# MPH Program Syllabus

**Course name:** Selected Topics in Public Health: Overview of Global Health  
**Course no.:** PUBH 5357  
**Course CRN:** 26485  
**Semester/year:** Spring 2017  
**Graduate credit hours:** 3  
**Class location:** Quinn Hall, Room 202  
**Class meeting time:** Wednesdays from 5-7:50 pm  
**Class instructor:** Carla Campbell, MD, MS  
**Office location:** Room 408, College of Health Sciences  
**Phone:** 915-747-7221  
**Email:** ccampbell3@utep.edu  
**Office hours:** Wednesdays from 1-3:30 pm; or by appointment  
**Preferred contact method:** Email messages

## Course description:
This introductory course will cover the major issues and considerations involved in global health. It is a survey course that is designed to familiarize students with the major topics in the study of global health. The goal of the course is to provide students with an overview of concepts such as the determinants of health, the measurements of health status and global burden of the disease. It will also cover worldwide demographic trends and their impact on health, and specific health issues that affect much of the world’s population such as maternal and child health; communicable diseases; malnutrition; water, sanitation and other environmental health challenges; chronic non-communicable diseases; and injuries. Throughout, the course will cover many of the programs, policies, and global health actors or agencies that are working to solve global health problems.

## Required textbooks:

## Supplemental reading:
See reading list and PDF files on Blackboard

## Course format:
Lecture and class discussion; student presentations

## Major learning objectives (must be numbered):
The overall goal of the course is to provide students with an understanding and working knowledge of the broad concepts and issues that are involved in the study of the global population. These objectives thus reflect an intention to ensure that students understand basic concepts regarding the assessment and determination of overall health status, and technical aspects of specific health issues that are important challenges to health across the world. Specific objectives are:

1. To understand approaches to measuring the burdens of health and assessing the health status of a population  
2. To understand major global demographic trends and how they contribute to the health of populations  
3. To understand the major determinants of disease including social determinants, and health as a human rights issue
4. To understand the technical aspects of specific health issues that are major problems for global populations, including chronic non-communicable diseases; infectious diseases; maternal, child, and reproductive health issues; sanitation and access to clean water; malnutrition; and environmental health hazards and injuries

5. To be familiar with the major programs and policies that exist currently to solve health problems at the global level

6. To think critically about the challenges to health across the world, and understand the limitations and promises offered by the current approaches to redressing those challenges

| Assessment strategies: (must be numbered) | 1. Class participation: based on attendance in class, contribution to discussions, awareness of issues in assigned readings, and ability to relate individual topics to broader concerns of the course; includes case study summaries.  
2. Article summaries  
3. Discussion thread weekly postings on readings for 9 of 14 weeks  
4. Country profile paper  
5. Final paper and class presentation |
<table>
<thead>
<tr>
<th>Program Competencies (core competency area must be identified &amp; number according to that listed by the MPH program)</th>
<th>Learning objectives</th>
<th>Assessment strategies</th>
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<tbody>
<tr>
<td>This course meets the following MPH degree &amp; graduate certificate in public health competencies</td>
<td></td>
<td></td>
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<tr>
<td>Not a core MPH course</td>
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| Grading scale & criteria | 1. Class participation: based on attendance in class, contribution to discussions, awareness of issues in assigned readings, and ability to relate individual topics to broader concerns of the course the course; includes 3 case study summaries-25%  
2. Two article summaries 10%  
3. Discussion thread weekly postings on readings for 9 of 14 weeks: 15%  
4. Country profile paper: 15%  
5. Final paper and class presentation: 35% |
|----------------------------|---------------------------------------------------------------|

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<tr>
<th>Incomplete policy:</th>
<th>An “I” (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Failure to request and negotiate the terms of an “Incomplete” grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.</th>
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### Course/Instructor & Institutional Policies

#### Attendance:
It is UTEP policy that all students attend all scheduled classes. Attendance will be taken at each class. When a student registers for a course, it is assumed that she/he has made arrangements to avoid any conflicts. Students are responsible for any information or activities presented in class discussions, lectures, assignments, and/or readings. If you are unable to attend class, it is your responsibility to inform the instructor before the respective class session. Students may be administratively withdrawn for excessive unexcused absences (2 or more classes). Compliance with due dates, in class presentations, homework, exams and other activities is mandatory. All emergency-related absences must be verified.

Chronic tardiness not only reflects lack of commitment and professional behavior but also is disruptive to your classmates and the instructor. You are expected to be in class and seated by 5:00 PM.

#### Reading assignments:
All assigned readings need to be completed prior to coming to the next scheduled class session. For example: the reading assignments for week 2 need to be completed prior to coming to the week 2 class session.

#### Writing standards:
Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Our MPH graduate program both recognizes and expects good writing to be the norm for course work. Please feel free to seek out assistance from the UTEP Writing Center. It is free and they are very helpful.
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<tr>
<th><strong>Policy for late assignments</strong></th>
<th>Due dates for homework, exams, presentations and other assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures. All assignments are due at the beginning of the class period on the due date. Five (5) points will be deducted for each day an assignment is late (including weekend days).</th>
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<tr>
<td><strong>Permission to record lectures &amp; discussions</strong></td>
<td>Not permitted without express permission of the instructor</td>
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</table>

**Cellphone/electronic tablet/ use policies:** Please note that all cellular telephones, pagers, headphones, iPods, iPads, mp3 players, earpieces, laptops, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period. If a situation should arise which necessitates a student to be contacted by a physician or family member, the instructor shall be notified and cell phone can be set to “vibrate.” Please be advised that students who use unauthorized technology during class time will be dismissed from that week’s class session.

**Field trip policies:** N/A

**Class participation:** Active student participation in this course is very important. Students must be prepared to come to class to discuss, answer questions, and participate in all class activities.

**Special accommodations:** The instructor will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see the instructor before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services (CASS) in the East Union Bldg., Room 106, within the first two weeks of classes. The Center for Accommodations and Support Services can also be reached in the following ways: Web: http://sa.utep.edu/cass/ Phone: (915) 747-5148 voice or TTY; Fax: (915) 747-8712

**Student conduct:** Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts.” Regent’s Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (http://studentaffairs.utep.edu/Default.aspx?tabid=4386) “It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts”.

**Examples of “cheating” include:**
- Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another...
student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test;

- Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”;
- Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
- Collaborating with or seeking aid from another student for an assignment without authority;
- Substituting for another person, or permitting another person to substitute for one's self, to take a test;
- Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

“Plagiarism” means the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

“Collusion” means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.
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<tr>
<th>Dates</th>
<th>Topics</th>
<th>Homework Assignments</th>
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<td><strong>WEEK 1</strong></td>
<td>Introductions, course overview, public health concepts, determinants of disease, regional definitions</td>
<td>Week 1 readings</td>
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<tr>
<td>January 18, 2017</td>
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<tr>
<td><strong>WEEK 2</strong></td>
<td>Millennium/Sustainable Development Goals, health equity, human rights, cultural influences</td>
<td>Week 2 readings</td>
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<tr>
<td>January 25, 2017</td>
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<tr>
<td><strong>WEEK 3</strong></td>
<td>Demographic trends and population dynamics, determinants of health, health measurements</td>
<td>Week 3 readings</td>
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<td>February 1, 2017</td>
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<td><strong>WEEK 4</strong></td>
<td>Global burden of disease and risk factors</td>
<td>Week 4 readings</td>
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<td>February 8, 2017</td>
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<tr>
<td><strong>WEEK 5</strong></td>
<td>Maternal and child health issues; Nutrition</td>
<td>Week 5 readings</td>
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<td>February 15, 2017</td>
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<td><strong>WEEK 6</strong></td>
<td>Maternal and child health issues; (continued)</td>
<td>Week 6 readings; Country Profile paper due by 5 pm on 2/22/17</td>
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<td>February 22, 2017</td>
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<td><strong>WEEK 7</strong></td>
<td>Priorities and programs - health systems, agencies and actors, NGOs</td>
<td>Week 7 readings</td>
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<td>March 1, 2017</td>
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<tr>
<td><strong>WEEK 8</strong></td>
<td>Priorities and programs – solutions to global health problems, NGOs; Millennium/Sustainable Development Goals</td>
<td>Week 8 readings</td>
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<td>March 8, 2017</td>
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<td><strong>SPRING BREAK</strong></td>
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<td>March 13-17, 2017</td>
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<td><strong>WEEK 9</strong></td>
<td>Non-communicable Diseases</td>
<td>Week 9 readings</td>
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<td>March 22, 2017</td>
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<td>WEEK 10</td>
<td>March 29, 2017</td>
<td>Natural disasters, complex humanitarian emergencies; Refugees and displaced people</td>
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<td>WEEK 11</td>
<td>April 5, 2017</td>
<td>Communicable Diseases I--Neglected tropical diseases, waterborne diseases, vaccine preventable diseases</td>
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<tr>
<td>WEEK 12</td>
<td>April 12, 2017</td>
<td>Communicable Diseases II--HIV/AIDS, tuberculosis, malaria</td>
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<tr>
<td>WEEK 13</td>
<td>April 19, 2017</td>
<td>Environmental health issues I – Indoor and outdoor air pollution hazards</td>
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<td>Environmental health issues II-- injury control and prevention</td>
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<tr>
<td>WEEK 14</td>
<td>April 26, 2017</td>
<td>Environmental health issues III – Global climate change</td>
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<td>Environmental health issues IV - Access to water, sanitation, and hygiene (WASH)</td>
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<tr>
<td>WEEK 15</td>
<td>May 3, 2017</td>
<td>Final student oral presentations</td>
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<tr>
<td>WEEK 16</td>
<td>May 10, 2017</td>
<td>Overflow week: finish up any topics needing this</td>
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* Note: The course syllabus is a general tentative plan for the course. Any changes will be announced to the class in advance by the instructor.

**DATE**

**TOPIC AND READINGS**

**Week 1, January 18, 2017**

Introductions, course overview, public health and global health concepts, regional definitions, determinants of health

Readings:
1. Skolnik, chapters 1 and 3

Case Study 1: Smallpox Eradication—The Most Famous Success Story (Skolnik pp 11-12)

**Week 2, January 25, 2017**
Millennial/Sustainable Development Goals, health equity, human rights, cultural influences

Readings:

1. Skolnik chapters 4 and 6
2. Millennium Development Goal Fact Sheet
3. Information on Sustainable Development Goals: Agenda and UN report
5. Gabrysch S, Lema C, Bedrinana E, Bautista MA, Malca R, Campbell OMR, Miranda JJ. “Cultural adaptation of birthing services in rural Ayacucho, Peru” Bull World Health Organ 2009;87:724-729

Case Study 2: Birthing Services in Peru (Skolnik, pp 159-160)

Week 3, February 1, 2017
Demographic trends and population dynamics, health measurements

Readings:

1. Skolnik, chapter 2

Case Study 3: The State of Kerala (Skolnik, pp 42-43)

Week 4, February 8, 2017
Global burden of disease and risk factors

Readings:

1. Skolnik, Chapter 2

Case Study 4: Maternal Mortality in Sri Lanka (Skolnik, pp243-244)

Week 5, February 15, 2017
Maternal and child health issues, reproductive health issues, nutrition

Readings:

1. Skolnik, chapters 8 and 9

Week 6, February 22, 2017

1. Skolnik, chapter 10

Case Study 5: Preventing Diarrheal Deaths in Bangladesh (Skolnik, pp134-136)

Country profile paper due in class by 5 pm

Week 7, March 1, 2017

Priorities and programs - health systems, agencies and actors, NGOs

Readings:
1. Skolnik, Chapter 5

Case Study 6: Enhancing Community Health Services in Tanzania (Skolnik, pg. 137)

Week 8, March 8, 2017

Priorities and programs – solutions to global health problems, Millennium Development Goals and next version of those goals, NGOs

Readings:
1. Skolnik, chapter 16
2. Skolnik, chapters 17 and 18 (optional)
3. Farmer P. "5 Lessons from Haiti’s Disaster. What the Earthquake Taught Us About Foreign Aid." In Foreign Policy, December 2010.
Case Study 7: Onchocerciasis (Skolnik, pp 463-464)

Week 9, March 22, 2017

Non-communicable Diseases

Readings:
1. Skolnik, Chapter 13

Case Study 8: The Challenge of Curbing Tobacco Use in Poland (Skolnik, pp 393-394)

Week 10, March 29, 2017

Natural and complex humanitarian disasters, refugees and displaced persons

Readings:
1. Skolnik, chapter 15

Case Study 9: The Genocide in Rwanda (Skolnik, pp 431-432)

Week 11, April 5, 2017

Communicable Diseases I—Neglected tropical diseases, waterborne diseases, vaccine preventable diseases

Readings:
1. Skolnik, Chapter 12.
Case Study 10: Controlling Trachoma in Morocco (Skolnik, pp 354-355)

Week 12, April 12, 2017

Communicable Diseases II-- HIV/AIDS, tuberculosis, malaria

Guest Speaker: Plan is for a speaker from the El Paso Department of Health (at 5 pm) to speak about tuberculosis in the region

Readings:
3. Farmer P. “The major infectious diseases in the world – to treat or not to treat?” NEJM 2001; 345: 208-210

Week 13, April 19, 2017

Environmental health issues I – Indoor and outdoor air pollution hazards

Readings:
1. Skolnik, chapter 7

Environmental health issues II--injury control and prevention

Readings:
1. Skolnik, chapter 14

Case Study 11: Motorcycle Helmet Use in Taiwan (Skolnik, p 411-412)

Week 14, April 26, 2017

Environmental health issues III – Access to water, sanitation, and hygiene (WASH)

Readings:
1. Skolnik, Chapter 7

Environmental health issues IV -Global climate change
Readings:

Week 15, May 3, 2017

Student oral presentations
Deadline for final paper submission

Week 16, May 10, 2017

Overflow week (follow-up of unfinished topics)

SPECIFIC COURSE PRODUCTS

Case Study Summaries

Each student will be asked to pick and summarize several (3) case studies. For the case study report students should briefly present: 1) the health problem being addressed; 2) the geographic location of the work being done; 3) a brief summary of the primary intervention(s); 4) your assessment of how well these worked; and 5) two discussion questions for the class. Sign up for the case summaries on the Discussion board sign-up sheet.

Article summaries

Each student will pick two articles among the assigned reading papers in bold print in the Weekly reading list within the syllabus. They will spend 10-15 minutes summarizing the key points in the paper and then lead a classroom discussion by having 3 discussion questions for their classmates to discuss. Sign up for article on the Discussion Board sign-up sheet.

Grading rubric:
A: covers most key points within the article in a clear manner and leads classroom discussion in a meaningful way.
B: covers some key points within the article and generates some classroom discussion
C: does not cover key points and does not lead viable classroom discussion

Readings with posting to on-line discussion threads: Students are expected to complete all of the readings assigned for each week (all available in Blackboard Learn). Students are asked to post their thoughtful reflections and questions (2-3 paragraphs each week) related to one or two of the assigned readings for that week on the Discussion Board for that week. Students should cite the specific source or reference (Example: Smith et al. 2003 or by the reading title) in their discussion posting. Students are encouraged to read the postings of their colleagues. These will be graded in this format: posting 8 times=A; posting 7 times=B; posting fewer than 7 times=C. Students are required to post a response (for 8 of 13 weeks total; Weeks 2 through 14) during the semester. The posting is due the Sunday night at 11:59 pm before the specific week for the readings. (Example: the posting for Week 2 class on January 25 would be due on Sunday January 22).
Country Profile Paper Description
Health Status Indicators and Disease Burden – due Wed. February 22, 2017

Students should select a country (preferably a low-to-middle income one) to research the health status indicators - health status measures, health services information, and health financing and investments – and burden of disease measurements and develop a paper that includes:

1. Summary of major health status indicators for that country – life expectancy, infant, maternal and child mortality, major causes of death, DALY’s and other assessments of burden of disease
2. Comparisons to global or regional statistics related to health of other countries
3. Interpretation or use of other data (e.g., immunization rates, health services and expenditures, economic or other indicators) to understand the statistical information and context within the resources utilized for health care within the country
4. Thoughtful conclusions re: health status of selected country, including suggestions for improvement
5. At least one piece of data for comparison to region, continent or globally from the Global Burden of Disease Study 2010 online data tool (see URL below; go to GBD compare link, select interact with the data visualization, and then select the Compare mode [third option], and by location)

A hard copy of the paper (two-sided if possible) should be submitted by 5:00 pm

Websites for the World Health Organization, UNICEF, and CIA may be particularly helpful in obtaining specific country and regional data.

Overall paper requirements:
- Use Times New Roman, Arial, or Calibri font, 12 point
- 3-4 pages, not including references
- 1 inch margins, 1.5 spacing
- Appropriate use of references for all cited facts, data, and other information that comes from an outside source (APA style); use at least one peer-reviewed journal article
- Submission in class (hard copy) at 5:00 pm, February 24, 2016

Papers will be graded according to the following criteria:
- Extent to which paper covers the required components
- Quality of writing, clarity of expression, organization

REFERENCE FOR GLOBAL BURDEN OF DISEASE TOOL
http://www.healthmetricsandevaluation.org/tools/data-visualizations

And for general background on 2010 Global Burden of Disease Study:

Final Paper and Presentation Description
Due Date: May 3, 2017

The student will:
1. Develop a final paper that addresses a health problem that is important to global health. The scope of the problem should be down to the regional or single country level. Your paper should include:
   a. Description of the problem you are addressing and its overall importance to global health.
b. Epidemiology: who does the problem affect, what are identified risk factors, what are the numbers and percentages for disease incidence and prevalence, disease morbidity and mortality rates, data on DALYs for the problem

c. Clinical presentation

d. Clinical and public health interventions, treatments, and supportive care

e. Interventions and measures for preventing the problem

f. Delineation of policy or policies your chosen region or country has taken to control the problem

g. Why you believe the proposed policies will address (or won’t) the problem?

h. Recommendations for the future to prevent and/or control the problem

Overall paper requirements:
- Use Times New Roman, Arial, or Calibri font, 12 point
- 8-10 pages, not including references
- 1 inch margins, 1.5 spacing
- Appropriate use of references for all cited facts, data, and other information that comes from an outside source (APA style); use at least 6 peer-reviewed journal articles
- Submission in class (hard copy) at 5:00 pm, May 3, 2017

Overall presentation requirements:
- Create a 10-15 minute Power Point slide presentation highlighting the key points of your final paper
- Classmates should listen carefully and respond with questions and comments (several minutes for each presentation)
- Appropriate use of references for all cited facts, data, and other information that comes from an outside source (APA style); (put the reference list on slides at the end of the presentation)

Papers and presentation will be graded according to the following criteria:
- Extent to which paper and presentation covers the required components
- Quality of information presented and of the slide presentation, clarity of expression, organization, quality of references used, and quality and creativity of presentation

Revised 1/13/17