

**College of Public Health & Health Professions
PHC 6764 (027E)
Global Health and Development I**

**Syllabus
Fall, 2016**

Time: Monday 9:35-12:35

Place: HPNP G-111

Credits: 3

Faculty

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Office Hours: Monday 12:40-2:40 HPNP 4137 (confirm via email in advance)

Tuesday 10:00-2:00 Grinter Hall 472 (confirm via email in advance)**

Friday 10:00-2:00 HPNP 4137 (confirm via email in advance)

Course Overview or Purpose

This is the first in a series of two health and development courses created initially for the Master's in Development Practice (MDP) program. However 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. Describe alternative analytical approaches to assess health burdens and risk factors
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 in different 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 current published literature in public health and development.

Main background reference: **(DCP3)** Disease Control Priorities (3rd Edition), (2015) Jamison DT, Breman JG, Nugent R, Gelband H, Horton S, Jha P, Laxminarayan (www.dcp3.org)

Class participation

As a graduate class, all students are expected to attend and actively participate in class.

Evaluation

Exercises (2 total)	10%
Critical questions (5 total)	20%
Mid-term exam (take home)	20%
Final group project	
Presentation	10%
Written	35%
Class participation	5%

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.

Critical questions. Students will prepare three critical questions based on the empirical readings for that week's class (don't use simple methodological readings for this). Questions should reflect issues that the article raises that you would like to discuss with colleagues. They shouldn't be factual or testing questions, but instead probing and exploring questions. Be prepared to read your questions in class as a way to build the discussion. Assignments are due before class and must be based on that week's reading.

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 group project. 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 revolves around each of the health-related challenges addressed throughout the course. Students will work in country groups, but will prepare individual written reports. They will also produce a group presentation and written report.

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. Participation depends upon completing all readings before each class.

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

Wk	Date	Topic	Reading (* = Required)	Assignment
1	Aug 22	Introduction to Global Health Patterns in Global Health		
2	Aug 29	Basics of Epidemiology Measuring Health Introduction to Demographic and Health Surveys	*Murray et al, 2012 *Hyder and Morrow, 2009 *Liu et al, 2012 *Lim et al, 2012	Exercise 1 assigned
2	Sept 5	No class		
3	Sept 12	Quantitative tools for assessing health and development relationships Epidemiology – association and causation	Earnst et al., 2009 Bauman et al., 2012 Semba et al., 2008 Coovadia et al., 2007	Exercise 1 due in class
4	Sept 23	Health Systems and delivery	Bollinger and Kruk, 2015 Grabowsky et al., 2005 Masive et al., 2010 Chuma 2007 Chandramohan et al., 2007 Ravishankar et al., 2009 Beaglehole et al., 2008	Exercise 2 – Risk factors and disease burden assigned

5	Sept 26	Health Behavior and Qualitative Methods	*Scrimshaw 2009 *Ribera 2011 *Sori, 2012 Lee et al., 2012 Vrazel et al, 2008 Weisman and Besser 2004 McMahon et al., 2011 Pikora et al., 2003	Exercise 2 – Risk factors and disease burden due Introduction to final project
6	Sept 30	Environmental health Applications to air pollution and water and sanitation	*Keusch et al, 2015 (DCP3) *Smith et al 1999 *Zhang et al, 2010 *Eisenberg et al., 2012 Bartram and Cairncross, 2010 Hunter et al., 2010 Haines, Smith et al., 2007 Smith and Mehta, 2003 Wilkinson et al, 2007	Take home mid-term assigned; Due Oct 9 at 5:00 pm
Health and Development				
7	Oct 10	Nutrition Food and agricultural systems	*Bhutta et al., 2015 (DCP3) Shelling et al., 2005 Bhutta et al., 2008. Bryce et al., 2008 Gregson et al., 2001	
8	Oct 17	Demographic transition Non-communicable disease	*Rohina et al., 2015 (DCP3) *Mayosi et al., 2009 *Stevens et al, 2008 *Tollman et al, 2008 Yang et al, 2008 Miranda et al, 2008	
9	Oct 19	HIV/AIDS	*DCP2, Ch 18 *Coovadia et al., 2007. *Kidman et al., 2010 Riley and Baah-Odoom, 2010	
10	Oct 31	Migration and urban health	*Eisenberg et al., 2012 (“In roads...”)	

			*Anglewic et al., 2012	
11	Nov 7	Maternal and Reproductive Health	*Filippi et al, 2015 (DCP3) *Gulmezoglu et al, 2015 (DCP3) *Jeffrey and Jeffrey, 2010 Rosata et al., 2008	
12	Nov 14	Malaria	*Da Silva-Nunez et al., 2008 TBA Baragatti et al 2009	
13	Nov 21	Land use change Climate variability and health	*Lloyd et al., 2011 *Keiser et al., 2004 *Patz et al, 2008 Kibret et al., 2010 Kittinger et al., 2008 Fegan et al., 2007 Butala et al., 2010	
14	Nov 28	Conflict and health	*Munyandamutsa et al, 2012 *Mcmullen et al 2012	
15	Dec 5	Group Presentations		Country Situation Analysis

Readings and References List (Note: Required readings are starred*)

*Anglewic, P., *Migration, marital change, and HIV infection in Malawi*. Demography, 2012. **49**(1): p. 239-65.

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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.