

**PHC 3440: Global Public Health  
Spring Semester, 2013  
HPNP G114**

**INSTRUCTOR:**

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Office Hours: Wed 10:30-11:30 and 1-2:00, Th 11:40-12:40

**TEACHING ASSISTANT:**

Michael Dorff  
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Office Hours: Mondays 11:30- 2:30

**COURES MEETINGS:**

This is a 3-credit course, meeting times will be Wednesdays periods 2 and 3, and Thursdays period 4<sup>th</sup> (W 8:30-10:25 and Th 10:40-11:30).

**Classes will be held in the HPNP room G114**

**COURSE WEBSITE:**

Sakai E-Learning is accessible at [lss.at.ufl.edu](http://lss.at.ufl.edu) or through [my.ufl.edu](http://my.ufl.edu). You must have a valid Gatorlink ID and password. For assistance, call the UF Help Desk at 392-HELP.

**COURSE DESCRIPTION:**

The course will introduce students to the main concepts of the public health field and the critical links between global health and development. Students will be taught about the major determinants of health, the interactions between social and economic factors, and a general review of how health status is measured. Students will also review the burden of disease, risk factors, and key measures to address the burden of disease in cost-effective ways. The course will cover key concepts and frameworks but be very practical in orientation. The course will be global in coverage but with a focus on low/middle-income countries and vulnerable populations.

**COURSE LEARNING OBJECTIVES:**

By the end of the course, students will be able to demonstrate an understanding of:

- Key public health concepts, including: demographic and epidemiological transitions, the burden of disease, critical issues in the organization and delivery of health services and the impact of key health conditions on individual, social, and community levels.
- The determinants of health and risk factors for conditions of importance to global health.
- The burden of disease in various regions of the world, how it varies both within and across countries, and how the disease burden can be addressed in cost-effective ways.

- The multi-directional links between health and social and economic factors.
- Health and equity.
- The fundamental analytical tools needed to make a critical assessment of the health status of people in various countries, the determinants of their health, and how key health issues might be addressed in cost-effective, efficient, and sustainable ways.
- The key actors in global health and the manner in which they can cooperate to address critical global health issues.
- Future challenges in global health.

### **REQUIRED TEXT**

The required text is: Skolnik, Richard. *Essentials of Global Health*. 1st Ed.

### **COURSE READINGS**

For each **WEDNESDAY** class session, you will generally be assigned: a chapter(s) of the textbook or several journal articles; a slide set will be made available to you online through Sakai. An updated list of key reports and journal articles on global health will also be provided to you. **You are expected to come to class having done the class readings and all other assignments. Please keep up with your readings!!**

#### **Class on Wednesdays, Global Health in Theory**

On Wednesdays we will discuss key concepts and principles of global health related to the assigned chapters. Classes will be presented in a lecture format, with all material fair game for the midterm and final exam. Videos and readings will be incorporated throughout the class. Much of what we talk about will be used later in the semester.

#### **Class on Thursdays, Global Health in Action**

Taking the concepts we learned the previous day, we will discuss modern issues and work as a class to develop strategies to tackle some of the world's most complex public health problems. At the end of class on Thursday, students are expected to submit a brief paragraph reflection on what was learned **EACH WORTH 1% OF YOUR FINAL GRADE**. Many of the questions on the exam will come in formats similar to Thursday's discussions.

#### **Examples of topics covered in a Thursday class may include:**

“HIV's shift from an Infectious to Chronic Disease, HIV infected children in Botswana reaching sexual maturity.”

“E-waste: exportation or exploitation? Public health ethics versus economics of shipping electronic waste overseas”

“Who do I save? Difficult choices in allocating spending”

“Is it possible to eradicate Neglected Tropical Diseases?”

“non-governmental organizations abroad, the cause or solution to global issues abroad.”

I am open to tailoring class discussions to student interest, Global Public Health is a vast and fascinating topic.

**GRADING:**

All grades will be posted on the course website. If a student notices a discrepancy in any grade as it appears online, s/he must contact the course instructors within **one week** of the posting date in order to have the problem addressed. Students may not wait until the end of the semester to contest a grade.

The grading scale for this course consists of the standard scale below:

93 - 100% = A	73 - 76% = C
90 - 92% = A-	70 - 72 = C-
87 - 89% = B+	67 - 69%= D+
83 - 86% = B	63 - 66%= D
80 - 82% = B-	60 - 62 = D-
77 - 79% = C+	Below 60% = F

Grades will not be automatically rounded up (i.e., a 92.8 will remain an A-). Upward rounding will be used on a case-to-case basis, at the discrepancy of the instructor.

Grade points will be allocated to letter grades as follows:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	SU
Grade Points	4	3.67	3.33	3	2.67	2.33	2	1.67	1.33	1	0.67	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 at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

**COMPONENTS OF ASSESSMENT (GRADES):**

Reflections on “Global Health in Action” .....	10%
Group Project/Presentation.....	10%
Group Project Paper .....	15%
Group member peer evaluation.....	5%
Exam 1.....	30%
Exam 2.....	30%

Tentative due dates for all grade components are listed on the course schedule at the end of this document; additional or updated information with specific instructions will be distributed in class and posted on the course website.

**OPPORTUNITY FOR BONUS POINTS**

Students may present a slide on a video, article, radio clip etc. pertaining to the “Global Health in Action” topic of the day (on Thursdays), worth 2% points of their final grade. The student must defend his/her rationale for presenting the slide and how/why it pertains to the topic selected. The slide must be approved by the instructor or TA the Wednesday before presenting.

### **GROUP PROJECT:**

Each student will sign up for a presentation slot during the first week of class. Each group will be responsible for a group project, to be presented during class time at the end of one of the three units of the course. Group projects will be evaluated based on a 20-minute presentation, a 10-minute question and answer session, a 10-page paper. Group members will all receive the same grade for these components of the assignment. This portion of the group project equals a total of **25%** of your final grade (**10% for the presentation, 15% for the paper**). Rubrics and expectations will be made available as the date draws closer. Group members will also assess one another, and this peer review will constitute the only individual portion of your overall group project grade (**5% of your final grade, slackers will be penalized**).

Groups presenting after Unit 1 will be asked to present, for a country of their choice, the key energy, nutrition, or economic issues faced by the country, who they most affect, key risk factors, their link with health and economic development, and what might be done to address them in cost-effective ways. The groups will be asked to identify a key organization that is working to address these nutritional issues and outline either an existing or potential innovative program to improve health outcomes. **CREATIVITY IS ENCOURAGED!**

Groups presenting after Unit 2 will be asked to present, for a country of their choice, the key issues in women's OR children's health, who is most affected by them, key risk factors, the links between these issues with social, cultural, and economic development and what might be done to enhance the health of women and children in the poorest countries in cost-effective ways. The groups will be asked to identify a key organization that is working to address the identified health issues and outline either an existing or potential innovative program to improve health outcomes. **CREATIVITY IS ENCOURAGED!**

Groups presenting after Unit 3 will be asked to present, for a country of their choice, the burden of a particular infectious disease, the people most affected by this disease or diseases, key risk factors, the economic and social costs of the disease, and what might be done to address the disease in cost-effective ways. The groups will be asked to identify a key organization that is working to address the chosen infectious disease and outline either an existing or potential innovative program to improve health outcomes. **AGAIN... CREATIVITY IS ENCOURAGED!!!!**

Groups will be required to submit a 10 page paper summarizing their findings, which should be written in clear, very crisp language, with short sentences, short paragraphs, and as few words as possible. Full instructions will be outlined on the assignment page in Sakai for Group Projects.

### **EXAMS:**

There will be two exams during the semester comprised of multiple choice and short answer questions, each worth 30% of your class grade. The second exam will NOT be cumulative.

### ATTENDANCE POLICY:

Students are responsible for satisfying all academic objectives as defined by the instructor. Acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official University activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Remember that, when possible (i.e. extracurricular activities, official University activities, and religious holidays), **prior notification** of absence is required if the student plans to be given an extension on assignments or be excused from class. *This notification must be sent to both the instructor and TA. I reserve the right to take attendance and reward or penalize students at my discretion*

### MAKE-UP WORK AND EXAMS:

If you are absent for a reason approved above and have given prior notification to the instructor when possible, you will be given adequate time to make up any coursework missed. All other missed or late work will receive a grade of zero. Make-up exams will be provided only in cases of excused absences or conflict during final exams per University policy (more than three final exams scheduled on one day or two exams scheduled at the same time) and **MUST** be discussed with the instructor in advance. Make-up exams will differ from those regularly scheduled.

### UNIVERSITY HONOR CODE:

*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.* On all work submitted by students at the University, the following pledge is implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."* Plagiarism and cheating are serious offenses and will be dealt with as such; **any student found plagiarizing or cheating on coursework or exams will receive a failing grade on the assignment and potentially in the course, and will be routed through the appropriate judicial process within the University.** Students are expected to complete all coursework on their own, unless specifically instructed to do otherwise. More information about plagiarism and proper citation will be presented in class. We will use turnitin.com for some written projects in this class. If you have questions, please see the course instructors.

### CLASSROOM ETTIQUETTE:

Please treat all individuals in the classroom with respect at all times, including fellow students, instructors, and guests. Turn off all cell phones, pagers, alarms, etc. upon entering the classroom. Please make every attempt to arrive to class on time. The use of laptops is not permitted in class except for note-taking. We hope to engage the class in discussions and encourage you to ask questions of the instructor and any guest lecturers, but please keep side conversations to a minimum. Also, please refrain from packing up your materials until class is dismissed. Cell phones, pagers and laptops are not allowed during exams. If any student is seen or heard using or looking at a device that transmits or receives information, he/she will receive a grade of zero on the exam. If you are

expecting an emergency call, please notify one of the instructors before class and we will hold your phone for you.

**COMMUNICATING WITH INSTRUCTOR AND TEACHING ASSISTANT:**

Students who have questions that cannot be answered during class time should use office hours as the primary mechanism of communicating with the instructor or TA. Office hours have been scheduled to accommodate your other courses as much as possible, but you may schedule alternate times to meet with the instructor or TA if the scheduled times do not meet your needs. If you cannot meet during office hours, you may use telephone or Sakai email to contact the instructor or TA; however, please be aware that you should allow 2 business days for a response to such inquiries. Your TA has his own coursework and other classes to attend to and will not be able to answer an email immediately, especially if it is sent late at night or on weekends. Please be considerate of others time and be patient for a response.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

Support services for students with disabilities are coordinated by the Disability Resource Center (<http://dso.ufl.edu/drp/>) in the Dean of Students Office. All support services provided for University of Florida students are individualized to meet the needs of students with disabilities. To obtain individual support services, each student must meet with one of the support coordinators in the Disability Resources Program and collaboratively develop appropriate support strategies. Appropriate documentation regarding the student's disability is necessary to obtain any reasonable accommodation or support service.

**UNIVERSITY COUNSELING AND MENTAL HEALTH SERVICES:**

Students are encouraged to utilize the various group and individual programs and services available at the Counseling Center and Student Mental Health.

University Counseling Services: P301 Peabody Hall, 392-1575  
<http://www.counsel.ufl.edu/>

Student Mental Health Services: Student Health Care Center Room 245, 392-1171  
<http://shcc.ufl.edu/smhs/>

<b>Date</b>	<b>Topic</b>	<b>Readings and Assignments</b>
1/9/13	Course overview, Determining “Global Health in Action” Topics, Background to Measuring Health Status, Determining	Textbook Introduction and Chapter 1, ****Sign up for presentation groups on Sakai****
1/10/13	<b>Global Health In Action</b>	Topic-Millennium Development Goals (MDG), successes and failures since 1990 – Bring a computer
1/16/13	Demographics, surveillance and epidemiology The Burden of Disease and Risk Factors	Textbook Chapter 2
1/17/13	<b>Global Health in Action</b>	Topic - TBD
1/23/13	Energy, Water, and Sustainability	Articles
1/24/13	<b>Global Health in Action</b>	Topic - TBD
1/30/13	Nutrition, Health, and Development	Textbook Chapter 8
1/31/13	<b>Global Health in Action</b>	Topic - TBD
2/6/13	Health and Economic Development	Guest Lecture – Rick Reingans
2/7/13	<b>Global Health in Action</b>	Topic - TBD
2/13/13	Unit 1 PRESENTATIONS	Group 1-3
2/14/13	Unit 1 PRESENTATIONS	Group 4
2/20/13	Health Systems, Cultural, and Health	Textbook Chapter 5 and 6, presented by Mike Dorff
2/21/13	<b>Global Health in Action</b>	Topic – TBD
2/27/13	Women and Children’s Health, vulnerable populations	Textbook Chapter 9, & 10
2/28/13	<b>Global Health in Action</b>	Topic – TBD
<b>SPRING BREAK</b>		
3/12/13	EXAM 1	
3/13/13	Unit 2 PRESENTATIONS	Group 5
3/19/13	Unit 2 PRESENTATIONS	Group 6-8
3/20/13	<b>Global Health in Action</b>	Topic – TBD
3/26/13	The Environment and Health Communicable Diseases	Textbook Chapters 7 & 11
3/27/13	<b>Global Health in Action</b>	Topic – TBD
4/2/13	Non-communicable Diseases, Global Mental Health	Textbook Chapter 12
4/3/13	<b>Global Health in Action</b>	Topic – TBD
4/9/13	Unit 3 PRESENTATIONS	Group 9-11
4/10/13	Unit 3 PRESENTATIONS	Group 12
4/16/13	Complex Humanitarian Emergencies & Natural Disasters	Textbook Chapter 14
4/17/13	Working in Global Health, Issues of the future	
4/23/13	EXAM 2	