



CPH 533: Global Health: Course Syllabus - Spring 2013

Time & Location: Monday, 9:00am-11:50am in Roy Drachman Hall, Room **A116**

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Hours: By appointment through earobyns@email.arizona.edu

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. Students will be introduced to the world's vast diversity of determinants of health and disease. Students will analyze current and emerging global health priorities, including emerging infectious diseases, poverty, conflicts and emergencies, health inequity, health systems reforms, and major global initiatives for disease prevention and health promotion.

Course Overview: International health has taken a new meaning in the last decade. It has grown from a discipline that represented efforts of industrialized nations to help poor countries deal with their health problems (<http://peterson-institute.org/publications/papers/FA-subramanian0705.pdf>), to that which now deals with a new range of health threats that go beyond national boundaries (<http://news.plu.edu/node/2384>). In considering this paradigm shift, a new terminology, "global health" which more accurately reflects the notion of shared health problems and solutions, has emerged to replace the term, "international health." Indeed, issues of global health are interconnected with the most demanding socio-economic, physical, and biological stresses of our time. These issues lie at the nexus of development and require mechanisms that support the best of interdisciplinary and multidisciplinary thought, as well as cultural competencies. With increased globalization (http://www.idrc.ca/en/evidence-67832-201-1-DO_TOPIC.html), inequity, and poverty (<http://www.globalissues.org/issue/2/causes-of-poverty>), global health has become a subject of heightened interest among scholars and practitioners of public health in high, middle, and low income countries (<http://www.insidehighered.com/news/2009/09/14/health>). It has become a major rallying point for individuals, organizations, and agencies with a passion for improving social justice. For the aspiring public health professional, it constitutes a tangible vehicle for action to protect and promote the health and wellbeing of vulnerable populations globally.

Global health has been defined as an area for study, research, and practice that places priority on improving health and achieving equity in health for all people worldwide ([http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(09\)60332-9/fulltext](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(09)60332-9/fulltext)). 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 (http://www.nap.edu/openbook.php?record_id=5717). These definitions reflect a closely linked world, wherein 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. Conversely, rapid movement of people – some who are ill with an infectious disease, movement of food that can be contaminated (<http://www.stimson.org/globalhealth/programhome.cfm>), water and air that can be contaminated, toxic substances, and even terrorism across national borders (<http://www.apha.org/advocacy/priorities/issues/rebuilding/legislativ+ebuildpublichealth.htm>), bring increased health risks. Global health relates to both intrinsic factors, such as genetics, behavior, and exposure to infections, as well as extrinsic factors, such as poverty, trade, and environmental degradation.

In this course, you will be introduced to the world's vast diversity of determinants of health and disease. You will have an opportunity to critically appraise health systems in different parts of the world. You will analyze current and emerging global health priorities, including emerging infectious diseases, poverty, conflicts and emergencies, health inequalities, principles and impact of health systems reforms, and major global initiatives for disease prevention and health promotion. You are reminded that no one person, agency, or organization holds absolute knowledge on how best to address global health challenges. Thus, a primary goal of this course is to help you to develop skills in critical thinking in relation to global health issues. "Critical thinking involves determining the meaning and significance of what is observed or expressed, or, concerning a given inference or argument, determining whether there is adequate justification to accept the conclusion as true. It is the questioning with an open mind of any belief, coming to an unbiased conclusion supported by evidence and scrutinized assumptions http://uncw.edu/cte/et/articles/Vol10_2/Editor.pdf.

Learning outcomes: This course addresses global health competencies recommended by the Association of Schools of Public Health (ASPH) for graduates of master's level programs in global health

<http://www.asph.org/userfiles/Narrative&GraphicGHCompsVersion1.1FINAL.pdf>

ASPH Global Health Competency Code #	Description	Accomplished through.....
1.2	Identify methods for assuring health program sustainability.	Lecture, group discussion, exam, evidence-based review, policy brief
1.4	Develop strategies that strengthen community capabilities for overcoming barriers to health and well-being.	Lecture, group discussion, video, group paper, exam, evidence-based review, policy brief
2.6	Exhibit interpersonal communication skills that demonstrate respect for other perspectives and cultures.	Group work, group paper, exam, evidence-based review, policy brief
3.2	Analyze ethical and professional issues that arise in responding to public health emergencies.	Lecture, video, group paper, exam, evidence-based review, policy brief
4.3	Critique policies with respect to impact on health equity and social justice.	Lecture, video, group discussion, group paper, exam, evidence-based review, policy brief
4.4	Analyze distribution of resources to meet the health needs of marginalized and vulnerable groups.	Lecture, group discussion, video, group paper, exam, evidence-based review, policy brief
5.5	Plan evidence-based interventions to meet internationally established health targets.	Evidence-based review, policy brief Evidence-based review, policy brief
5.8	Develop context-specific implementation strategies for scaling up best-practice interventions.	
6.1	Describe the roles and relationships of the entities influencing global health.	Lecture, group discussion, videos, exam
6.2	Analyze the impact of transnational movements on population health.	Lecture, group discussion, video, exam
7.4	Conduct comparative analyses of health systems.	Lecture, group discussion, videos
7.6	Design context-specific health interventions based upon situation analysis.	Lecture, group discussion, videos, evidence-based review, policy brief

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

Required text

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

Recommended readings

- Basch, P.F. (1999). *Textbook of international health*. New York: Oxford University Press.
- Birn, A.E., Pillay, Y. & Holtz, T. (2009). *Textbook of international health: Global health in a dynamic world, 3rd Ed.* Oxford: Oxford University Press.
- Easterly, W.R. & Birdsall, N. (2008). *Reinventing foreign aid*. Massachusetts: The MIT Press.
- Easterly, W.R. (2007). *The white man's burden: Why the West's efforts to aid the rest have done so much ill and so little good*. New York: Penguin Press.
- Ehiri, J.E. (ed.) (2009). *Maternal and child health: Global challenges, programs, and policies*. New York: Springer-Verlag.
- Evans, T. Whitehead, M. Diderichsen, F., Bhuiya, A., Wirth, M. (Eds) (2001). *Challenging inequities in health: From ethics to action*. Oxford: Oxford University Press.
- Frost, L.J. & Reich, M.R. (2008). *Access: How do good health technologies get to poor people in poor countries?* Harvard Center for Population and Development Studies. Cambridge, Massachusetts: Harvard University Press.
- Gunn, S.W.A., Piel, A. & Davies, A.M. (2005). *Understanding the global dimensions of health*. New York: Springer.
- Jamison, D.T., Breman, J.G., Measham, A.R., Alleyne, G., Claeson, M., Evans, D.B., Jha, P., Mills, A., Musgrove, P. (2006). *Disease control priorities in developing countries (2nd Ed)*. Washington, D.C. The International Bank for Reconstruction and Development/The World Bank. Retrieved from <http://files.dcp2.org/pdf/DCP/DCP.pdf>
- Kahn, H., Brown, W. & Martel, L. (1976). *The next 200 years. A scenario for the America and the world*. Morrow: New York.
- Merson, M.H., Black, R.E. & Mills, A.J. (2006). *International public health: diseases, programs, systems and policies. 2nd Ed.* Gaithersburg, Maryland: Aspen Inc.
- Packard, R.M. (2007). *The making of a tropical disease: A short history of malaria*. Maryland (Johns Hopkins Biographies of Disease). Maryland: The Johns Hopkins University Press.

Sachs, J. (2006). *The end of poverty: Economic possibilities for our time*. New York: Penguin Press.

Sridhar, D. (2005). *The battle against hunger: Choice, circumstance, and the World Bank*. Oxford, England: Oxford University Press.

United for Sight (2012). Maternal and child health online course.

<http://www.uniteforsight.org/women-children-course/>

Course Evaluation

Assignments	Points
Course entry assignment	5
Three one-page critical reflection papers	15
Group paper outline (to include objectives, hypotheses, and policy relevance)	5
Draft Group paper	10
Group final paper	20
Group debate based on Herman Khan's four views of earth centered perspectives	10
End of course examination	20
Policy brief (individual)	15
Total	100

Grading scale

A = ≥ 90%;

B = 80%-89%

C = 70%-79%

D = 60%-69%

E = ≤ 60%

Course entry assignment: Submit a document to the Drop-box that identifies any errors found in the syllabus, a statement of what you hope to gain from this class, and any questions you may have regarding the course in general.

To obtain your full points for the course entry assignment, introduce yourself to the class on D2L via the “Class Introduction” discussion forum. Include a resume, CV, or other relevant information about you and your work that you would like to share with the class.

Critical reflection papers: For the reflection papers, you should select any of the required or further reading articles posted week for which the paper is due and provide a critical reflection on your chosen article. As indicated in this syllabus, critical thinking involves identifying the meaning and significance of what is observed or expressed, or, concerning a given inference or argument, and determining whether there is adequate justification to accept the conclusion as true. It is the questioning with an open mind of any belief, and coming to an unbiased conclusion that is supported by evidence and scrutinized assumptions. Texas A&M University has developed a useful guide for writing critical reflection papers. We will follow this guideline in this class. See here for the link: <http://writingcenter.tamu.edu/2010/types-communication/academic-writing/critical-reflection-journals-opinions-and-reactions/>

Please note that 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 for this course. You are allowed to cite other published sources as a way of supporting the theses of your critical reflection. Ideally, I would expect to see about 3 references cited in the APA format.

Your paper should be a maximum of two pages (excluding list of references).

Group paper: Evidence base of a global health policy or practice. You will complete a substantive written systematic review paper in which you will assess the evidence base of a given intervention, program or policy related to the health of women, children, and families. The instructor will provide a list of topics from which each group will select. You will submit an outline of your review that will include a statement of the objective of your proposed review, the hypothesis to be tested, and how the information obtained will contribute to policy (5%). The review should be written based on standard methodology used to assess and present evidence for policy, notably, the Cochrane Collaboration's Systematic review methodology, and the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement and checklist. You are encouraged to consult the Cochrane Reviewers' Handbook <http://www.cochrane.org/training/cochrane-handbook> for step-by-step methodological guidance. The Cochrane Collaboration's Review Manager Software is an important resource that you can use to organize your paper. See here: <http://ims.cochrane.org/revman>

Your review paper should be no more than 23 double-spaced pages (including references, but excluding tables and figures), using the APA format <http://owl.english.purdue.edu/owl/resource/560/02/> Use either Times New Roman 12 point font.

The paper should be structured as follows:

Title page - with names of all group members.

Structured Abstract - a structured summary of the review, sub-divided into: background, objectives, search strategy, selection criteria, data collection and analysis, main results, authors' conclusions.

Description of the criteria for considering studies for the review - a brief description of the main elements of the question under consideration. This was sub-divided into: (1) types of studies to be included in the review (e.g., randomized controlled trials), (2) types of

participants - the population of interest, (3) types of interventions – the main intervention(s) under consideration for study and comparison groups, and (4) types of outcome measures - outcome measures/endpoints considered important by the review author.

Search strategy for identification of studies - an explanation of how an exhaustive identification of relevant information was attempted. This includes documenting the details of electronic database searches, searches for unpublished information, hand-searching of journals or conference proceedings, and searching of reference lists of relevant articles.

Methods of the review - a description of how studies eligible for inclusion in the review were selected, how their quality was assessed, how data were extracted from the studies, and how data were analyzed.

Description of studies - a statement of the number of studies found, their inclusion criteria and size.

Methodological quality - a discussion regarding whether there were reasons to doubt the conclusions of any studies because of concerns about study quality.

Results - a statement of what the data show.

Discussion - interpretation and assessment of results.

Conclusions – (should include implications for practice, implication for policy, and Implications for further research.

Detailed explanation of the above sections and the materials to be included can be found in the Cochrane Reviewers' Handbook <http://www.cochrane.org/training/cochrane-handbook>. Samples of review will be posted on D2L.

Due dates and drop-boxes for the submission of your draft and final review papers are available on D2L. Submit your paper to the drop-box in D2L before 11:59pm on the day that it is due.

Policy brief (individual): One of the benefits of conducting a systematic review is to produce evidence-based information that can be used to inform policy and practice. So, based on the results of each group's systematic review, each student in that group will prepare a three-page policy brief as an individual assignment. I expect each student's policy brief to be uniquely different. So, please do not work with your group members on this assignment. Doing so will constitute plagiarism. For this assignment, you are required to prepare a three-page policy (excluding references and other supporting materials) brief to be used for advocacy by a decision maker, an elected official or other advocacy group. The policy brief should be drafted in the form of a non-technical summary of the result of your review that can be used for advocacy - e.g., a brief that can be handed to an elected official to draw his/her attention to the subject of the review or to the media. Guidelines for writing the policy briefs will be posted.

Due date and drop-boxes for the submission of your draft and final review papers are available on D2L. Submit your paper to the drop-box in D2L before 11:59pm on the day that it is due.

Final written examination: This will be mostly short answer questions (15%).

Submission of assignments: Each assignment will be submitted in word document format to the designated drop-box on the D2L course platform <http://d2l.arizona.edu>. **Please do not submit your paper as a PDF file.** Assignments are to be submitted 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") and for the group assignment, with your group name as the file name (e.g., "group#1.doc. **The instructor will not grade any assignment that does not follow this instruction.** It is your responsibility to ensure that the instructor receives your assignments by the due date. Problems with email or D2L will not be accepted as sufficient reason for late or non-submission of required assignments.

Policy on late assignments: It is essential that assignments are submitted by the time and date specified. In extenuating circumstances, the instructor may agree to accept a late assignment. If possible, such arrangements should 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 a letter grade** off 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 if you anticipate the need to miss more than three classes.

Classroom etiquette: All students are expected to behave respectfully during class. If you arrive late or must leave early, please take a seat near the door to minimize disruption. Please turn off cell phones and pagers unless there is great need (e.g., if you are a practicing physician on call or a family crisis is unfolding). If you must allow for such contact, set cell phones and pagers to vibrate if at all possible, and sit near an exit. Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at <http://web.arizona.edu/~policy/disruptive.pdf> and the Policy on Threatening Behavior by Students found at <http://web.arizona.edu/~policy/threatening.pdf>

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

Disability accommodation: If you anticipate issues related to the format or requirements of this course, please let me know. I would like us to discuss ways to

ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you register with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at: <http://catalog.arizona.edu/2009-10/policies/disability.htm>

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>.

Plagiarism: Please note that all posted assignments will be screened for plagiarism by D2L. What counts as plagiarism?

- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

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

Grievance policy: Should a student feel that he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, the department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at:

<http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy>

Grade appeal policy: <http://catalog.arizona.edu/2009-10/policies/gradappeal.htm>

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

WEEKLY SCHEDULE

Date	Week	Topic	Assignment Due
Jan 14	1	Introduction to CPH 533: Social determinants of health	Course entry assignment complete by 11:59pm - Friday
Jan 21	2	Martin Luther King Jr. Holiday - no classes	MLK Holiday
Jan 28	3	International cooperation in global health: A historical overview	Reflection paper1
Feb 4	4	International health agencies, activities & other actors	
Feb 11	5	Political economy of health and development	Reflection paper2
Feb 18	6	Globalization and health	
Feb 25	7	Sector-wide approaches (SWAPs)	
Mar 4	8	Gender & health	
Mar 11	9	Spring recess - March 9-17	Spring recess
Mar 18	10	Nutrition and global health	Reflection paper3
Mar 25	11	The role of NGOs in global health: Lessons from Haiti	
Apr 1	12	Water & sanitation	Group debate
Apr 8	13	Disease control priorities in low income countries	Draft Group paper
Apr 15	14	Disease control priorities in low income countries	
Apr 22	15	Maternal health	Final Group paper
Apr 29	16	Health systems reforms	
May 9		End of Course Examination (10:30am-12:30pm)	Final exam

Useful Web Sites

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

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

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

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

Care <http://www.care.org/>

Doctors of the World <http://www.doctorsoftheworld.org/>

EngenderHealth <http://www.engenderhealth.org/>

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

Global Health Council <http://www.globalhealth.org/>

GlobalHealth.Gov, US Dept of Health & Human Services <http://www.globalhealth.gov/>

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

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

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

IPAS <http://www.ipas.org/>

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

Management Sciences for Health <http://www.msh.org/>

March of Dimes http://www.marchofdimes.com/professionals/871_1398.asp

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

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

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

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

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

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

The Global Health Education Consortium (GHEC):
<http://globalhealthedu.org/resources/Pages/GlobalHealthBibliography.aspx>

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 AIDS program (UNAIDS) <http://www.unaids.org/en/>

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

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

World Bank - Young Professionals program

<http://web.worldbank.org/WBSITE/EXTERNAL/EXTHRJOBS/0,,contentMDK:20519630~menuPK:64262360~pagePK:64262408~piPK:64262191~theSitePK:1058433~isCURL:Y,00.html>

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

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

United Nations Association of the United States of America (UNA-USA)

<http://www.unausa.org/site/pp.asp?c=fvKRI8MPJpF&b=260414>