

**College of Public Health & Health Professions
PHC 6764
Global Health and Development I**

**Syllabus
Fall, 2018**

Time: Monday 9:35-12:35

Place: HPNP G-108

Credits: 3

Faculty

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Office Hours: Wednesday 10:00-12:00 HPNP 4158 (confirm via email in advance)

Friday 9:00-11:00 Grinter Hall 472 (confirm via email in advance)

Course Overview or Purpose

This course was initially developed as one of two health courses for the Master's in Development Practice (MDP) program, and currently serves as the core health course for the program and a concentration core course for the PhD in Public Health, One Health concentration. It is appropriate for graduate students interested in an introduction to the interaction between environmental, economic, and social processes with global public health threats. This course will cover fundamental public health and anthropologic principles, methods, and study designs. Case studies will be used to demonstrate how development practitioners can incorporate the use of these methods to investigate patterns of disease, patterns of culture, risk factors, broad causes, and the need for integrated interventions to reduce risk of disease and death. The case studies will also illustrate major global health challenges, such as malaria, HIV/AIDS, and maternal and child morbidity and mortality.

Course Objectives

Upon successful completion of the course, students will be able to:

1. Understand and describe commonly used analytic metrics of risk factors and health outcomes
2. Discuss the etiology of and risk factors for key global health threats
3. Compare and choose alternative methods for empirically addressing public health questions
4. Use appropriate analytical and statistical approaches to answer empirical public health questions
5. Critique the application of analytical approaches to address health and development issues
6. Identify, discuss, and illustrate the contribution of economic, social, environmental and policy change on health in specific settings using available scientific information and contextual data
7. Identify and characterize the positive and negative effects of development efforts and projects on population health in different settings
8. Identify and critique alternative interventions for addressing health and develop problems in their context

Course Materials

Readings will be drawn from current published literature in public health and development.

Main background reference: **(DCP3)** Disease Control Priorities (3rd Edition), (2015) Jamison DT, Breman JG, Nugent R, Gelband H, Horton S, Jha P, Laxminarayan (www.dcp3.org)

Class participation

As a graduate class, all students are expected to attend and actively participate in class. Do not use electronic devices, including phones, tablets, and laptop computers, for purposes other than those relating to the class.

Evaluation

Exercises (2 total)	10%
Discussion leader	10%
Mid-term exam (take home)	20%
Individual written assignment topic/outline/research plan	10%
Individual written assignment	35%
Final group presentation	10%
Class participation	5%

Exercises. These are short assignments during the early part of the course designed to apply the concepts and skills introduced in the earlier class sessions. Assignments are due before class on the week that they are listed.

Discussion leader. Each week a team of students will lead a class discussion on the empirical readings. Students should NOT develop a presentation, but should synthesize readings sufficient to highlight key take-away messages and raise critical questions the empirical readings through discussion with classmates. Approximately 30 minutes of each class will be allocated for such discussion.

Mid-term exam. This is designed for you to test your understanding of the basic public health analytical methods, understand their application by others, and apply them to new situations. The exam is NOT a group project and must be completed independently.

Individual written assignment. Individuals (or you may work in pairs, should you choose) must identify a project, topic, and deliverable by September 10 on which they will work over the course of the semester. Multiple projects have been identified by the instructor, and students must choose from this list or in collaboration with the instructor to determine his/her written deliverable for the course. This may be a statistical analysis and report, a grant/project proposal, or a literature review. This assignment is designed to give students exposure and practice based experience working on real issues, the opportunity to analyze data for existing projects, and the chance to contribute meaningfully to ongoing global health efforts. Students will have to turn in a research plan or outline for their deliverable by October 15. Final versions must be turned in no later than

Final group project. Groups will conduct a situation analysis for each specific project. This will vary by project but will include efforts of all students working on deliverables for a given project. Students should include analysis of literature describing the problem, primary data (DHS or project specific, if available), the intervention, if implemented, and key findings of the project, when available. They will produce a group presentation to be delivered during class time.

Class participation. Consistent with the spirit of graduate education and the interactive nature of development practice, students are expected to participate fully in every class session. Attendance taken each class and evidence of having completed all readings and associated homework before each class will determine participation grade.

Grading scale

% Earned in class	94-100%	90-94%	87-90%	83-87%	80-83%	77-80%	73-77%	70-73%	65-70%	< 65%
Letter Grade	A	A-	B+	B	B-	C+	C	C	D	F

Translation of letter grades to grade points

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

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Topical Outline – SUBJECT TO CHANGE, please check one week before class via website

<u>Wk</u>	<u>Date</u>	<u>Topic</u>	<u>Reading (* = Required)</u>	<u>Assignment</u>
1	Aug 27	Introduction to Course Introduction to Global Health	*Wang et al., 2017 *Hay et al., 2017 *Naghavi et al., 2017 *Hyder and Morrow, 2009 *Liu et al, 2012 *Podcast Lancet Series 2017	
	Sept 3	No class		
2	Sept 10	Basics of Epidemiology Measuring Health Introduction to Demographic and Health Surveys	Earnst et al., 2009 Bauman et al., 2012 Semba et al., 2008 Coovadia et al., 2007	Exercise 1 assigned Introduction to final project and sign up for final deliverable
3	Sept 17	Health Systems and delivery	Bollinger and Kruk, 2015 Grabowsky et al., 2005 Masive et al., 2010 Chuma 2007 Chandramohan et al., 2007	Exercise 1 due in class Exercise 2 assigned – Risk

			Ravishankar et al., 2009 Beaglehole et al., 2008	factors and disease burden
4	Sept 24	Health Behavior and Qualitative Methods	*Scrimshaw 2009 *Ribera 2011 *Sori, 2012 Lee et al., 2012 Vrazel et al, 2008 Weisman and Besser 2004 McMahon et al., 2011 Pikora et al., 2003	Exercise 2 due - Risk factors and disease burden
5	Oct 1	Environmental health Applications to air pollution and water and sanitation	*Keusch et al, 2015 (DCP3) *Smith et al 1999 *Zhang et al, 2010 *Eisenberg et al., 2012 Bartram & Cairncross, 2010 Hunter et al., 2010 Haines, Smith et al., 2007 Smith and Mehta, 2003 Wilkinson et al, 2007	Take home mid-term assigned; Due Oct 7 at 5:00 pm
Health and Development				
6	Oct 8	Nutrition Food and agricultural systems	*Bhutta et al., 2015 (DCP3) *Iannotti et al., 2017 *Headey et al., 2018 Shelling et al., 2005 Bhutta et al., 2008. Bryce et al., 2008 Gregson et al., 2001	
7	Oct 15	Demographic transition Non-communicable disease	*Rohina et al., 2015 (DCP3) *Mayosi et al., 2009 *Stevens et al, 2008 *Tollman et al, 2008 Yang et al, 2008 Miranda et al, 2008	Draft 1 Deliverable Due
8	Oct 22	Maternal and Reproductive Health	*Filippi et al, 2015 (DCP3) *Gulmezoglu et al, 2015 (DCP3) *Jeffrey and Jeffrey, 2010 Rosata et al., 2008	
9	Oct 29	HIV/AIDS	*DCP2, Ch 18 *Coovadia et al., 2007. *Kidman et al., 2010	

			Riley and Baah-Odoom, 2010	
10	Nov 5	Migration and urban health –	*Eisenberg et al., 2012 *Anglewic et al., 2012	
	Nov 12	NO CLASS – <i>Veteran's Day</i>		
11	Nov 19	Land use change Climate variability and health <i>Dr. McKune out</i>	*Lloyd et al., 2011 *Keiser et al., 2004 *Patz et al, 2008 Kibret et al., 2010 Kittinger et al., 2008 Fegan et al., 2007 Butala et al., 2010	
12	Nov 26	Malaria	*Da Silva-Nunez et al., 2008 Baragatti et al 2009	Final written deliverables due Student presentations
13	Dec 3	Conflict and health	*Munyandamutsa et al, 2012 *Mcmullen et al 2012	Student presentations

Readings and References List (Note: Required readings are starred*)

*Anglewic, P., *Migration, marital change, and HIV infection in Malawi*. Demography, 2012. **49**(1): p. 239-65.

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Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or this web site for more details: www.dso.ufl.edu/judicial/procedures/academicguide.php). Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. The UF Honor Code is:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Policy Related to Class Attendance and Behavior

Students are expected to attend all classes. Special circumstances should be brought to the attention of the instructor. Students who miss more than three classes will be dismissed from the course. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Cell phones must be silenced in class. Students may use laptop computers for the purpose of note-taking during class. Misuse of this privilege may lead to a ban on laptops for the entire class.

Policy Regarding Make-up Work

Students are expected to submit all assignments and to complete all take home exams on time. If timely submissions cannot occur, students should contact the course instructor to discuss options for completing the outstanding work. The instructor is not required to accept late submissions, regardless of when s/he is consulted. Students who do not contact the instructor regarding late work should expect to receive no credit for the assignment/exam.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://oss.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: <http://www.counsel.ufl.edu/> or <http://www.health.ufl.edu/shcc/smhs/index.htm#urgent>

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from:
Alachua County Crisis Center: (352) 264-6789.

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.