

**MCMASTER UNIVERSITY
DEPARTMENT OF HEALTH, AGING AND SOCIETY**

**HLTHAGE 4G03: GLOBAL HEALTH
Winter 2018**

Instructor: Lydia Kapiriri

Class Meets: Tuesday, Wednesday 11.00- 2.00pm

Class Location: BSB B142

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Office: KTH 236; ext. 2-7230

Office hours: Wednesdays 2.00-
3.00pm

Purpose

This course gives the students an opportunity to explore Global health issues of their interest. 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 lectures, and group discussions and presentations.

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

- Identify the main health problems faced by this population across the population's life span
- Critically analyze the determinants of health and well-being in this region
- Explain how the health and social systems in this region are organized to meet the health needs of their population
- Understand how the international organizations and policies influence health care systems in these countries
- Critically reflect on the limitations and challenges related to implementing health interventions to address the global health problems
- Apply the knowledge and skills obtained from the above objectives to proposing appropriate interventions in low income countries, recognizing and mitigating the ethical and practical challenges that these contexts present

COURSE STRUCTURE

The learning modes will include in-class and out of class components. The in-class component of the course will predominantly comprise of lectures, case studies, group discussions and class presentations.

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. It will involve, but not be limited to: students working independently and in their groups to search for relevant literature related to an identified global health problem, viewing and reflecting on a video clip before class.....

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

Required Texts

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

Assessments

The course will have the following components used for assessment:

Application of the DOH framework to the Glocal issue	10%
Policy brief 1: The state of our health system	15%
Policy brief 2: On a critical global health issue in our country	15%
Class participation:	10%
Class Debate:	10%
Final paper:	30%

DATE	TOPIC	READINGS
Week 1: Jan 4 th	Global Problems	None Assigned: Independently Conduct a media analysis to identify local issues that you think are of global health concern. Bring your assessment to the next class.
Week 2: Jan 11 th	Course overview: Principles and goals of Global health	Chapter 1. Skolnik R. Global Health 101 1. <i>Gostin LO. Why rich countries should care about the world's least healthy people. JAMA 2007; 298(1): 89-92.</i> Video: The State of Global Health: http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen
Week 3: Jan 18 th	Health determinants, Measurements and Trends	Skolnik R. Global Health 101, Chapter 2, 3 & 4 1. The Executive Summary and scan the rest of: The Report of the WHO Commission on the Social Determinants of Health – led by Michael Marmot, World Health Organization: http://www.who.int/social_determinants/thecommission/finalreport/en/index.html 2. http://www.healthdata.org/ (Bring your laptops to class)
Week 4: Jan 25 th	Ethical and Human rights concerns	Skolnik R. Global Health 101, Chapter 4 1. Lowry C., Udo Schüklenk U., Hall J.W.(2009) Two Models in Global Health Ethics <i>Public Health Ethics</i> 2 (3): 276–284 2. McGough, Laura, <i>et al</i> , Which Patients First? Setting Priorities for Anti-retroviral Therapy Where Resources are Limited, <i>American Journal of Public Health</i> , 2005, Number 95, pages 1173-1180 Video: Global Health and Human Rights: https://www.youtube.com/watch?v=RVCTmix4jMo&list=PLujS9o0BebKWLZLpXpX9tLke00kHcHgUo

<p>Week 5: Feb 1st</p>	<p>Health Systems: Organization</p>	<p>Skolnik R. In Global Health 101, Chapter 5</p> <ol style="list-style-type: none"> 1. Read the overview and scan the rest of “The world health report 2000 - Health systems: improving performance.” http://www.who.int/whr/2000/en/ 2. Read the overview and scan the rest of “The world health report 2000 - Health systems: improving performance.” http://www.who.int/whr/2000/en/ 3. Read 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
<p>Week 6: Feb 8th</p>	<p>Health Systems: Financing</p>	<p>Skolnik R. In Global Health 101, Chapter 5</p> <ol style="list-style-type: none"> 1. "Financing health care for all: challenges and opportunities" from The Lancet http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(10)61884-3/fulltext 2. The Growing Movement for Universal Health Coverage, Commentary in The Lancet, Published Online November 16, 2010 DOI:10.1016/S0140-6736(10)62006-5 <p>Read "Financing health care for all: challenges and opportunities" from The Lancet http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(10)61884-3/fulltext</p>
<p>Week 7: Feb 15th</p>	<p>Nutrition, environment and global health</p>	<p>Skolnik R. Global Health 101, Chapters: 7 & 8</p> <ol style="list-style-type: none"> 1. <i>The Lancet</i>, Series Papers: Maternal and child undernutrition and overweight in low-income and middle-income countries, The politics of reducing malnutrition: building commitment and accelerating progress: http://www.thelancet.com/series/maternal-and-child-nutrition 2. Managing the Health effects of Climate Change: http://www.thelancet.com/series/maternal-and-child-nutrition
<p>Week 8 : Feb 22nd</p>	<p>No Classes</p>	

<p>Week 8: March 1st</p>	<p>Child, Adolescent and women’s health</p>	<p>Skolnik R. Global Health 101, Chapters: 9, 10,11</p> <ul style="list-style-type: none"> • Review the online and interactive World Health Organization. (2014). Health for the World's Adolescents: A second chance in the second decade. Geneva, Switzerland. Retrieved from http://www.who.int/maternal_child_adolescent/topics/adolescence/second-decade/en/ <p>Videos</p> <ul style="list-style-type: none"> • The Girl Effect: http://www.girleffect.org/ • Missing Generation of Girls: http://www.ibtimes.com/indias-40-million-missing-girls-pervasive-problem-gendercide-videos-383226 • Living Proof Community Health Workers Saving Lives:
<p>Week 9: March 8th</p>	<p>The burden of communicable diseases in Global health</p>	<p>Skolnik R. Global Health 101, Chapter 12</p> <ol style="list-style-type: none"> 1. The challenge of emerging and re-emerging infectious diseases, Morens, Folkers, and Fauci, Nature Volume 430, 8 July 2004, http://ih.stanford.edu/emerging%20diseases%20-%20nature.pdf 2. Laxminarayan, R., et al. (2013). Antibiotic resistance—the need for global solutions. <i>Lancet Infectious Diseases</i> 13(12): 1057-1098. 3. Review the fact sheets and special topics sheets on the WHO home page for TB available at: http://www.who.int/tb/en/ 4. Explore the WHO home page on malaria: Available at: http://www.who.int/topics/malaria/en/ 5. Hotez, P. J. M., David H.; Fenwick, Alan; Kumaresan, Jacob; Ehrlich Sachs Sonia; Sachs, Jeffrey D.; Savioli, Lorenzo (2007). Control of Neglected Tropical Diseases. <i>New England Journal of Medicine</i> 357: 1018-1027.

<p>Week 10: March 15th</p>	<p>The burden of Non-communicable diseases and unintentional injuries</p>	<p>Skolnik R. Global Health 101, Chapter 13 & 14</p> <p>1. Patricio V. Marquez and Jill L. Farrington. The Challenge of Non- Communicable Diseases and Road Traffic Injuries in Sub Saharan Africa. An Overview, 2013.</p> <p>Videos:</p> <p>2. <u>Diabetes: a major public health problem for Africa:</u> <u>http://www.youtube.com/watch?v=79oZrKG2RpY</u></p> <p>3. <u>Combatting the Global Tobacco Epidemic (3 mins, The World Health Organization (WHO)):</u> <u>http://www.youtube.com/watch?v=Ka2w54Axdd0&feature=relmfu</u></p> <p>4. <u>In Haiti, Mental Health Still a Concern for Many Quake Survivors:</u> <u>http://www.pbs.org/newshour/bb/latin_america-july-dec10-haiti_07-15/</u></p>
<p>Week 11: March 22nd</p>	<p>Partnerships in Global health</p>	<p>Skolnik R. Global Health 101, Chapter 16 : Working Together to Improve Global Health</p>
<p>Week 12: March 29nd</p>		<p>Class Debate and wrap up</p>
<p>Week 13: April 5th</p>		<p>Final paper due by 4.30pm.</p>

ASSIGNMENTS

I. Class participation

This is a seminar course, attendance is mandatory: 10% (full marks for attending **all** classes **and full contribution**- by asking questions, contributing to the discussion, active listening and not using distractions...computers and phones during discussions)

Seminar facilitation (5%): Throughout the course of the term, students will take turns being the “facilitator” 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.

II. Class Debate

At the end of the course, the class will be engaged in a debate. Details of the debate will be discussed in class

III. Application of the DOH framework to the Glocal issue due on Jan. 25th

During the first week students will identify a health issue of global health concern. In this first short written assignment (2-3 Pgs), students will apply the Determinants of health framework to the Glocal problem they identified during the first week. Details will be discussed in class.

IV. Policy brief 1: The state of our health system due on Feb. 15th

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.

V. Policy brief 2: A critical global health issue in our country due on March 15th

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. Details of how to develop the brief will be explained in class.

VI. Final Paper due on April 5th

There are two options for this assignment

Option 1: Practical Experience and reflection

After the reading week, Students will identify a local organization that works on a global health issue which they will share with the class for feedback on fit with the course.

Examples include: Save the mothers, AIDS network, AMREF, Save the children, UNICEF, World Vision, Plan International. Students will **PHYSICALLY** visit the organizations and learn about the work they are doing and how it contributes to solving global health issues. This will involve talking to the leaders of the organization, and collecting materials to share with the class.

Based on their experiences, the materials they have collected and the assigned readings for the course; 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.

Option 2: Literature and web-based paper

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.

LATE PENALTY POLICY

DEADLINES ARE FIRM. 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.

COMMUNICATION

Students can communicate with me via e-mail. The e-mail should be treated as an official communication, stating the course number as the subject and concluded with the student name and ID.

I will endeavor to respond to e-mails within 48hrs. excluding weekends. However, if your questions requires detailed discussion, you may be asked to meet during office hours. E-mails that request for information that is detailed in the course outline may not receive a response.

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.

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 mode 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. 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). 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.

ACADEMIC DISHONESTY

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 <http://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 other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations 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 at 905-525-9140 ext. 28652, or by email at sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation for Students with Disabilities: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

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 their McMaster email and course websites weekly during the term and to note any changes.