

University of Florida
College of Public Health & Health Professions Syllabus
PHC 3440: Global Public Health (3 credits)
Delivery Format: On-Campus
Course website: E-Learning via Canvas

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Prerequisites

PHC 4101 and minimum of Junior standing.

PURPOSE AND OUTCOME

Course Overview

Low-income countries bear a disproportionate burden of disease globally and the gap is growing. Key health threats in the maternal mortality, child under-nutrition, HIV/AIDS, malaria, TB, zoonotic diseases, diarrhea, pneumonia, mental health, gender, and chronic disease. These health threats are closely related to evolving social processes and phenomena, including urbanization, migration, political conflict, economic disparities, and gender dynamics. In turn, these health threats can severely influence economic, social, and political development. While understanding problems and their determinants is an important first, 'global public health' focuses on developing effective and appropriate solutions at the global, regional and local levels.

The course examines these health threats, health production, and their relationship with social processes from an interdisciplinary perspective. The course also examines how social and technical innovations provide new opportunities to address these challenges.

Course Objectives:

This course is designed enable students to achieve a set of content, critical thinking, and communications objectives.

Content

1. Describe the key global health threats and their causes or etiology
2. Use literature and evidence to identify risk factors for key health threats
3. Describe how social, economic, cultural, environmental, and institutional factors can influence key global health threats
4. Use data evidence to identify key health threats and describe patterns of morbidity and mortality in a particular country or context
5. Identify key actors in global health at the national, regional, and international level

Critical thinking

6. Use evidence to assess priority illnesses and threats in different contexts
7. Identify and compare appropriate interventions or solutions for specific health threats in different contexts
8. Describe how ethical considerations affect the design of global health interventions and solutions

9. Analyze the factors that contribute to the success or failure of global health partnerships

Communication

10. Understand and identify cultural factors that influence the perception of health threats
11. Assess, critique and design behavior change communications for a specific context
12. Develop a targeted policy and advocacy communication to address a global health threat

In addition, the course is designed to contribute to professional competencies essential for the effective and ethical practice of global public health. The Association of Schools and Programs of Public Health (ASPPH) has developed a set of Global Health Competencies identified by the available at (<http://www.aspph.org/educate/models/masters-global-health/>). These are competencies designed for students in Master's degree programs, but this course is designed to contribute to achieving these competencies as well. The main competency domains are:

- Capacity building
- Collaborating and partnering
- Ethical reasoning
- Health equity
- Program management
- Social and political awareness
- Strategic analysis

Instructional Methods

The class will meet twice weekly. The first session will introduce and review key concepts and knowledge, including etiology, risk factors, and control for the specific health threats. These issues will also be covered by readings and pre-recorded lectures some weeks. The first session will also cover strategies and efforts at the local, national and global levels and discussions of the effect of social, economic and environmental factors on disease distribution. The first session will include lecture, discussion and small group activities to explore these issues. The second weekly session will focus on team activities. Most of these will be around assignments and other related activities.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitate overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Course Materials and Technology

Required Textbook: Markle, W. H., Fisher, M. A., & Smego, R. A. (2014). *Understanding global health* (2nd Ed.). New York: McGraw-Hill Medical.

Additional Required Readings: Posted within each module on the course website.

Lectures & Videos: Posted within each module on the course website.

Course Website: The course website is available at <http://elearning.ufl.edu>. The weekly schedule, all modules, and all course materials (including links for quizzes) are available through this website. Grades will be posted on this website. You will log into the course website using your gatorlink ID and password; if you have trouble logging in, please contact the Help Desk at 352-392-HELP.

Announcements: Class announcements will be sent via the announcements tool in eLearning. Depending on your CANVAS notification settings, you may or may not be notified via email; you are responsible for all information in these announcements whether or not you see them in your email.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Course Components: (Note: Detailed instructions will be provided on eLearning as due dates get closer). Students' progress towards achieving the course learning objectives will be assessed through three types of assignments

1. **Weekly quizzes (12 quizzes; 20%).** These are short online assessments designed to test whether students have the basic knowledge, definitions, and concepts related to the week's focal health threat. This includes information on causes, risk factors, and effective control strategies. Quizzes will be completed online through Canvas.
2. **Assignments (4 assignments; 60%).** These assignments focus primarily on developing and assessing critical thinking skills. Four assignments will be completed. Each assignment will require students to analyze the topic and use both generalized data from the literature and context specific data on conditions in their country.
3. **Country Profiles (Student led seminar and individual paper; 20%).** Students will be assigned to groups to work on a particular country. Throughout the semester, students will be presented with cases and asked to develop creative solutions.

Student led seminar (10%):

Healthcare in all aspects is becoming more of a team endeavor and working with others on activities and projects is a valuable skill. You (and your peers) are responsible to synthesize information learned from current research and health events, the various readings, and the discussion topics for this project. Work in your assigned groups to present on the topic for the following week and how it specifically affects your assigned developing country. Do NOT provide a repeat of the Wednesday lecture. This presentation/activity should be about the week's topic (mental health, diarrhea, etc.) in your assigned country. Groups do NOT have to do PowerPoints. Creativity is encouraged! Be interactive, use props, create a video, etc. Have fun with this assignment but remember to get the information across. Group presentations will not necessarily be in order.

The group that is currently presenting **MUST** choose the next week's presenters. Each member will evaluate their peers' performance in the group. This will be factored into the grade.

Individual Analysis Paper (10%):

Choose ONE global health issue within your assigned country and write an in-depth analysis paper (no more than 4 pages). The main purpose of this analysis paper is to provide the opportunity to synthesize the information you have gathered during the course while examining, in-depth, a specific global health issue you believe is important. The analysis should clearly identify a specific health issue affecting a region of the world and/or specific population within your assigned country. It can be one of the SDGs or a topic previously discussed.

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.

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

Requirement	Due Date	Percentage
Weekly Quizzes	Ongoing (12 total)	20%
Assignments	Ongoing (4 total)	60%
Country Profiles	TBA	20%
TOTAL		100%

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Public Health Program does not use C- grades.

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	A	A-	B+	B	B-	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	1.33	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 at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Required Class Attendance

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences from class require **prior notification**. *This notification must be sent to both the instructors and TA.* If no prior

notification of an absence is provided, the student must send an email to the instructors and TA as soon as possible. **Instructors reserve the right to take attendance and reward or penalize students at their discretion (Note: Attendance and class quizzes make up 2% of final grade)**

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Classroom Etiquette:

Please treat all individuals in the classroom with respect at all times, including fellow students, instructors, and guests. Turn off all electronics upon entering the classroom. Please make every attempt to arrive to class on time. The use of laptops is permitted for class work and only when instructed. The class is meant to be engaging so students are encouraged to ask questions of the instructors and any guest lecturers. However, please keep side conversations to a minimum.

Communication Guidelines

Students who have questions that cannot be answered during class time should use email or office hours as mechanisms for communicating with the instructors or TA. Office hours have been created to accommodate other courses as much as possible however a student may schedule alternate times to meet with the instructors or TA if the set times do not work. Students who cannot meet during office hours should use Canvas or email to contact the instructors or TA. Please be aware that students should allow 2 business days for a response to inquiries.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- 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. 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: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
 Alachua County Crisis Center
 (352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

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.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Course Schedule:

The first weeks are dedicated to introduction of key concepts and principles. These include: burden of disease, ethics, key global health actors, and socio-economic development and health. As the course moves on, each week we address a new health threat and explore its causes, risk factors, interventions, and overall efforts to control it. We use each of these discussions to highlight a new way in which social, economic and cultural factors affect health.

Weekly Schedule:

Week	Topics and Cross-cutting Issues	Reading / Materials	Assignments
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Week	Topics and Cross-cutting Issues	Reading / Materials	Assignments
Week 1 January 10,11	Introduction to Global Public Health Definitions, burden of disease, ethics, key actors, socio-economics, environment, health systems	Chapter 1 WHO Uganda Country profile http://www.who.int/countries/uga/en/	Class activity
Week 2 January 17,18	Nutrition & Gender Focuses on types and causes of under-nutrition, contribution of under-nutrition to other health outcomes, and effective strategies to reduce it. Key issues: food insecurity and agriculture, climate change, gender	Chapter 7 Caulfield L et al, (2006) Stunting, Wasting and Micronutrient Deficiency Disorders, DCP2, Chapter 28 (http://dcp-3.org/sites/default/files/dcp2/DCP28.pdf) Food and Agriculture Organization of the UN – Why Gender?: http://www.fao.org/gender/gender-home/gender-why/why-gender/en/	Quiz 1 Assignment 1 Class activity
Week 3 January 24,25	HIV/AIDS & TB Describes the epidemiology of HIV and TB, the development effective strategies for prevention and treatment, and global efforts to promote more effective action. Key issues: cultural challenges, ethics, equitable access, global politics of action, gender	Chapter 10 Awiti Ujiji, O., Ekström, A. M., Ilako, F., Indalo, D., & Rubenson, B. (2010). “I will not let my HIV status stand in the way.” Decisions on motherhood among women on ART in a slum in Kenya- a qualitative study. <i>BMC Women’s Health</i> , 10, 13. http://doi.org/10.1186/1472-6874-10-13	Quiz 2 Class activity
Week 4 January 31,1	Vaccine preventable diseases Overview of key diseases targeted by vaccination, challenge of equitable delivery of vaccines, economics of vaccine development Key issues: barriers to vaccination, global advocacy, challenges of polio eradication, ethics and economics of new vaccines	Gavi, the Vaccine Alliance: http://www.gavi.org/about/ Brenzel L, et al. (2006) Vaccine-Preventable Diseases, DCP2, Chapter 20 (http://dcp-3.org/sites/default/files/dcp2/DCP20.pdf)	Quiz 3 Class activity
Week 5 February 7,8	Environmental Global Health Understand how environmental pollutants affect health.	Chapter 6	Quiz 4 Class activity

Week	Topics and Cross-cutting Issues	Reading / Materials	Assignments
	Key issues: water quality, air pollution, water and sanitation		
Week 6 February 14,15	<p>Haiti: Neglected Tropical Diseases & STIs-</p> <p>Discuss the application of various disease control strategies in Haiti.</p> <p>Key issues: NTD diagnosis and treatment, disease control, STI surveillance</p>	<p>Chapter 11</p> <p>Lemoine JF, et al. (2016) Controlling Neglected Tropical Diseases (NTDs) in Haiti: Implementation Strategies and Evidence of Their Success. PLoS Negl Trop Dis 10(10): e0004954. doi:10.1371/journal.pntd.0004954 (http://journals.plos.org/plosntds/article?id=10.1371/journal.pntd.0004954)</p> <p>Jobe, KA, et al (2014) Epidemiology of Sexually Transmitted Infections in Rural Southwestern Haiti: The Grand'Anse Women's Health Study. Am J. Trop.Med.Hyg 91(5) http://www.ajtmh.org/content/91/5/881.full.pdf</p>	<p>Quiz 5</p> <p>Assignment 2</p> <p>Class activity</p>
Week 7 February 21,22	<p>WASH & Diarrhea</p> <p>Transmission of diarrheal disease, contribution of inadequate water and sanitation, relation to under-nutrition, effective control strategies</p> <p>Key issues: Inadequate access to simple solutions, historical perspectives on control, who is responsible, debates about burden, developing effective behavior change</p>	<p>Keutsch GT, et al. (2006) Diarrheal Diseases, DCP2, Chapter 19 (http://dcp-3.org/sites/default/files/dcp2/DCP19.pdf)</p>	<p>Quiz 6</p> <p>Class activity</p>
Week 8 February 28,1	<p>Malaria</p> <p>Introduces the etiology and transmission of malaria, global efforts to control it in different contexts, and the contribution of environmental and socio-economic factors in its distribution</p> <p>Key issues: markets, equitable access, climate and climate change</p>	<p>Chapter 2</p> <p>Ribera, J. M., & Hausmann-Muela, S. (2011). The Straw That Breaks the Camel's Back Redirecting Health-Seeking Behavior Studies on Malaria and Vulnerability. Medical Anthropology Quarterly, 25(1), 103–121. http://doi.org/10.1111/j.1548-1387.2010.01139.x</p> <p>Bremen, J et al. (2006)“Conquering Malaria”, DCP2, Chapter 21 (http://dcp-3.org/sites/default/files/dcp2/DCP21.pdf)</p>	<p>Quiz 7</p> <p>Class activity</p>

Week	Topics and Cross-cutting Issues	Reading / Materials	Assignments
SPRING BREAK			
Week 9 March 14, 15	<p>Reproductive and maternal health</p> <p>Health status and health services provided to women and children.</p> <p>Key issues: social, economic, and cultural context of maternal and child health</p>	<p>Chapter 4</p> <p>Graham, W, et al. (2006) Maternal and Perinatal Conditions, DCP2, Chapter 26 (http://dcp-3.org/sites/default/files/dcp2/DCP26.pdf)</p>	<p>Quiz 8</p> <p>Assignment 3</p> <p>Class activity</p>
Week 10 March 21, 22	<p>One Health</p> <p>One Health refers to the interaction between human, animal and environmental health. This includes transmission of zoonotic diseases, but also considers the dynamic effect of chemical contaminants on human and animal health as well as the dependence of human health on animal and environmental well-being.</p>	<p>http://onehealth.grforum.org/</p> <p>http://www.onehealthinitiative.com/</p> <p>https://www.cdc.gov/onehealth/</p>	<p>Quiz 9</p> <p>Class activity</p>
Week 11 March 28, 29	<p>Changing disease pattern: Epidemiological transition and non-communicable disease</p> <p>Demographic transition and its contribution to chronic diseases including cardiovascular and metabolic disorders; implications for health systems, effects of urbanization and life style</p>	<p>Chapter 16</p>	<p>Quiz 10</p> <p>Class activity</p>
Week 12 April 4, 5	<p>Mental health</p> <p>Mental health is one of the leading elements of global health burden but it is often ignored or underestimated. Session causes and consequences of mental health issues in different contexts</p>	<p>Chapter 17</p>	<p>Quiz 11</p> <p>Class activity</p> <p>Extra Credit for those participating in PPHP Research Day (4/6)</p>
Week 13 April 11, 12	<p>Emerging infectious disease</p> <p>Examines the local and global response to emerging infectious</p>	<p>Chapter 12</p>	<p>Quiz 12</p> <p>Class activity</p>

Week	Topics and Cross-cutting Issues	Reading / Materials	Assignments
	disease outbreaks including Ebola, SARS, novel forms of influenza, and HIV		
Week 14 April 18, 19	<p>Global Health Ethics</p> <p>Expand on global health ethics in relation to human rights, culture, poverty, and ill health</p> <p>Key issues: Equity vs equality, human trafficking</p>	Chapter 21 & 5	<p>Assignment 4</p> <p>Class activity</p>