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

Syllabus  
Fall, 2017

Time: Monday 9:35-12:35  
Place: HPNP G-201  
Credits: 3

Faculty  
Sarah McKune, PhD, MPH  
Tel: 352-294-5495  
Email: smckune@ufl.edu  
Skype: mckunelsl  
Office Hours:  
  Wednesday 10:00-12:00 HPNP 4158 (confirm via email in advance)  
  Friday 9:00-11:00 Grinter Hall 472 (confirm via email in advance)

Course Overview or Purpose  
This course was initially developed as one of two health courses for the Master’s in Development Practice (MDP) program, and currently serves as the core health course for the program and a concentration core course for the PhD in Public Health, One Health concentration. 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. Understand and describe commonly used analytic metrics of risk factors and health outcomes  
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>Component</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</td>
<td>10%</td>
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<tr>
<td>Discussion leader</td>
<td>10%</td>
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<tr>
<td>Mid-term exam (take home)</td>
<td>20%</td>
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<tr>
<td>Final group project</td>
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<tr>
<td>Presentation</td>
<td>10%</td>
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<tr>
<td>Written</td>
<td>35%</td>
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<tr>
<td>Class participation</td>
<td>5%</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 two 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 content testing questions, but instead should be probing and exploring questions. Be prepared to read your questions in class as a way to build the discussion. Questions should be submitted to that week’s discussion leader no later than 5:00 pm the day before class.

**Discussion leader.** Each week one student will lead a class discussion on the empirical readings. Students should NOT develop a presentation, but should be prepared to summarize the empirical readings when necessary. 30-45 minutes of each class will be allocated for such discussion.

**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. Attendance taken
each class and evidence of having completed all readings and associated homework before each class will determine participation grade.

**Grading scale**

<table>
<thead>
<tr>
<th>% Earned in class</th>
<th>94-100%</th>
<th>90-94%</th>
<th>87-90%</th>
<th>83-87%</th>
<th>80-83%</th>
<th>77-80%</th>
<th>73-77%</th>
<th>70-73%</th>
<th>65-70%</th>
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<tr>
<td>Letter Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
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<td>C</td>
<td>D</td>
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**Translation of letter grades to grade points**

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<tr>
<th>Letter Grade</th>
<th>A</th>
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<th>B+</th>
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<th>C+</th>
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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)

**Topical Outline**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Reading (* = Required)</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 21</td>
<td>Introduction to Global Health Patterns in Global Health</td>
<td>*Murray et al, 2012</td>
<td>Exercise 1 assigned</td>
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<td></td>
<td>Basics of Epidemiology</td>
<td>*Hyder and Morrow, 2009</td>
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<td>Measuring Health</td>
<td>*Liu et al, 2012</td>
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<td>Introduction to Demographic and Health Surveys</td>
<td>*Lim et al, 2012</td>
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<td>2</td>
<td>Aug 28</td>
<td>Basics of Epidemiology</td>
<td>*Murray et al, 2012</td>
<td>Exercise 1 due in class</td>
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<td>Measuring Health</td>
<td>*Hyder and Morrow, 2009</td>
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<td>Introduction to Demographic and Health Surveys</td>
<td>*Liu et al, 2012</td>
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<td>*Lim et al, 2012</td>
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<td>3</td>
<td>Sept 4</td>
<td>No class</td>
<td>*Earnst et al., 2009</td>
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<td>Quantitative tools for assessing health and development relationships</td>
<td>*Bauman et al., 2012</td>
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<td>Epidemiology – association and causation</td>
<td>*Semba et al., 2008</td>
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<td>*Coovadia et al., 2007</td>
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<td>Grabowsky et al., 2005</td>
<td>burden assigned</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>Week 5</td>
<td>Sept 25</td>
<td>Health Behavior and Qualitative Methods</td>
<td>2007 Ravishankar et al., 2009 Beaglehole et al., 2008</td>
<td>Critical Questions due Sunday 5:00 pm</td>
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<td>*Scrimshaw 2009</td>
<td>*Ribera 2011</td>
<td>Exercise 2 – Risk factors and disease burden due</td>
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<td>*Sori, 2012</td>
<td>Lee et al., 2012</td>
<td>Introduction to final project</td>
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<td>Vrazel et al, 2008</td>
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<td>Weisman and Besser 2004</td>
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<td>McMahon et al., 2011</td>
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<td>Pikora et al., 2003</td>
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<td>Week 6</td>
<td>Oct 2</td>
<td>Environmental health</td>
<td>*Keusch et al, 2015 (DCP3)</td>
<td>Take home midterm assigned; Due Oct 8 at 5:00 pm</td>
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<td>Applications to air pollution and water and sanitation</td>
<td>*Smith et al 1999</td>
<td>Critical Questions due Sunday 5:00 pm</td>
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<td>*Zhang et al, 2010</td>
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<td>*Eisenberg et al., 2012</td>
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<td>Bartram and Cairncross, 2010</td>
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<td>Hunter et al., 2010</td>
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<td>Haines, Smith et al., 2007</td>
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<td>Smith and Mehta, 2003</td>
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<td>Wilkinson et al, 2007</td>
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**Health and Development**

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<thead>
<tr>
<th>Week 7</th>
<th>Oct 9</th>
<th>Nutrition</th>
<th>*Bhutta et al., 2015 (DCP3)</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Food and agricultural systems</td>
<td>Shelling et al., 2005</td>
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<td>Bhutta et al., 2008</td>
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<td>Bryce et al., 2008</td>
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<td>Gregson et al., 2001</td>
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<td>Week 8</td>
<td>Oct 16</td>
<td>Demographic transition</td>
<td>*Rohina et al., 2015 (DCP3)</td>
<td>Critical Questions due Sunday 5:00 pm</td>
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<td></td>
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<td>Non-communicable disease</td>
<td>*Mayosi et al., 2009</td>
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<td>Stevens et al, 2008</td>
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<td>Tollman et al, 2008</td>
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<td>Yang et al, 2008</td>
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<td>Miranda et al, 2008</td>
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<tr>
<td>Week 9</td>
<td>Oct 23</td>
<td>Migration and urban health – Dr. McKune out</td>
<td>*Eisenberg et al., 2012 (“In roads…”)</td>
<td>Critical Questions due Sunday 5:00 pm</td>
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<td>*Anglewic et al., 2012</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Questions Due</td>
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| Oct 30 | HIV/AIDS              | *DCP2, Ch 18  
  *Coovadia et al., 2007.  
  *Kidman et al., 2010  
  Riley and Baah-Odooom, 2010 | Critical Questions due Sunday 5:00 pm                                    |
| Nov 6 | Maternal and Reproductive Health | *Filippi et al, 2015 (DCP3)  
  *Gulmezoglu et al, 2015 (DCP3)  
  *Jeffrey and Jeffrey, 2010  
  Rosata et al., 2008 | Critical Questions due Sunday 5:00 pm                                    |
| Nov 13 | Malaria                | *Da Silva-Nunez et al., 2008  
  TBA  
  Baragatti et al 2009 | Critical Questions due Sunday 5:00 pm                                    |
| Nov 20 | Land use change  
  Climate variability and health  
  *Dr. McKune out* | *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 | Critical Questions due Sunday 5:00 pm                                    |
| Nov 27 | Conflict and health    | *Munyandamutsa et al, 2012  
  *Mcmullen et al 2012 | Critical Questions due Sunday 5:00 pm                                    |
| Dec 4  | Group Presentations    |                                                                          | Country Situation Analysis    |

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


Last revised 9/27/2017 11:46:03 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](http://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/](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/](http://www.counsel.ufl.edu/) or [http://www.health.ufl.edu/shcc/smhs/index.htm#urgent](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.