

GLOBAL HEALTH PERSPECTIVES

10:832:240:01

Fall 2020

Online: Asynchronous with Virtual Office Hours

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Office Hours: Required virtual hours in the syllabus and by appointment

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Class credit hours: 3

Pre-requisites: None

Class website: <https://rutgers.instructure.com/courses/70819>

COURSE CATALOG DESCRIPTION

Examination of how sociocultural, economic, environmental, and political forces contribute to vulnerability and inequality in developing countries, and their impact on health and well-being. (Credit not given for both this course and 09:910:240).

COURSE SUMMARY

Public health concerns the prevention of disease and the promotion of health and well-being of populations through an understanding that human health is impacted by social, cultural and physical environments. This course provides an introduction to the concepts and basic principles that are fundamental for the study and practice of public, international and global health. Critical examination of contemporary public, international and global health challenges and current approaches to the management of these issues will provide students with a practical understanding of the complexities underpinning challenges to the health of populations.

This course introduces students to the issues that impact global health. Students will identify disease patterns, explore how culture affects illness and health, and learn about health systems, policy development and other activities designed to improve well-being. Students will also use public health, epidemiology, demography, geography, sociology, anthropology, and behavioral change communications throughout the course. The course will be global in coverage but with an emphasis on low- and middle-income countries, and the effects of poverty and inequality on human health and well-being.

We will look at the emergence of “global health” as a concept and a way of responding to disease and vulnerability on an international scale. After a brief introduction to the course and an overview of key concepts and the historical development of global health, we will spend the majority of the semester exploring several key issues in depth. We will alternate between identifying and describing global phenomena and ideas and comparatively assessing local and national realities. Throughout the course, we will consider the impact of the process of globalization on people’s health and vulnerability to illness.

CORE COMPETENCIES ADDRESSED IN THIS COURSE

Successful completion of this course satisfies a major core competency as designated by the Council on Education for Public Health, the accrediting agency for undergraduate public health majors. After completing this course, students will be able to:

Competency # 2. Locate, use, evaluate and synthesize public health information.

Competency # 5. Discuss the role played by biological, social, environmental, cultural, and economic factors in shaping global human health and disease.

Assessment: Comparison and analysis of disease burden in two countries considering the determinants of health and illness as well as the public health and health care system's ability to prevent, diagnose, and treat the disease.

COURSE LEARNING OBJECTIVES AND ASSESSMENT

By the end of the course, students should be able to:

- Articulate key public health concepts, including: the demographic and epidemiological transitions, the burden of disease, the impact of key health conditions on individuals and on communities, and critical issues in the organization and delivery of health services.
- Analyze the key issues in global health from the perspective of multiple disciplines;
- Outline the determinants of health and risk factors for conditions of importance to global health;
- Discuss with confidence 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;
- Assess key issues in equity and inequality, as they relate to the health of low- income people in low- and middle-income countries;
- Use key analytical tools and concepts to determine how critical health issues might be addressed in cost-effective, and sustainable ways that are scalable to and affordable for communities around the world;
- Outline the key actors and organizations in global health and the way they cooperate to address critical global health issues;
- Review key challenges that are likely to arise in the next decade in addressing the health of the poor in low- and middle-income countries.

Assessment Mechanisms

This course uses a combination of homework written assignments, exams (written assessments), and papers to assess student mastery of the course learning objectives. During the semester, students will work, individually and/or in groups on health topics in specific 'reference' countries; students' abilities to access, convey, and critically interpret country-level data will be assessed through in-class discussions [substitute 'on-line discussion groups' for on-line sections], group presentations, and written work.

REQUIRED TEXT AND READINGS

Skolnik, R. (2021). *Global Health 101* (4th Ed.) Burlington MA: Jones & Bartlett Learning. This course also relies on journal articles, issue briefs, government reports, and videos to supplement the assigned textbook. These materials or URLs by which to access them will be available on the course Canvas site. In addition, students will be required to search for and read current news reports of current and emerging health and health-related topics and discuss these in class [substitute “in on-line discussion groups] on a regular basis.

Students should plan on approximately one hour of outside work for each hour spent in class; between readings, video-watching, and written assignments. This means that students can expect to spend, on average, approximately three hours per week on coursework related to that week’s topic or in preparation for the topic to be covered in the following week.

COURSE CALENDAR- WEEKLY TOPICS, ASSIGNMENTS AND ACTIVITIES

CLASS DATE	TOPIC	READINGS, RESOURCES, AND ASSIGNMENTS
Class 1	Starting points: How little we know about the world. Thinking globally about global health.	Skolnik Chapter 1 Review Rutgers Academic Policy Picking a reference country.
Class 2	Ecological understanding of human health and vulnerability. Vector borne diseases. PPT by Michael Monzon	Skolnick Chapter 2 UN Joint Statement on Determinants of Health CDC Zika website YouTube video on South Africa
Class 3	DALYs and HALEs. Country level data. Burden of disease. Poverty and Inequality. The Gini Coefficient	Skolnik Chapter 3
Class 4	Human Capabilities. Human Development Index. Millennium Development Goals MDGs.	Skolnik Chapter 4 Martha Nussbaum on YouTube Your reference country and the MDGs. See details on Canvas about this assignment.
Class 5	The Sustainable Development Goals (SDGs) Health and Human Rights	Skolnik Chapter 5 UN Fact Sheet 30 on Human Rights Looking at some news venue, online or newspaper, asses an article as it relates to migrant rights.
Class 6	The Role of Sanitation in Human Health	WHO Fact Sheet 392 Sanitation and Health Plos Medicine Watch: YouTube on Water and Sanitation Watch: Matt Damon on No Toilet Today

Class 7	Poverty and Inequality. Inequity and Inequality in Human Health. Social Determinants of Health.	Read: Deaton Journal of Economic Literature Watch: YouTube on Income Inequality Watch: YouTube on World Inequality Report
Class 8	Introduction to Health Systems	Read: Skolnik Chapter 6 First half Read: WHO Key Components of a Well-Functioning Health System see Canvas Watch: YouTube on Dr. Paul Farmer Watch: YouTube on Dr. Gregory Martin
Class 9	Food Security and Global Health Culture and Health	Read: Skolnik Chapter 9 Read: UN FAO State of World Food Report 2020 Read: WHO Nutrition Landscape System website and review your chosen country. See Canvas. Read: Skolnik Chapter 6 Second half
Class 10	Introduction to Communicable Diseases Diarrheal and Respiratory Diseases Malaria	Read: Skolnik Chapter 13 Read: Lancet article Kluge et al Watch: YouTube on Seth Berkley Read: WHO Malaria Report, Chapters 1, 2, and 3.
Class 11	HIV and AIDS Tuberculosis Neglected Tropical Diseases	Read: UNAIDS Report and Fact Sheet Assignment: Create an HIV profile for your country Read: WHO TB Watch: YouTube The End of the Guinea Worm
Class 12	Child Health	Skolnik Chapter 11 UNICEF State of the World's Children Report
Class 13	Women's Health	Read: Skolnik Chapter 10 Read: Graham et al, in Canvas Read; Stroup et al, in Canvas
Class 14	Non-communicable Diseases	Read: Skolnik Chapter 14 Read: WHO Report on NCDs
Class 15	Injury, Conflict and Violence	Read: Skolnik Chapters 15 and 16 Read: WHO Preventing Violence. Read two of the examples.

Grading Rubric

To earn an "A" in this course, students must regularly attend class, [or on-line sessions], read the assigned readings before the class in which they will be discussed, participate in discussions [substitute "on-line discussion groups" for on-line sections], and perform well on exams and written assignments. A grade of "A" constitutes consistent excellence, interest, and participation.

Grades will be determined on the basis of:

Four Written assessments 10 points each	40 points
Short Assignments and Homework	30 points
Final Written Paper/Project	30 points
Total	100 points

Grade/Numerical Equivalents

Grades represent the level of quality of the student's performance measured against standards of knowledge, skill, and understanding as evaluated by the instructor. Grades are reported to the university registrar at the end of the semester by the following symbols:

A	90 - 100	Outstanding
B+	85-89	Excellent
B	80-84	Good
C+	75-79	
C	70-74	Satisfactory
D	60 - 69	Poor
F	Below 60	Failing

COURSE POLICIES AND EXPECTATIONS

Attendance: Students are expected to complete all work and attend two virtual office hours. Please make every effort to arrive on time as class will begin promptly. Arriving late to class is strongly discouraged. Repeat offenders will, at the discretion of the instructor, be marked as 'absent'. Unexcused absences WILL result in a reduction of your grade for class participation. Observance of religious holidays listed in the University calendar is recognized as an excused absence, but please let me know in advance if you will miss class for this reason.

Excused absences

Excused absences include those unavoidable absences due to observance of religious holidays listed in the University Calendar, illness, family emergencies, or academic opportunities, cleared in advance with the instructor, that conflict with class attendance. Please report absences, preferably in advance, through the university's self-reporting absence system.

Longer periods of absence

If you anticipate missing more than one week of classes for serious illness, confidential, or sensitive personal reasons, you should also consult with a New Brunswick Dean of Students who will help to verify your extended absences from classes.

Absences due to illnesses

If your absence is due to illness, visit University Health Services for information about campus health services, including information about: how to make an appointment, self-care advice for colds/flu, mental health and counseling options, and how to access the "After Hours Nurse Line" for medical advice. **In order for an absence due to illness to count as an excused absence, you will need to furnish the instructor with a note from the medical center or a health provider.**

Academic Integrity Policy

This course adheres to the university's Academic Integrity Policy and infractions are taken seriously. All required written work for this course may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted written work will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such material.

Students who wish to exclude their submitted work from the Turnitin.com reference database should contact the course instructor immediately; students may not, however, opt-out of having their required work reviewed for the detection of plagiarism. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodation, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with me and discuss the accommodations you need as early in the course as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

LIBRARY AND OTHER RESOURCES

Rutgers University Libraries offer numerous resources to assist students. Librarians can help guide you through research and reference tools. A series of LibGuides are available to get you started. The librarian who specifically supports the Bloustein School is Karen Hartman at Alexander Library. (<http://libguides.rutgers.edu/profile.php?uid=24767>)

Karen Hartman 169 College Avenue
New Brunswick, New Jersey 08901 848-932-6104
khartman@rci.rutgers.edu

Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help; for information, check <http://lrc.rutgers.edu>. Rutgers also has a Writing Program where students can obtain help with writing skills and assignments: <http://plangere.rutgers.edu/index.html> .

Bloustein offers help with a variety of technology problems. For technology assistance at Bloustein, visit: <http://policy.rutgers.edu/its/helpdesk/contact.php>

Students are expected to take the initiative to become aware of Rutgers University and Bloustein policies regarding their academic work. See www.rutgers.edu/academics/catalogs for the overall Rutgers catalog and the Bloustein website, including course descriptions and details about all degree programs: <http://ejb.rutgers.edu>. For Rutgers Undergraduate Professional Schools Academic Policies (including Bloustein), see <http://policy.rutgers.edu/academics/undergrad/ProfSchoolsPoliciesMarch2012.pdf>

ATTACHMENT A: REQUIRED ASSESSMENT FOR ALL SECTIONS OF GHP 240.

Gather data on one infectious disease (i.e. HIV, TB, malaria) for two countries - your reference country and one additional country from a region other than the one in which your reference country is located. Create a table using data to present the following pieces of information:

Country-level data	Your reference country	One additional country
Overall Prevalence (year)		
Prevalence (males)		
Prevalence (females)		
Age-group with highest prevalence		
Incidence (year)		
Overall mortality rate (year)		
Mortality rate (males)		
Mortality rate (females)		
Age group with highest mortality rate		

In the space below, please discuss why these two countries have similar (or different) disease burdens. Your analysis should consider such factors as cultural, economic, behavioral, environmental, and biological attributes of each country, the distribution of resources within each population. And the ability of each country's health system to prevent, diagnose, and treat the disease. You may answer in bullet form and/or use additional pages as you wish.

ATTACHMENT B: REQUIRED ASSESSMENTS FOR ROBSON SEC 01

Four Written assessments 10 points each	40 points
Short Assignments and Homework	30 points
Final Written Paper/Project	30 points

FINAL PROJECT

Final Written Paper/Project	30 points
Assigned Sep 4	Due Dec 10

Country Assignment: Early on you will pick a country. You can pick anyone of the 195 countries recognized by the United Nations. After you pick your country you will investigate the major health issues in that country with a quick discussion of overall health status, vital stats, birth rate, death rate, age distribution, HIV rates, nutritional status, and major health initiatives underway. At the end of the course you will submit a paper and presentation a short PPT with 6 or 7 slides on the key issues in your country. For some countries it is HIV, for others it is child mortality and for others it NCDs such as diabetes or CVD. I will discuss more as we go through the course in emails and in the common office hours. Details and grading rubric will be on the CANVAS SITE for the course.

VIRTUAL OFFICE HOUR TIMES VIA ZOOM

You are required to “attend” at least two of the virtual office hours for the class over the 15-week period of the semester, I have scheduled the office hours during what would have been the normal class period. If you cannot join then we will arrange a time that is good for you to meet one on one, via ZOOM, FaceTime, or whatever method you prefer. My e-mail is: mark.robson@rutgers.edu or text at 609-752-4009, if you text, include you name and the class.

SEP 2	1.00 PM to 2.30 PM
SEP 16	1.00 PM to 2.30 PM
SEP 30	1.00 PM to 2.30 PM
OCT 14	1.00 PM to 2.30 PM
OCT 28	1.00 PM to 2.30 PM
NOV 11	1.00 PM to 2.30 PM
NOV 25	1.00 PM to 2.30 PM
DEC 9	1.00 PM to 2.30 PM

ASSESSMENTS

Four Written assessments 10 points each **40 points**
These will be posted on the Canvas site and you will be sent a reminder, but it is your responsibility to do the work on time.

Assessment One	Assigned Sep 23	Due	Sep 30
Assessment Two	Assigned Oct 14	Due	Oct 21
Assessment Three	Assigned Nov 4	Due	Nov 11
Assessment one	Assigned Nov 25	Due	Dec 2