

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

**HLTHAGE 4G03: GLOBAL HEALTH
Fall 2016**

Instructor: Lydia Kapiriri

Class Meets: Tuesday 2.30pm- 5.20pm

Class Location: TSH 122

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Office: KTH 236; ext. 27302

Office hours: Tuesdays 10.00- 11.00am
or by appointment

Purpose

This course is an introduction to Global health. This is an introductory course whose aim is to prepare students who are interested in Global health work and/or research. With specific focus and examples from low income countries, this course will examine some of the determinants of health and well being in this region, the common health problems and the organization health care and social systems to meet the health needs of their population. It will also address ethical issues related to health care and conducting health research in these contexts. Students will also be provided with practical tips with regards to working in these contexts.

The course will consist of lectures, and group discussions.

With specific focus on low- income countries, 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, 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 involve the students working independently and in their groups to search for relevant literature related to addressing their identified global health problem throughout the entire course.

Each week students will be given a task related to the stage of their project development which will help them develop specific skills throughout the course. The tasks will be presented and discussed in class. They will also be posted on Avenue to Learn. 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 (2nd Edition), 2012. Jones and Bartlett Publishers, Mississauga, Canada. (Will be available at McMaster Bookstore and a copy will be reserved in the library)
2. Online publications

Assessments

The course will have the following components used for assessment:

Individual presentation of final project:	10%
Group participation:	10%
Problem Analysis:	20%
Peer Paper reviews	15%
Class Debate:	10%
Final paper:	35%

Course Outline

DATE	TOPIC	READINGS
Week 1	Local Problems	None Assigned: Independently Conduct a media analysis to identify local issues that you think are of global health concern. Bring your assessment to Week 2 Class.
Week 2	Course overview: Principles and goals of Global health	<ol style="list-style-type: none"> Chapter 1. Skolnik R. Global Health 101 <i>Gostin LO. Why rich countries should care about the world's least healthy people. JAMA 2007; 298(1): 89-92.</i>
Week 3	Health determinants, Measurements and Trends	<ol style="list-style-type: none"> Chapter 2 & 3: Skolnik R. Global Health 101, <i>Marmot M. Health in an unequal world. Lancet 2006; 368(9552): 2081-2094</i> Sachs JD. From Millennium Development Goals to Sustainable Development Goals Lancet 2012; 379: 2206–11 <p style="text-align: center;">(Bring your laptops for class discussions)</p> <p><i>Task: Identify a health problem that you would like to address</i></p>
Examples of Key Global Health Problems		
Week 4	Communicable diseases or diseases of Poverty	Skolnik R. Global Health 101, Chapters. 8,9,10,11 <i>Task: Identify a region that you would like to focus on and the health problem you want to focus on for your project</i>
Week 5	Non-communicable diseases or diseases of affluence	Skolnik R. Global Health 101 Chapter 12, 13 <ol style="list-style-type: none"> Patricio V. Marquez and Jill L. Farrington. The Challenge of Non-Communicable Diseases and Road Traffic Injuries in Sub-Saharan Africa • An Overview, 2013. Hazen A, Ehiri J. Road traffic injuries: hidden epidemic in less developed countries. <i>Journal of the National Medical Association.</i> Jan 2006; 98(1):73-82. <p><i>Group Task: Discuss the context and the determinants of the health problems in the region you are focusing on</i></p>
Week 6		No Classes

Response to the Key Global Health Problems

Week 7	<p>National Response to the health problems: Organization of the health and social systems</p>	<p>1. Skolnik R. In Global Health 101, Chapter 5. 2. Lowell Bryan, Michael Conway, Tineke Keesmaat, Sorcha McKenna, and Ben Richardson. Strengthening sub-Saharan Africa’s health systems: A practical approach http://www.mckinsey.com/industries/healthcare-systems-and-services/our-insights/strengthening-sub-saharan-africas-health-systems-a-practical-approach. June, 2010.</p> <p><i>Optional readings</i></p> <p>http://www.who.int/healthsystems/strategy/everybodys_business.pdf</p> <p><i>Group Task: Discuss and Develop section on organization of the national health system you are focusing on</i></p> <p style="text-align: center;">xxx (Assignment I: Due)xxxx</p>
Week 8	<p>National Response to the health problems: Resource Requirements</p>	<p>1. Skolnik R. In Global Health 101, Chapter 5.</p> <p>Financial Resources</p> <p>2. Carrin G., Waelkens M., & Criel B. Community-based health insurance in developing countries: a study of its contribution to the performance of health financing systems. <i>Tropical Medicine and International Health</i> 10 (8) pp 799–811 august 2005</p> <p>Human Resources</p> <p>3. Shrikant I. Bangdiwala SI, Fonn S., Okoye O., Tollman S. Workforce Resources for Health in Developing Countries <i>Public Health Reviews, Vol. 32, No 1, 296-318</i></p> <p><i>Optional readings</i></p> <ul style="list-style-type: none"> • http://www.who.int/management/working_paper_5_en_opt.pdf • http://www.who.int/health_financing/functions/en/ <p><i>Group Task: Discuss and Develop section on the resources available to address the global health problem</i></p>
Week 9	<p>Global Response to the health problems:</p>	<p>1. Skolnik R. Global Health 101, Chapter 15 2. WHO Report (2006). Working together for health. Pgs. 1-15 at:</p>

	<p>International Partnerships in global health</p>	<p>www.who.int/whr/2006/en/</p> <p>3. Demebele DM. The International Monetary Fund and World Bank in Africa: a "disastrous" record. <i>Int J Health Serv</i> 2005; 35: 389-398.</p> <p>4. Szlezák NA, Bloom BR, Jamison DT, et al. The global health system: actors, norms, and expectations in transition. <i>PLoS Medicine</i>. Jan 2010;7(1):e1000183.</p> <p><i>Group Task: Critically analyze the adequacy of the National and International responses to the global health problem</i></p> <p><i>Individual Task: Develop section on national and international responses to your Global health problem</i></p>
<p>Emerging issues of Global Health Concern</p>		
<p>Week 10</p>	<p>Disease outbreaks, Natural/artificial disasters and anti-microbial resistance</p>	<p>1. Skolnik Global Health 101 Chapter 14</p> <p>2. Anthony S. Fauci, M.D., and David M. Morens, M.D. Zika Virus in the Americas — Yet Another Arbovirus Threat <i>N Engl J Med</i> 2016; 374:601-604 February 18, 2016 DOI: 10.1056/NEJMp1600297</p> <p>3. Alexander KA., Sanderson CE., Marathe M., Lewis BL., Rivers CM., Shaman J., Drake JM., Lofgren E., Virginia M. Dato VM., Eisenberg MC.,⁷ and Stephen Eubank S. What Factors Might Have Led to the Emergence of Ebola in West Africa? <i>PLoS Negl Trop Dis</i>. 2015 Jun; 9(6): e0003652.</p> <p>4. Angela Huttner A., Harbarth S., Carlet J., Cosgrove S., Goossens H., Holmes A., Jarlier V., Voss A. and Pittet D. for the World Healthcare-Associated Infections Forum participants Antimicrobial resistance: a global view from the 2013 World Healthcare-Associated Infections Forum. <i>Antimicrobial Resistance and Infection Control</i> 2013, 2:31</p> <p style="text-align: center;">xxxx(Assignment II(a): Due at beginning of Class)xxxx</p> <p><i>Group Task: In what ways might disease outbreaks, natural/ artificial disasters and ABC resistance affect the problems you are addressing</i></p>
<p>Week 11</p>	<p>Ethical and Human rights concerns</p>	<p>1. Skolnik R. Global Health 101, Chapter 4</p> <p>2. Lowry C., Udo Schüklenk U., Hall J.W.(2009) Two Models in Global Health Ethics <i>Public Health Ethics</i> 2 (3): 276–284</p> <p>3. Macklin R. Bioethics, vulnerability, and protection. <i>Bioethics</i> 2003, 17:5-6472- 486.</p>

		<p><i>Group Task: Discuss the key ethical/ social justice issues related to the health problem you are addressing</i></p> <p>Xxxx (Assignment II (b) Reviews: Due at beginning of Class) xxxx</p>
Week 12	Presentation of individual projects	<p><i>Task: Finalize term paper</i></p>
Week 13	Setting Priorities AND Wrap up	<p>Class Debate</p> <p><i>Task: Finalize term paper</i></p>
Week 14	XXXX Final Paper due (Last Day to submit: Friday at 2.30pm) XXXX	

ASSIGNMENTS

I. Assignment # I: Global Health problem analysis

Students will each identify a global health problem based on the lectures, the required reading and other literature and their own knowledge. For better focus, students will also identify a country which they will be focusing on throughout the course. They will conduct a comprehensive analysis of the problem in the selected region/ country, identifying

- 1) The social, cultural, political and economic context of the country you are focusing on
- 2) Provide a detailed description of the global health problem:
 - a. What is the problem? Why is it an issue of global concern?
 - b. How many people are affected?
 - c. Who is affected by the problem and with what consequences
- 3) Using the determinants of health framework discuss the factors that contribute to the problem

This information will be summarized into a 4-5 double spaced page paper which will be submitted on any day (Between Monday- Friday 2.00pm) **during the course of Week 7 Online AND a hard copy submitted either in class or to KTH Rm 226.**

II. Assignment # II: Peer Review

Building on Assignment #1, each student will develop a brief on the response to the global health problem they are focusing on for the final paper. The draft should include:

- 1) An outline of :
 - a. How the health system is organized to address the identified problem

- b. What are the resource availability within this country to address the problem?
- c. What are the international organizations doing to address the problem

This information will be summarized into a 2 double spaced pages paper; 2 copies of which will **be submitted in class during week 10**. Each of you will then be given an anonymous outline of another person to review and provide feedback.

You are to prepare a 2 page (double spaced) critical review paper of one of your colleagues' draft. Your primary review will address the following issues:

- *What problem is being addressed? In what context?*
- *Has the author adequately covered the responses to the global health problems? Provide explicit examples*
- *Suggestions for improvement*
- *Comment on the clarity in writing*

Please bring 2 copies of your review—one copy should be without a title page or any identifiers for your colleague. **Submit review in Class during week 11**. The second copy will be submitted to the instructor for grading.

III. Assignment # III: Final paper: Addressing Global Health Problems

In your final paper; you will build on the information from assignments I and II, and the review comments, to develop a comprehensive paper which will include:

- A. *A summary/ overview of your paper*
- B. *Introduction and Background information about the country-* Culture, social-economic, political status, context that is relevant to the problem you are addressing. What are the salient *determinants of the problem within your country of focus?*
- C. *Response to the Problem:* Based on the information you have summarized in B. above and in Assignment II; critically analyze one intervention that has been implemented by the National government and one intervention that has been implemented by the international level organizations to address the health problem. Discuss the degree to which these have been (un)successful. Explain why they have or have failed to solve the problem.
- D. *The Way Forward:* Based on the above analysis, propose and justify **two** ways (different from the ones presented above) through which this problem could be successfully addressed. (Hint: Take into consideration all the principles of global health work covered throughout the course). Who would you partner with? Why? What challenges would you anticipate? How would you address them?

Develop a detailed paper of 12 double spaced pages. The paper will be submitted **during week 14 (Last Day to submit: Friday at 2.30pm.) Submit Online AND a hard copy submitted either in class or to KTH Rm 226.**

You are expected to use maps charts, tables and graphs to illustrate your points, where possible. Points will be awarded for good and innovative presentation of your information.

Helpful note: explain yourself at all times; do not leave me to assume anything

IV: Group Participation

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, according to the countries they are focusing on. 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. Evaluation of the individual contribution to the group discussion will be done by the peers at the end of the semester.

V: Individual presentation and Class Debate

Students will present an outline of their final paper during week 12. The Groups will engage in a class debate during week 13. Detailed instructions for these will be provided 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.

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.