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  
Sarah McKune, PhD, MPH  
Tel: 352-294-5495  
Email: smckune@ufl.edu  
Skype: mckunesl  
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.


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

**Evaluation**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exercises (2 total)</td>
<td>10%</td>
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<tr>
<td>Critical questions (5 total)</td>
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<td>Mid-term exam (take home)</td>
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<td>Final group project</td>
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<td>Presentation</td>
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<td>Written</td>
<td>35%</td>
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<td>Class participation</td>
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**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

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Translation of letter grades to grade points

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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](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html)

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Topical Outline

<table>
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<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Reading (* = Required)</th>
<th>Assignment</th>
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<tr>
<td>1</td>
<td>Aug 22</td>
<td>Introduction to Global Health Patterns in Global Health</td>
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<td>2</td>
<td>Aug 29</td>
<td>Basics of Epidemiology Measuring Health Introduction to Demographic</td>
<td>*Murray et al, 2012</td>
<td>Exercise 1</td>
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<td>and Health Surveys</td>
<td>*Hyder and Morrow, 2009</td>
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<td>*Liu et al, 2012</td>
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<td>*Lim et al, 2012</td>
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<td>Sept 12</td>
<td>Quantitative tools for assessing health and development relationships</td>
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<td>Epidemiology – association and causation</td>
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<td>Semba et al., 2008</td>
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<td>Coovadia et al., 2007</td>
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<td>4</td>
<td>Sept 23</td>
<td>Health Systems and delivery</td>
<td>Bollinger and Kruk, 2015</td>
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<td>Grabowsky et al., 2005</td>
<td>Exercise 2</td>
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<td>Masive et al., 2010</td>
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<td>Chuma 2007</td>
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<td>Chandramohan et al.,</td>
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<td>Ravishankar et al.,</td>
<td>burden</td>
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<td>Beaglehole et al., 2008</td>
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<td>References</td>
<td>Notes</td>
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| 5    | Sept 26| Health Behavior and Qualitative Methods    | *Scrimshaw 2009  
*Ribera 2011  
*Sori, 2012  
Lee et al., 2012  
Vrzal 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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>References</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 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 |                                                                                                         |
<p>| 10   | Oct 31 | Migration and urban health                 | *Eisenberg et al., 2012 (<em>In roads…</em>)                                                               |                                                                                                         |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>November</th>
<th>Title</th>
<th>Readings and References</th>
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</table>
| 11    | Nov 7     | Maternal and Reproductive Health | *Anglewicz et al., 2012  
*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 | *Munyangamutsa et al, 2012  
*Mcmullen et al 2012 |
| 15    | Dec 5     | Group Presentations | Country  
Situation  
Analysis |

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


Last revised 6/8/2017 9:51:24 AM


Scrimshaw S, Culture, Behavior and Health, in International Public Health: Diseases, Programs, Systems and Policies, Black, Mills, and Merson (Eds), pp 1-42.


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.