

HLTHAGE 4G03: GLOBAL HEALTH Fall 2018

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Lecture: Wednesday 2:30-5:20pm

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Contents

Course Description.....	3
Course Objectives.....	3
Required Materials and Texts	3
Class Format.....	3
Course Evaluation – Overview	4
Course Evaluation – Details	4
Policy brief 1: The state of our health system (15%), due October 17	4
Group Policy brief 2: A critical global health issue (10%), various due dates	4
In-Class reflections (15%), due after the chosen seminars.....	4
Seminar facilitation a (10%), various due dates.....	5
Draft final paper presentation (10%), due November 28.....	5
Final Paper (30%), due December 12	5
Weekly Course Schedule and Required Readings	5
Foundations of Global Health Foundations.....	5
Week 1 (Sept. 5) – Course overview: Principles and goals of Global health.....	5
Week 2 (Sept. 12) – Glocal Problems	6
Week 3 (Sept. 19) – Health determinants, Measurements and Trends.....	6
Week 4 (Sept. 26) – Ethical and Human rights concerns.....	6
Week 5 (Oct. 3) – Health Systems: Organization and Financing	6
Week 6 (Oct. 10) – Reading Week: No classes	7
Case studies in Global health and Global health partnerships	7
Week 7 (Oct. 17) – Partnerships in Global health	7
Week 8 (Oct. 24) – Maternal and Child Health.....	7
Week 9 (Oct. 31) – The burden of communicable diseases in Global health.....	7
Week 10 (Nov. 7) – The burden of Non- communicable diseases and unintentional injuries.....	7

Week 11 (Nov. 14) – Natural disasters and complex humanitarian emergencies	8
Week 12 (Nov. 21) – Individual reflection; Group Assignment	8
Week 13 (Nov. 28) – Presentation of final paper outline	8
Week 14 (Dec. 5) – Individualized consultations on final paper	8
Course Policies	8
Submission of Assignments.....	8
Citations.....	8
Retention of work.....	9
Grades.....	9
Late Assignments	9
Absences, Missed Work, Illness	10
Avenue to Learn	10
Turnitin.com.....	10
University Policies	10
Academic Integrity Statement.....	10
Academic Accommodation of Students with Disabilities.....	11
Religious, Indigenous and Spiritual Observances (RISO)	11
Faculty of Social Sciences E-mail Communication Policy	11
Course Modification	11

Course Description

This course gives the students an opportunity to explore Global health issues of their interest, using various experiential education methods. With examples from low income countries, this course will critically examine some of the key determinants of health and wellbeing in this region, and the common global health problems and diseases. We will also discuss how the health and social systems are organized, questioning their adequacy in addressing the global health problems. We will also address ethical challenges in global health research and programs. Students will also be provided with practical tips with regards to working in these contexts.

The course will consist of in class experiential learning, lectures, group discussions and presentations.

Course Objectives

By the end of the course students should be able to:

- Explain what makes a health issue a global health concern
- Critically analyze the determinants of global health problems
- Explain how different health and social systems are organized to address a sample of global health problems
- Critically analyze the impact of international organizations and policies on global health
- Reflect on the limitations and challenges related to implementing global health interventions and global health programs

Required Materials and Texts

- Various Online publications

Strongly recommended:

- Skolnik R. Global Health 101 (3rd Edition), 2016. Jones and Bartlett Publishers, Mississauga, Canada. (Will be available at McMaster Bookstore)

Class Format

The learning modes will include in-class and out of class components. The in-class component will predominantly comprise of (guest) lectures, case studies, group discussions, class presentations. The out of class component will involve students working in groups or independently to explore various topics that will be introduced in class. The lectures will be used to summarize and highlight the key points of the topic/issue. However, while there will be some lecturing, this course is not primarily a lecture course. The Group discussions are intended to provide the opportunity for students to address issues related to the lecture in an in-depth fashion. The class will be divided into small groups. Throughout the course of the term, students will take turns being the

“facilitator” for the discussion group. Facilitators will be responsible for preparing a list of discussion questions (based on the readings for the week). Those students not facilitating during a particular week are expected to come to class having read the assigned readings and ready to participate. Group discussions will provide an opportunity for students to further develop their individual assignments.

The out of class component will evolve based on the course requirements. Based on the skills acquired during the lectures, students will (either independently or in groups), explore the given topics/ organizations/ health systems in detail. They will then have opportunities to share their learning in class.

It will be the responsibility of the students who for some reasons miss classes, to look up the tasks for the week.

Course Evaluation – Overview

This course will have the following components used for assessment:

1. Policy brief 1: The state of our health system – 15%
2. Group Policy brief 2: A critical global health issue – 15%
3. In class reflections – 15%
4. Seminar Facilitation – 10%
5. Draft final paper presentation – 10%
6. Final paper – 35%

Course Evaluation – Details

Policy brief 1: The state of our health system (15%), due October 17

Based on their presentations on a health system that will be allocated, students will develop a (3-4 Pg) policy brief for their ministry of finance; explaining the state of the health system, identifying the key areas that need to be addressed. Details of how to develop the brief will be explained in class.

Group Policy brief 2: A critical global health issue (15%), various due dates

Based on the different presentations on communicable diseases, students will develop a (3-4 Pg) policy brief for their ministry of finance; explaining the determinants of the problem and identifying the most cost- effective intervention; and an organization they could partner with. Details of how to develop the brief will be explained in class.

This assignment will be due a week after your group facilitation

In-Class reflections (15%), due after the chosen seminars

This will involve two components (i) At the end of the seminars, students will complete a reflection. These will be exchanged and peer reviewed. Details for the reflection will be

provided in class, since these will vary according to the topic. *Each student should complete any five reflections starting from Week 4- Sept 26th.*

Seminar facilitation a (10%), various due dates

Throughout the course of the term, students will take turns being the “facilitators” for the class discussion. Where journal articles are present, the questions should focus on the materials in the readings from the journals and how they relate to the text book material. Where there is a guest speaker, the facilitators will be responsible for reading about the organization and generating questions of relevance to the principles of global health; to facilitate the discussion with the guest speaker.

Evaluation will focus on the facilitation skills and their ability to engage their colleagues in a meaningful discussion.

Draft final paper presentation (10%), due November 28

This session will be focused on providing students with comments that will improve the quality of their final papers. Based on their assigned topic, students will present an outline of their final paper. At the end of the course, the class will be engaged in a debate. Details of the debate will be discussed in class

Final Paper (35%), due December 12

After the reading week, Students will randomly be allocated an international organization that works on a global health issue. Based on their experiences, the assigned readings for the course and additional literature; students will develop a 12- 15 double spaced pg. critical reflection paper on the degree to which the organization is effective in addressing the global health problem.

More details will be discussed in class.

Weekly Course Schedule and Required Readings

Please Note: these are provisional readings. Guest speakers may propose additional readings.

Foundations of Global Health Foundations

Week 1 (Sept. 5) – Course overview: Principles and goals of Global health

Readings:

- Chapter 1. Skolnik R. Global Health 101
- Gostin LO. *Why rich countries should care about the world's least healthy people. JAMA 2007; 298(1): 89-92.*
- Video:
 - [The State of Global Health:](http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen)
http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen

Week 2 (Sept. 12) – Glocal Problems

Readings:

- None Assigned

Notes:

- Independently Conduct a media analysis to identify local issues that you think are of global health concern.

Week 3 (Sept. 19) – Health determinants, Measurements and Trends

Readings:

- Skolnik R. Global Health 101, Chapter 2, 3 & 4
- The Executive Summary and scan the rest of: [The Report of the WHO Commission on the Social Determinants of Health](http://www.who.int/social_determinants/thecommission/finalreport/en/index.html) – led by Michael Marmot, World Health Organization:
http://www.who.int/social_determinants/thecommission/finalreport/en/index.html
- <http://www.healthdata.org/>

Notes:

- Bring your laptops to class

Week 4 (Sept. 26) – Ethical and Human rights concerns

Readings:

- Skolnik R. Global Health 101, Chapter 4
- Lowry C., Udo Schüklenk U., Hall J.W.(2009) Two Models in Global Health Ethics *Public Health Ethics* 2 (3): 276–284
- Video:
 - [Global Health and Human Rights:](https://www.youtube.com/watch?v=RVCTmix4jMo&list=PLujS9ooBebKWLZLpXpX9tLke00kHcHgUo)
<https://www.youtube.com/watch?v=RVCTmix4jMo&list=PLujS9ooBebKWLZLpXpX9tLke00kHcHgUo>

Week 5 (Oct. 3) – Health Systems: Organization and Financing

Readings:

- Skolnik R. In Global Health 101, Chapter 5
- GBD 2016 Healthcare Access and Quality Collaborators (2018) Measuring performance on the Healthcare Access and Quality Index for 195 countries and territories and selected subnational locations: a systematic analysis from the Global Burden of Disease Study 2016 *Lancet* 2018; 391: 2236–71
- eRead the overview and scan the rest of [WHO 2010 World Health Report on Health Systems Financing](http://www.who.int/whr/2010/en/index.html): <http://www.who.int/whr/2010/en/index.html>

- "[Financing health care for all: challenges and opportunities](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(10)61884-3/fulltext)" from The Lancet [http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(10\)61884-3/fulltext](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(10)61884-3/fulltext)

Week 6 (Oct. 10) – Reading Week: No classes

Case studies in Global health and Global health partnerships

Week 7 (Oct. 17) – Partnerships in Global health

Readings:

- Skolnik R. Global Health 101, Chapter 16: Working Together to Improve Global Health
- Larkan, F., Uduma, O., Lawal SA., and van Bavel B (2016). Developing a framework for successful research partnerships in global health *Globalization and Health*. 12:17

Week 8 (Oct. 24) – Maternal and Child Health

Readings:

- Skolnik R. Global Health 101, Chapters: 7 & 8
- The Lancet, Series Papers: Maternal and child undernutrition and overweight in low-income and middle-income countries

Week 9 (Oct. 31) – The burden of communicable diseases in Global health

Readings:

- Skolnik R. Global Health 101, Chapter 12
- [The challenge of emerging and re-emerging infectious diseases](http://ih.stanford.edu/emerging%20diseases%20-%20nature.pdf), Morens, Folkers, and Fauci, *Nature* Volume 430, 8 July 2004, <http://ih.stanford.edu/emerging%20diseases%20-%20nature.pdf>
- Laxminarayan, R., et al. (2013). Antibiotic resistance—the need for global solutions. *Lancet Infectious Diseases* 13(12): 1057-1098.
- Explore the [WHO home page](http://www.who.int/topics/) on malaria, HIV, AND TUBERCULOSIS: Available at: <http://www.who.int/topics/>

Week 10 (Nov. 7) – The burden of Non- communicable diseases and unintentional injuries

Readings:

- Skolnik R. Global Health 101, Chapter 13
- Patricio V. Marquez and Jill L. Farrington. *The Challenge of Non-Communicable Diseases and Road Traffic Injuries in Sub Saharan Africa. An Overview*, 2013.
- Videos:
 - [Diabetes: a major public health problem for Africa:](http://www.youtube.com/watch?v=79oZrKG2RpY) <http://www.youtube.com/watch?v=79oZrKG2RpY>

- [Combatting the Global Tobacco Epidemic](#) (3 mins, The World Health Organization (WHO)):
<http://www.youtube.com/watch?v=Ka2w54Axdd0&feature=relmfu>
- [In Haiti, Mental Health Still a Concern for Many Quake Survivors:](#)
http://www.pbs.org/newshour/bb/latin_america-july-dec10-haiti_07-15/

Week 11 (Nov. 14) – Natural disasters and complex humanitarian emergencies

Readings:

- Skolnik R. Global Health 101, Chapter 14
- [WHO | Disease outbreaks by year](http://www.who.int/csr/don/archive/year/en/): www.who.int/csr/don/archive/year/en/

Week 12 (Nov. 21) – Individual reflection; Group Assignment

Readings:

- Group work
- Readings: Various

Notes:

- ***Last week for submitting Policy brief 2***

Week 13 (Nov. 28) – Presentation of final paper outline

Readings:

- No readings assigned

Week 14 (Dec. 5) – Individualized consultations on final paper

Readings:

- No readings assigned

Course Policies

Submission of Assignments

All written assignments should be typed: 1.5 spacing, Font size: 12pt, have a title page with the topic that is discussed in the paper, student's name and number, and course number. Where references are used, you are required to use the citation and referencing guidelines from the American Psychological Association. These guidelines are contained in the publication, Publication Manual of the American Psychological Association (the references in the course guide roughly follow APA format).

Citations

I expect you to cite and properly reference any and all material taken from a secondary source. You must acknowledge every idea, fact, or analysis taken from another source and not just direct quotes. This includes ALL material that you use in your papers other than that based on your own ideas and analyses. This includes required course

readings and paraphrases taken from a source. It is perfectly respectable to take an idea from another source and then develop that idea in your own way, or to use someone's method or structure and apply it to a new case so long as you indicate clearly what was derived from the original source and what is your own. Papers with poor referencing and acknowledgement or original sources will be marked down severely. Not acknowledging sources that you have used or acknowledging them only part of the time borders on plagiarism and may be treated as such. If in doubt, acknowledge the source.

Retention of work

I require that students keep ALL of their rough work for their essays and be able to produce this material on 24 hours' notice. In some cases, I will ask for this material to be submitted with your assignments. This includes rough notes, early drafts, etc. This is partly a protection for you. If there is any doubt over the grade assigned on a project, or if you decide to appeal a grade or if you happen to be charged with plagiarism, this work can provide a basis for settling the issue. Without it, you may not be given the benefit of the doubt. With it, the issue is easily resolved. You should keep this material until you have been notified of your grade for the course and decided that you are not going to appeal any grades. If you are using a word-processor, keep both your rough notes and early drafts.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Assignments are to be submitted in class on, or before, the due date indicated. All assignments must be completed in order to pass the course. Late assignments should be submitted to Danielle Schumacher (KTH/226) where they will be date/time stamped. All papers submitted after the due date will be assessed a 10% per day penalty. Weekends will be treated as one day late. Please note that no extensions will be

permitted for reasons other than a documented illness. If you are unable to hand-in a paper because of illness, please consult with the Dean's Office.

Absences, Missed Work, Illness

Since this is a seminar, physical attendance is critical. If you are unable to attend a class, you have the responsibility to acquire the missed material. If you have to miss class for an extended period (more than 2 weeks), please inform either me, dean's office or SAS BEFORE the end of the semester.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please to go www.mcmaster.ca/academicintegrity.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

If you require this course outline in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

Religious, Indigenous and Spiritual Observances (RISO)

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.