO Tuberculosis Report (Pages 3-28 and 74 – 82)
  http://apps.who.int/iris/bitstream/10665/75938/1/9789241564502_eng.pdf

Optional Reading:
- Piot P. No Time to Lose: A Life in Pursuit of Deadly Viruses. Chapters 1-3.
Assignments:

• Group Presentations

SESSION 10 – Abortion: policy and practice
Tuesday, October 1 2013

Class Structure: Guest speaker – Dr. Laura Sech
• Explore the issue from a policy and programmatic perspective
• Values clarification to better understand the role of personal opinion

Readings:
  http://apps.who.int/iris/bitstream/10665/70914/1/9789241548434_eng.pdf

Optional Readings:
• Check out the following link for interesting resources:
  http://ajph.aphapublications.org/action/showCollection?activeId=&func=showSearch&action=runSearch&type=advanced&result=true&pageSize=10&startPage=1&prevSearch=&collection=abortionrights&startPage=1&pageSize=10&sortBy=edate

SESSION 11 – NCDs
Thursday, October 3 2013

Class Structure: Guest Speaker – Dr. Jon Samet
• Introduce the major non-communicable diseases and their risk factors & the evidence that these NCDs are accounting for a growing burden of disease in low- and middle-income countries (LMICs)
• Identify the key stakeholders in the global epidemic and determinants of the epidemic

Readings:
• Global Health 101: Chapter 12

Optional Readings:

Assignments: Reflection 1 due!
SESSION 12 – Conflict and Violence: global and local implications  
*Tuesday, October 8 2013*

Class Structure: Guest Speaker – Dr. James Cavallaro
- Global Implications: Urban warfare
- Global implications: Conflict across borders

Readings:
- Global Politics of Health: Chapter 5 – Armed Conflict and Health
- Health Implications of Drones – Stanford Report (Pages V-X, 56-72, and 80-87)

SESSION 13 - Course evaluation and search strategy session  
*Thursday, October 10 2013*

MEET IN THE BROWN LEARNING LAB!

Class Structure: Guest Speaker – Reference Librarian Carey Sargent
- Complete course evaluation
- Work with reference librarian to understand how to conduct comprehensive search strategies on PubMed

Assignment: Discuss abstract, outline and lit review

NO CLASS TUESDAY OCTOBER 15 (FALL BREAK)

SESSION 14 – Research Methods: Introduction  
*Thursday, October 17 2013*

Class Structure:
- Defining a good research question
- Identifying methods for analysis
- Consider the role of the researcher
- Issues around consent and confidentiality

Readings:

NO CLASS TUESDAY OCTOBER 22
SESSION 15 – Research Methods: Quantitative data  
Thursday, October 24 2013

Class Structure:
• Learn the basics of survey design: Type of data to collect, types of questions to ask, and ease of reading
• Consider issues around survey implementation (paper, palm pilot, etc)

Readings:
• Research Design: TBD

Assignment: Discuss Reflection 2

SESSION 16 – Research Methods: Quantitative data  
Tuesday, October 29 2013

Class Structure:
• Learn the basics of data entry
• Creating context through basic descriptive statistics
• Constructing a table

Readings:
• Research Design: TBD

SESSION 17 – Research Methods: Qualitative data  
Thursday, October 31 2013

Class Structure: Guest Speaker – Dr. Sharon Parker
• Exploratory versus in-depth qualitative research
• Consider the implications of researcher as a friend, community member, and/or outsider

Readings:
• Maxwell, Qualitative Methods and Research Design: TBD
• Research Design: TBD

Assignment: Reflection 2 due!

NO CLASS TUESDAY NOVEMBER 5

SESSION 18 – Research Methods: Qualitative data  
Thursday, November 7 2013

Class Structure:
• Learn how to transcribe qualitative interviews
• Analyzing qualitative interviews

Readings:
• Maxwell, Qualitative Methods and Research Design: TBD
• Research Design: TBD

Assignment: Discuss Reflection 3
SESSION 19 – Power and influence: Global Players  
*Tuesday, November 12 2013*

**Class Structure:** Guest Speaker – Dr. Rifat Hasan  
- Distinguish leadership, research and advocacy  
- Based on examples, describe characteristics of global health leadership  
- Provide models for leadership and advocacy in global health  
- Identify major stakeholders involved in global health  
- Outline key challenges to enhancing cooperation in global health  
- Discuss how priorities are set globally  
- Describe emerging forms of fundraising in global health

**Readings:**  
- Global Politics of Health:  
  - Chapter 2 – Global Health Actors  
  - Chapter 7 – Health as a Business  
- Global Health and International Relations:  
  - Chapter 5 – Global Health Governance  
  - Chapter 7 – Health as a Business

**Optional Readings:**  
- Piot P. No Time to Lose: A Life in Pursuit of Deadly Viruses. Chapters 8 and 9

SESSION 20 – Power and influence: National and Grassroots  
*Thursday, November 14 2013*

**Class Structure:** Guest Speaker – Dr. Amy Nunn  
- Discuss examples of grassroots movements  
- Identify why some public health movements have been more successful than others

**Readings:**  

**Assignment:**  
- Discussion of individual presentations and final paper

SESSION 21 Power and Influence: Creating Impact  
*Tuesday, November 19 2013*

**Class Structure:** Guest speaker – James Leppert  
- TBD

**Readings:**  
- TBD
SECTIONS 22 and 23 – Individual presentations
Thursday, November 21 and Tuesday, November 26

NO CLASS THURSDAY NOVEMBER 28 (THANKSGIVING)

Session 24 – Bringing it all together!
Tuesday, December 3 2013

Class Structure:
• Review key topics covered during the course
• Return to original learning objectives to reflect on progress throughout the course

Assignment: Final paper due!

FINAL EXAM WEEK DECEMBER 9 - 14