

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

Syllabus
Fall, 2019

Time: Monday 9:35-12:35

Place: HPNP G-103

Credits: 3

Teaching

Dr. Sarah McKune, PhD, MPH

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Office Hours: Monday 8:30-9:30 HPNP 4158 (confirm via email in advance)

Wednesday 11:30-1:30 Grinter Hall 472 (confirm via email in advance)

Teaching Assistant: Caroline Stephenson

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 that 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 published literature in public health and development. Weekly discussion will also pull from Johns Hopkins' Global Health NOW list serve. It is free to subscribe at the following link: (<http://www.globalhealthnow.org/subscribe>)

Weekly class expectations

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

Evaluation

Exercises	10%
Discussion leader	10%
Mid-term exam (take home)	20%
Individual written assignment topic/outline/research plan	10%
Individual written assignment	30%
Final group presentation	10%
Class participation	10%

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. This should engage both real time news events (as identified through the Global Health NOW list serve) and the empirical readings assigned. **Students should NOT develop a presentation**, but should assume their fellow classmates have read the text, may synthesize readings sufficient to highlight key take-away messages, and needs to raise critical questions/engage the empirical readings **through discussion with students**. 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.

Final project: Individual Written Assignment and Group presentation

Group presentation. Groups will conduct a situation analysis for a specific country, using primary data from Demographic and Health Surveys, published literature, and reports to assess health threats and identify underlying social, economic, ecological and institutional factors contributing to them. The analysis should include each of the health-related challenges addressed throughout the course. Students will work in country groups, but will prepare individual written reports.

Individual written assignment. Individuals must identify a country and topic by September 9. They will work on this assignment over the course of the semester, and it will contribute to the final group presentation. The written assignment may be a statistical analysis and brief report, a research manuscript, or traditional term paper. A limited number of opportunities to work directly on deliverables associated with the instructor's ongoing projects will be presented. Data sets related to real development projects will also be made available for those interested in doing analysis. Student-led interests and topics are also an option for this assignment. The assignment is designed to give students who desire exposure and practical experience the opportunity to contribute directly to ongoing global health projects, while providing the flexibility for others to pursue topics that better align with their own interests and goals. All student work needs to contribute to a group

presentation (see above). Students will have to turn in an assignment plan and outline for their deliverable by October 14. Final versions must be turned in no later than November 25.

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, engagement in class discussion and activities, 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 (readings in *italics* are optional)

Wk	Date	Topic	Readings	Assignment
1	Aug 26	Introduction to Course Introduction to Global Health	Merson et al, 2012 (GH intro) GBD 2016 DALYs and HALE Collaborators, 2017 Murray and Lopez 2017 Liu and Hogan, 2017 Rosling, 2016	Exercise 1 assigned
	Sept 2	No class		
2	Sept 9	Basics of Epidemiology Measuring Health Study Design and Assessment	Kalenga et al, 2019 Earnst et al., 2009 Semba et al., 2008 Coovadia et al., 2007 Steinhardt et al., 2019	Exercise 1 due in class
3	Sept 16	Health Systems and delivery	<i>Bollinger and Kruk, 2015</i> Grabowsky et al., 2005 Masive et al., 2010 <i>Chuma et al., 2007</i>	Exercise 2 assigned

			Chandramohan et al., 2007 Dieleman et al., 2017	
4	Sept 23	Health Behavior and Qualitative Methods	Scrimshaw and Lane 2012 Ribera 2011 Sori, 2012 Lee et al., 2012 McMahon et al., 2011 Kastner et al., 2017	Exercise 2 due
5	Sept 30	Environmental health WASH	Keusch et al, 2015 (DCP3) Smith et al., 1999 Eisenberg et al., 2012 Mbyuya and Humphrey, 2016 Smith and Mehta, 2003 Humphrey et al., 2019	Guest speaker Take home mid-term assigned; Due Oct 7 at 5:00 pm
6	Oct 7	In class work time		In class work time
7	Oct 14	Gender and Women's Empowerment	Walther et al., 2019 Pratley et al., 2016 Glennerster et al., 2018 Malapit et al., 2019	
8	Oct 21	Nutrition Food and agricultural systems	Schelling et al., 2005 Iannotti et al., 2017 Headey et al., 2018 Lloyd et al., 2014 Black et al., 2008 Willet et al., 2019 Torjeson, 2019	
9	Oct 28	Maternal and Reproductive Health HIV	Filippi et al, 2015 (DCP3) Gulmezoglu et al, 2015 (DCP3) Jeffrey and Jeffrey, 2010 *Bhutta et al., 2015 (DCP3) Rosata et al., 2008 DCP2, Ch 18 Coovadia et al., 2007. Kidman et al., 2010 Veary et al., 2010	
10	Nov 4	Malaria Land use change Climate variability and health	Lloyd et al., 2011 Keiser et al., 2004 Patz et al, 2008 Da Silva-Nunez et al., 2008 Baragatti et al 2009 Pienkowski, et al 2017	Guest speaker
	Nov 11	NO CLASS – <i>Veteran's Day</i>		
11	Nov 18	Mental health Conflict and health	Patel et al., 2018 Acharya et al., 2017 Munyandamutsa et al, 2012 Mcmullen et al 2012	Group presentations
12	Nov 25	Demographic transition Non-communicable disease	Rohina et al., 2015 (DCP3) Mayosi et al., 2009 Stevens et al, 2008 Tollman et al, 2008	Group presentations Written Deliverable Due

13	Dec 2	Demography, migration, and urban health	Eisenberg et al., 2012 Anglewic et al., 2012 Fleischman et al. 2015	Group presentations
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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.