

# HLTHAGE 4G03: GLOBAL HEALTH

## Winter 2020

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## **Course Description**

This course gives the students an opportunity to explore current Global health issues of their interest, using various experiential education methods. Based on the health related sustainable development goals (SDGs), this course will critically examine some of the key determinants of the SDG related global health problems. The course will also assess how the health and social systems are organized, questioning their adequacy in addressing the global health problems. Students will also understand the ethical challenges related to global health research and programming.

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 (such as the SDGs) on global health
- Reflect on the limitations and challenges related to implementing global health interventions and global health programs

## **Required Materials and Texts**

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

## **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. Class attendance and participation – 20%
2. Group Seminar Facilitation – 20%
3. Group Policy brief: A critical global health issue – 20%
4. Final paper – 40%

## **Course Evaluation – Details**

### **Class attendance and participation – 20%**

Regular class attendance and participation are **mandatory** in this course. Attendance and participation will be graded through various mechanisms. (i) **Class attendance** and meaningful (students should base their contributions on the readings and personal experiences) oral contributions (10%); (ii) **Weekly summaries (10%)**: Over the course of the semester, students will submit ½ pg- 1 (single spaced) summary of the readings. Each summary should include a question that may be used as basis for the seminar discussions. A hard copy of the summary should be brought and submitted in class. You cannot submit a summary if you are not present in class. Students should submit a minimum of 5 summaries over the course of the semester.

### **Seminar facilitation (20%), various dates**

Throughout the course of the term, students will take turns being the “facilitators” for the class discussion. Where journal articles are present, the facilitation questions should focus on the materials in the readings from the journals and how they relate to the text book material and the SDGs. 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 programming; to facilitate the discussion with the guest speaker.

Evaluation will focus on the degree to which the facilitators are able to reflect on the content of the readings, relate to the general field of global health and SDGs; their facilitation skills, creativity and their ability to engage their colleagues in a meaningful discussion.

## **Group Policy brief (20%), various due dates**

Based on the different presentations, students will develop a (3-4 Pg) group policy to the World Health Organization. The policy brief will be focused on raising the profile of a global health issue that the group would have presented on during the seminar. The brief should provide a detailed description of the global health issue, its relevance, the factors that are contributing to its existence and strategies to solve the problem. The brief should also identify relevant partners that WHO should approach to support them and your team in dealing with the global health problem.

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

*This assignment will be due a week after your group facilitation*

## **Final Paper (40%), due on April 8<sup>th</sup>**

After the reading week, Students will randomly be allocated a global health issue. They will then select a country in which they would like to “work”/ focus their essay on. The purpose of the paper will be to describe the global health and to recommend strategies for dealing with the problem. Based on the information gathered throughout the course, students will develop a comprehensive paper which will include;

### **A. A summary/ overview of your paper**

### **B. Introduction and Background information about the context of the global health problem- for example:**

- a. The culture, social-economic, political context, population demographics and reasons why you chose this country.
- b. Use evidence to justify why this is an issue of global concern. This may include both the number of people affected (prevalence and incidence), who is most affected by the problem, and what would happen if nothing is done (remember first session; why should we care?)

### **C. Health Problem Analysis:** Use social determinants of health framework to discuss the factors that have contributed to the existence of the problem. How does it relate to the SDGs?

### **D. Response to the Problem:** Identify one organization that is working to solve this problem. What are they doing? What determinant(s) are they focusing on? What population? To what degree have they been successful? What challenges are they facing?

### **E. Based on the above discussion,** propose recommendations/ strategies to effectively deal with the global health problem. What are the limitations of your recommendations?

### **F. What are the limitations of your paper?**

This paper should be based on the readings for the course and additional literature. The paper should be 12- 15 double spaced pgs. long, and should be based on at least 15 scholarly papers published between 2010- 2020.

The grade will be divided as follows:

Presentation of final paper outline: 5% (April 1<sup>st</sup>)

Guidelines to be discussed in class

Written paper: 35% (April 8<sup>th</sup>)

## **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 ( Jan 8<sup>th</sup>) – Course overview: Global Problems**

Readings:

- None Assigned

Notes:

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

#### **Week 2 (Jan 15<sup>th</sup>) – 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 3 (Jan 22<sup>nd</sup>) – Sustainable development goals; determinants, Measurements and Trends**

Readings:

- Skolnik R. Global Health 101, Chapter 2& 3
- 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](http://www.who.int/social_determinants/thecommission/finalreport/en/index.html)
- <http://www.healthdata.org/>
- [Additional literature will be shared on A2L](#)

Notes:

- Bring your laptops to class

#### **Week 4 (Jan 29<sup>th</sup>) – 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 (Feb 5<sup>th</sup>) – 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
- "[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 (Feb. 12<sup>th</sup>) – 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 7 (Feb. 17<sup>th</sup>- 21<sup>st</sup>) – Winter recess**

## **Addressing a sample of health related SDGs**

### **Week 8 (Feb 26<sup>th</sup>) – Maternal Health**

#### Readings:

- Skolnik R. Global Health 101, Chapters: 7
- The Lancet, Series Papers: Maternal and child undernutrition and overweight in low-income and middle-income countries
- Additional readings to be provided

### **Week 9 (March 4<sup>th</sup>) – Child Health**

#### Readings:

- Skolnik R. Global Health 101, Chapters: 8
- The Lancet, Series Papers: Maternal and child undernutrition and overweight in low-income and middle-income countries
- Additional readings to be provided

### **Week 10 (March 11<sup>th</sup>) – The burden of communicable diseases in Global health**

#### Readings:

- Skolnik R. Global Health 101, Chapter 12
- Morens, Folkers, and Fauci (2004), The challenge of emerging and re-emerging infectious diseases. *Nature Volume 430*  
<http://ih.stanford.edu/emerging%20diseases%20-%20nature.pdf>
- Laxminarayan, R., et al. (2013). Antibiotic resistance—the need for global

- McMaster University, Department of Health, Aging and Society, HLTHAGE 4G03 solutions. *Lancet Infectious Diseases* 13(12): 1057-1098.
- Explore the WHO home page on malaria, HIV, AND TUBERCULOSIS: Available at: <http://www.who.int/topics/>
  - Additional readings will be posted on Avenue

### **Week 11 (March 18<sup>th</sup>) – The burden of Non- communicable diseases**

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](http://www.youtube.com/watch?v=Ka2w54Axdd0&feature=relmfu) (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-) [http://www.pbs.org/newshour/bb/latin\\_america-july-dec10-haiti\\_07-](http://www.pbs.org/newshour/bb/latin_america-july-dec10-haiti_07-)

### **Week 12 (March 25<sup>th</sup>) – Natural disasters, and complex humanitarian emergencies**

Readings:

- Skolnik R. *Global Health 101*, Chapter 14
- WHO | Disease outbreaks by year: [www.who.int/csr/don/archive/year/en/](http://www.who.int/csr/don/archive/year/en/)
- Additional readings will be posted on Avenue

### **Week 13 (April 1<sup>st</sup>) – Presentation of final paper outline**

Readings:

- No readings assigned

Notes:

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

### **Week 14 (April 8<sup>th</sup>) – Final Paper due**

## **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:

<b>MARK</b>	<b>GRADE</b>
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

McMaster University, Department of Health, Aging and Society, HLTHAGE 4G03 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](http://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](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 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](mailto:sas@mcmaster.ca). For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

### **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

McMaster University, Department of Health, Aging and Society, HLTHAGE 4G03  
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.