Introduction to Global Health: CH-56

Syllabus – Fall 2017

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Course Description
This is an introductory course in global health taught at the sophomore level, but intended to be accessible to freshmen. The focus is on health in low- and middle-income countries. The course covers the main principles of global health along with additional topics such as health determinants and disparities, socioeconomic status and health, human rights, culture and health, unintentional injuries, maternal and child health, water and sanitation, parasitic diseases, and the Neglected Tropical Diseases (NTDs).

Readings
The required text for this course is the following:


If you choose to buy the first or second edition of the required textbook, please be aware that there will be differences among the three editions; you are responsible for material in the third edition. There will be several copies on reserve in Tisch Library, so students should not feel obligated to buy the book. You will not need to bring the textbook to class. The first few chapters of the textbook will be available as PDFs on the Trunk website, if you are waiting for your book to arrive in the mail.

Additional required readings will be posted on the course website (Trunk). It’s fine to complete assigned readings after the corresponding lecture.

Grading

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<th>Component</th>
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<td>Exam 3</td>
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Assignments

Poster
You will create an electronic poster that will present information about a single topic in the area of global health. The use of Microsoft Publisher or PowerPoint, or comparable software, is required. Posters will not be printed or created in hard copy. Creation of visual materials that present substantive information, and the ability to discuss the visual materials, is an
acquired skill that is now essential in many career fields. In this course, there will be help sessions both during and outside of class to help you become comfortable with poster preparation.

I must approve the topic prior to submission of the poster. You may **not** choose a topic that you have studied substantially in another course or on which you have worked previously (ex. written a paper, done field research, done lab-based research, etc.). You may **not** choose a topic on which a family member or close acquaintance works without explicit permission from me. A substantial amount of time should be spent on this assignment. **The topic you choose must be relevant for a low- or middle-income country or a marginalized/substantially underserved population in a high-income country.**

**Exams**
The first two exams will take place during the regular class period (see dates below). The last exam will take place during the final exam period. Material covered in the first third of the course will be on Exam 1. Material covered in the second third of the course will be on Exam 2. Material covered in the final third of the course will be covered on Exam 3. None of the exams are cumulative. The format will be a combination of multiple choice, short answer, fill-in-the-blank, true/false, and slides that may ask you to identify items (ex. parasites, clinical manifestations of disease). You will be allowed to make up exam grades only under very extenuating circumstances (email me), and your academic dean will need to be part of the decision.

**Extra Credit**
Extra credit opportunities are not provided.

**Policies**

**Office Hours**
You may attend office hours as many times as you like; feel free to come as a group, with a friend, or by yourself to ask questions about the class or about the CH major. I recommend emailing ahead of time to make an appointment during office hours because they are often busy, but this is not required.

**Late Policy**
Each day an assignment is late, 5% of the total possible score will be subtracted from the final grade. Late begins at 1 minute past the deadline. In general, computer and printer problems and deadlines for other classes are not acceptable reasons for requesting a deadline extension. Save your work regularly, including copying it to somewhere **other than your computer** (ex. a flash drive, an external hard drive, Dropbox.com, etc.). Please let me know about extenuating circumstances as early as possible (ex. illness, family emergencies). You do not need to explain the details of such circumstances unless you wish to do so, but if you miss 3 or more classes or miss the deadline for an assignment, I will ask you to check in with your alpha dean.

**Arriving Late to Class**
Please do not arrive late to class. It is distracting to other students and disruptive. If you are late several times, I may ask you to meet with your academic dean to figure out why you are unable to arrive on time.

**Plagiarism**
Plagiarism is using someone else’s words, ideas, or phrases in your work and representing it as your own or not properly attributing the work. Please be aware that copying a phrase or sentence and listing a citation at the end **without using quotation marks** is plagiarism. Plagiarism is more fully discussed in a handbook called **Academic Integrity @ Tufts**, issued by the Dean of Students. For this course, you will need to upload your work to Turnitin.com. If you plagiarize, you may get a zero on the assignment and you will be reported to the dean. Do not plagiarize. If you use a source, cite it. This applies to **all information either directly quoted or paraphrased**. If you copy words **directly**, they must be in quotation marks (" ").

For this course, you must use your own notes from class and from readings to study for exams. You may collaborate with others in the class to check to be sure that your notes from class are complete, but you may not ask any other student to regularly take notes for you in the course. You may not use notes on assigned readings that were created by any other student or were found online. If you miss one or two classes due to illness or for personal reasons, you may get notes from the missed class session(s) from another person in class. However, this should not be a regular occurrence. Copying notes directly from other students three or more times during the semester is not allowed.
Writing Requirements
The poster assignment requires strong writing skills. In general, the ability to community clearly and concisely in written form is an acquired skill. I hope that this course will be useful to you in terms of developing this skill. If you are not a strong writer and are concerned that you will not do well on the poster, email Darcy at least one week prior to the due date of a written assignment and make an appointment to discuss your approach to the assignment. Darcy can help with overall poster organization and clarity of writing. She will work collaboratively with you, but will not provide written feedback. Please make an appointment at the writing center (http://uss.tufts.edu/arc/) if you feel that you need additional help with writing.

Proofreading for spelling and grammar is essential; it is your responsibility to ensure that your spelling and grammar are perfect. Darcy will work with you to discuss concerns of structure and content but will not provide proofreading assistance. Please pay careful attention to formatting requirements. Assignments that are not formatted correctly may not be accepted or you may lose points.

Students with Disabilities
If you require an accommodation as a result of a documented disability, please register with the Disability Services Office at the beginning of the semester. If you have not already done so, call the Student Services Desk at 617-2000 to arrange an appointment with the Program Director of Disability Services.

Extenuating Circumstances
Extenuating circumstances arise and may take a number of different forms; they ARE grounds for special consideration for exams and assignments. Examples of extenuating circumstances are the following: a death in the immediate family; death of a close friend/loved one; illness that is documented by a health care practitioner; ongoing health concerns that will cause a student to miss multiple class sessions (e.g. cancer treatment, sickle-cell anemia treatment, etc.).

For scheduled events such as family weddings and academic conferences that conflict with exams or other due dates, please let me know immediately when the event is and what assignments you will miss. I will probably ask you to check in with your alpha dean. Keep in mind that these types of scheduled events are part of the 2 classes that you may miss and still receive notes from another student; for more than 2 absences, your exam grade will likely suffer due to lacking access to material discussed in class. Please do not plan to leave campus early at the end of the semester and miss the third exam.

Technology Policies
I ask that students not use laptops, tablets, phones, or other types of technology during class. These tend to be distracting to other students and do not create a positive learning environment. Please let me know via email if this policy presents any type of hardship for you.

Questions about Grades
Feel free to contact me about any concerns you have about your overall grade in CH-56. Do not feel as though you need to wait until your grades are consistently lower than you would like; email me for an appointment to discuss them as soon as you feel concerned. I am always happy to work with students to ensure that they achieve at the highest possible level.

You may have questions about a grade earned on a particular assignment. If questions arise, please wait until 24 hours have passed between receiving the grade and asking questions about it. If you do have questions about a grade, ask for clarification about the grade within two weeks of earning the grade. You must request the clarification in writing via email (NOT before or after class).

Community Health Competencies addressed by CH-56

1. CCE A: Overview of Public Health:
   a. Define public health and articulate the scope of issues that it encompasses
   b. Explain the burden of infectious and chronic diseases, as well as injuries, on the morbidity and mortality of individuals and populations.
   c. Discuss the interdisciplinary, cross-cutting, or ecological character of public health and the contributions of a range of disciplines and professions to improving health

2. CCE C: Core Functions of Public Health
   a. Identify the roles of public health in addressing health disparities and the needs of “vulnerable” populations
   b. Describe levels of prevention and articulate examples of interventions at each level of prevention

Version from 10 January 2016
3. **CCE D: Human Health across the Lifespan**
   a. Describe risk factors for chronic disease and modes of transmission for infectious diseases in an effort to understand how these diseases affect both individual and population health.
   b. Understand key biological concepts needed to grasp the public health importance of these health conditions; specifically, know the following about health conditions of major importance: the main pathology; common treatments/prevention options or lack thereof; and key challenges to control for public health practitioners.

4. **CCE E: Determinants of Health**
   a. Identify socio-cultural, institutional, economic, environmental, and political forces that shape opportunities for health and the risk of illness among individuals, communities, and populations.
   b. Discuss mechanisms by which “social determinants” of health can operate to create health/illness at the individual and population level.

5. **CCE F: Health Disparities and Inequities**
   a. Provide examples of health inequities and public health interventions aimed at their elimination.

6. **CCE G: Overview of Health Care, Health Care Systems, & Structures**
   a. Describe the components of the public health and health services infrastructures in the United States and compare the US system with those in other countries (Briefly)
   b. Describe the features of a health system; discuss the roles of cost, quality, access, equity and their interplay, in contributing to the health status of a population (Briefly)

7. **CCE H: Health Policy, Law, and Economics**
   a. Articulate the relationship between human rights and health; Examine the fundamental right to health and its implications for the scope of community/public health and health care policies
   b. Discuss potential tensions between individual rights and societal responsibilities
   c. Identify and analyze policy interventions to improve population health across a variety of societal sectors and levels of government

8. **GLOBAL HEALTH**
   a. Describe key public health concepts related to global health, including: demographic and epidemiological transitions, measures of health status, and the burden of disease.
   b. Discuss the burden of disease in various regions of the world and the variations in incidence and prevalence both within and across countries.
   c. Discuss the ways in which globalization has changed the patterns of the spread of disease and the methods needed to control disease.
   d. Describe the links between health and economic development.
   e. Appreciate the concept of “cultural humility;” recognize that all communities/populations have socio-cultural values that play a role in the way that health and illness are defined, treated, and therefore the relevance/appropriateness of various types of interventions

9. **CCE I: Identifying & Addressing Community Health Challenges**
   a. Apply the socio-ecological model to a public health issue and articulate potential interventions to improve individual and population health at each level. (Briefly)
   b. Propose and critique interventions designed to address health problems at all levels of the socio-ecological model.
   c. Identify theoretical models of social and health behavior, health communication, community organizing that can be used to understand public health problems, and to design, implement, and evaluate public health interventions. (Briefly)

10. **CCE K: Project Management: Evidence-based Practice**
    a. Understand the role of and apply evidence-based practice in public health.
    b. Identify sources of evidence-based interventions and strategies (e.g., peer-reviewed literature, Research Tested Intervention Programs, etc.).
    c. Articulate the advantages of using evidence-based public health interventions; discuss some of the barriers or challenges associated with its use.
    d. Identify aspects of evidence-based interventions/strategies that can be adapted for specific settings and populations.
    e. Describe characteristics of populations/communities and/or settings that may require adaptation of evidence-based interventions/strategies.

11. **CCE L: Planning, Implementation, Evaluation**
    Demonstrate basic skills required to plan, implement, and evaluate a public health intervention, including:
    a. Problem statement/literature review

12. **CCE M: Community Engagement: Listen to, learn about, and understand differing perspectives on a public health issue from diverse populations and stakeholders.**
a. Appreciate the role of collaborations (community and otherwise) in promoting population health and articulate how differing perspectives elicited through these collaborations can create opportunity for constructive problem solving in addressing public health problems.

13. **CCE N: Environmental and Occupational Health**
   a. Identify approaches for assessing and controlling environmental hazards that affect individual and population health.
   b. Describe interactions between the environment (natural and built), human, and animal health.

14. **CCE Q: Biostatistics**
   a. Communicate epidemiologic and bio-statistical information effectively in writing and orally with professional and lay audiences.
# Lecture Topics and Assignment Due Dates (Subject to Change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due</th>
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<tbody>
<tr>
<td>9/6</td>
<td>Wed</td>
<td>Course Overview, Syllabus, Rosling on Data</td>
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<tr>
<td>9/11</td>
<td>Mon</td>
<td>Principles and Goals of Global Health</td>
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<td>9/13</td>
<td>Wed</td>
<td>Health Determinants, Measurements, and Trends</td>
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<td>9/18</td>
<td>Mon</td>
<td>Health, Education, Poverty, and the Economy (Cases: Drac. &amp; Chagas)</td>
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<tr>
<td>9/20</td>
<td>Wed</td>
<td>Poster Preparation + Creating Figures and Tables</td>
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<tr>
<td>9/25</td>
<td>Mon</td>
<td>Culture and Health</td>
<td>Chapter 6</td>
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<tr>
<td>9/27</td>
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<td>Environment and Health</td>
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<td>10/2</td>
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<td>Assessing Water, Sanitation, Hygiene (WASH) in the field</td>
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<td>10/11</td>
<td>Wed</td>
<td>The Health of Young Children</td>
<td>Chapter 10</td>
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<td>10/16</td>
<td>Mon</td>
<td>Natural Disasters and Complex Humanitarian Emergencies</td>
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<td>10/18</td>
<td>Wed</td>
<td>Communicable Diseases (Introduction)</td>
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<td>10/23</td>
<td>Mon</td>
<td>Neglected Tropical Diseases</td>
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<td>10/25</td>
<td>Wed</td>
<td>Neglected Tropical Diseases</td>
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<tr>
<td>10/29</td>
<td>Sun</td>
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<td>10/30</td>
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<td>Poster Help Session - Regular Classroom</td>
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<td>Malaria</td>
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<td>Mon</td>
<td>Tuberculosis</td>
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<td>HIV/AIDS</td>
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<td>Introduction to Health Systems</td>
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<td>Nutrition and Health</td>
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<td>Women's Health</td>
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<td>Adolescent Health</td>
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<td>12/10</td>
<td>Sun</td>
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<td>Poster 11:59pm</td>
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<tr>
<td>12/11</td>
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<td>Unintentional Injuries</td>
<td>Chapter 14</td>
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<td>12/15</td>
<td>Fri</td>
<td>EXAM 3 - Occurs in the G Block for Final Exams (12 - 2pm)</td>
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