PH 203 INTRODUCTION TO GLOBAL HEALTH
SYLLABUS
FALL 2015
SUBJECT TO CHANGE

Fridays, 1:00PM – 3:30PM, Biomed D207
Laulima: https://laulima.hawaii.edu/portal/site/MAN.77554.201610

TEACHING TEAM

Instructor
Professor Victoria Fan
Assistant Professor
Office Hours: **11am to 12:45pm – determined by class vote**
Sign-up via calendly.com/vfan | Biomed D104G
Email: vfan@hawaii.edu | Twitter: @FanVictoria | Office: 956-5596
Web: http://manoa.hawaii.edu/publichealth/directory/victoria-fan

Teaching Fellows
Mapuana Antonio, MA, Head Teaching Fellow, DrPH student, antoniom@hawaii.edu
Tagayasu Anzai, MD, MA, Teaching Fellow, MPH student, tagayasu@hawaii.edu
Christopher Chow, Teaching Fellow, BA student, chow3@hawaii.edu
Kevin Malone, EMT, Teaching Fellow, BA student, kevin31@hawaii.edu
*Office hours by appointment*

COURSE DESCRIPTION

This foundation course introduces the study of global health and its theories, perspectives, methods, and evidence. The course offers a basic overview of the methods for measuring population health, analytic tools for decision-making, and the evidence base for the effectiveness, risks, and efficiency of interventions, programs, and policies. The course focuses on challenges, diseases, and conditions of major public health importance, their patterns of global mortality and morbidity, their social, economic, and political determinants and consequences, their inequalities and inequities, and the population-based interventions as well as social and institutional responses to these challenges structured through communities, national health systems as well as international agencies, consortia, and alliances.

PREREQUISITES

PH 201 Introduction to Public Health

LEARNING OBJECTIVES

- Define and discuss key terms, functions, and core principles of global public health
- Discuss how the strong links between health, economic and social development affect the health of populations
- Discuss how disparities in social and economic status adversely affect health status and access to care and how community-based preventive actions affect health status
- Apply principles to assess the effectiveness, efficiency, and equity implications of interventions
- Understand the structure and governance of institutions addressing global health challenges
**Required Texts**


Levine, Ruth. *Case Studies in Global Health*. Jones and Bartlett Publishers, 2007. Also available online here and linked specifically in the reading list below: [http://www.cgdev.org/initiative/millions-saved](http://www.cgdev.org/initiative/millions-saved). Referred to as ‘CS’ below. Also available on reserve at Sinclair and in OPHS.

At least three case studies posted on Laulima.

**Supplementary Texts**


**Summary of Course Schedule**

<table>
<thead>
<tr>
<th>TF</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Reading</th>
<th>LE Due Wed 11:59pm</th>
<th>Quiz Due Thur 11:59pm</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BLOCK 1: BASIC FACTS AND FRAMEWORKS IN GLOBAL HEALTH</strong></td>
<td></td>
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<tr>
<td>Aug 28</td>
<td>Class 1: Introduction to global health</td>
<td>GH1 CS1</td>
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<tr>
<td>CC</td>
<td>Sept 4</td>
<td>Class 2: Measuring the world's health</td>
<td>GH2 Laulima Lecture video. Optional: GH17,18</td>
<td>LE0</td>
<td>RQ1</td>
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<tr>
<td>MA</td>
<td>Sept 11</td>
<td>Class 3: Health, wealth, poverty, and inequality</td>
<td>GH3 CS9</td>
<td>QLE1</td>
<td>RQ2</td>
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<tr>
<td>MA</td>
<td>Sept 18</td>
<td>Class 4: More health for the money - Priority setting and resource allocation</td>
<td>GH15 Laulima Priority Setting Case, Policy Briefs</td>
<td>QLE2</td>
<td>RQ3</td>
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<tr>
<td>CC</td>
<td>Sept 25</td>
<td>Class 5: Health systems overview</td>
<td>GH5 Laulima Mexican Health Reform Case</td>
<td>QLE3</td>
<td>RQ4</td>
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<tr>
<td><strong>BLOCK 2: CHALLENGES OF GLOBAL HEALTH IMPORTANCE</strong></td>
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<tr>
<td>KM</td>
<td>Oct 2</td>
<td>Class 6: Unfinished agenda—Maternal and child health</td>
<td>GH9,10 CS13,6,8</td>
<td>QLE4</td>
<td>RQ5</td>
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<tr>
<td>MA</td>
<td>Oct 9</td>
<td>Class 7: Unfinished agenda—HIV/AIDS and tuberculosis</td>
<td>GH11 CS2</td>
<td>QLE5</td>
<td>RQ6</td>
</tr>
<tr>
<td>MA</td>
<td>Oct 16</td>
<td>Class 8: Undernutrition and obesity</td>
<td>GH8 CS4,15</td>
<td>CLE1</td>
<td>RQ7</td>
</tr>
<tr>
<td>KM</td>
<td>Oct 23</td>
<td>Class 9: Injuries / Midterm review</td>
<td>GH13</td>
<td>CLE2</td>
<td>RQ8</td>
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<tr>
<td></td>
<td>Oct 30</td>
<td>Class 10: Midterm quiz</td>
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<tr>
<td>TA</td>
<td>Nov 6</td>
<td>Class 11: Chronic diseases and risk factors</td>
<td>GH12 CS14</td>
<td>CLE3</td>
<td>RQ9</td>
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<tr>
<td>TA</td>
<td>Nov 13</td>
<td>Class 12: Challenges: Emerging infectious diseases / Writing Workshop 1</td>
<td>GH11,7; Laulima SARS Case</td>
<td>CLE4</td>
<td>RQ10</td>
</tr>
<tr>
<td>KM</td>
<td>Nov 20</td>
<td>Class 13: Challenges: Humanitarian emergencies / Writing Workshop 2</td>
<td>GH14</td>
<td>CLE5</td>
<td>RQ11</td>
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<td></td>
<td>Nov 27</td>
<td>Holiday – Thanksgiving</td>
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<tr>
<td>MA</td>
<td>Dec 4</td>
<td>Class 14: Challenges: Health in the Pacific</td>
<td>TBD Laulima</td>
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<td>RQ12</td>
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<td>Dec 11</td>
<td>Final Exam Memo DUE</td>
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</table>

Notes: GH refers to Global Health textbook. CS refers to Case Studies book. QLE refers to quantitative learning exercise and CLE refers to communication learning exercise (in pink). RQ refers to reading quiz. Laulima refers to readings on Laulima. TF refers to lead teaching fellow's initials. For each class, the learning exercise and reading quiz that is due before that class is listed on the same row.
ASSIGNMENTS

In this course, there is generally one assignment per week. Assignments are always due prior to class on the date it is due via Laulima.

Reading Quizzes – DUE THURSDAY NIGHTS 11:59pm
• Each week you will have a quiz on the readings.

Learning Exercises – DUE WEDNESDAY NIGHTS 11:59pm
• The course is structured to focus intensively in the first 5 weeks on developing essential vocabulary and tools. The first four learning exercises are therefore more quantitative in nature and are used to help develop and acquire foundational skills. These exercises (along with the case studies) form much of the basis of the Mid-Term Quiz.
• The remaining learning exercises develop important writing and communication skills for public health professionals: (1) a fact sheet; (2) writing a letter; (3) an infographic; and (4) a policy memo. The first three assignments develop skills in communicating with a general audience, and the fourth focuses on communicating to a policymaker. All require concise and clear writing and communication skills.
  o Fact Sheet summarizes key public health information for a policymaker or a general or lay audience. The fact sheet you compose will be focused on a challenge, disease, or condition of public health importance.
  o Letter Writing. The ability to communicate complex scientific ideas in a concise and easy-to-understand yet formal manner for a general audience, e.g. your grandmother, is a crucial skill for all public health professionals. You will write at least one letter to the editor (of a medical or public health journal, or a newspaper or magazine). Each letter should be 300-500 words. Your grade will depend on how useful, informative, or well-articulated the letter.
  o Infographic. Presenting complex information through visual arts, in a fun, interesting, or salient manner, is also an increasingly important means of public health communication.
  o Policy Memo. The ability to communicate to policymakers and convince and persuade the reader to alter their course of action through evidence and argument is an essential skill for public health professionals. You will write one single-spaced 3-page (max!) policy memo, divided into two key parts – defining the problem; and providing a course of action. More details on the expectations from these memos will be distributed online. You will have the chance to submit a completed draft memo and, after receiving comments for revision, a final memo. Your memo should be uploaded online on the Dropbox before class on the day that they are due. Please print out 4 double-spaced copies for the writing workshop, on a date to be announced later.

Mid-Term Quiz. A special class session will be used to review the concepts. The quiz is closed book with multiple choice and short answers. The quiz will be based on the learning exercises, lectures, and case discussions.

Final Exam Memo. Your revised and resubmitted policy memo homework will count as your final exam.

Case Discussions. Case discussions are an experiential way to simulate real-world situations addressing public health challenges and the associated management and decision-making, while developing oral and argumentative skills. Students are expected to read the case before the class and be prepared to discuss the case in depth with a critical eye.
**Class Participation.** Your participation grade will reflect your participation in class, including case discussions, asking questions, as well as your participation on the class blog, your demonstrated enthusiasm for the subject matter, discussions outside of the classroom (e.g. office hours, the online forum, and commenting on your classmates blogs) and attendance. I expect everyone to speak up at least once during each case discussion. I will cold call on those who have not yet spoken.

**Grading**

Your final grade in this course will be composed of the following elements:

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Learning Exercises</td>
<td>50</td>
</tr>
<tr>
<td>Mid-Term Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam Memo</td>
<td>20</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td>Weekly Reading Quizzes</td>
<td>10</td>
</tr>
</tbody>
</table>

**Grading Scale**

A = 90-100 Excellent, distinctive work. Demonstrates sophisticated understanding. Nuanced and insightful account, powerful and effective application of concepts, frameworks and theories discussed in class and articulated in written work.

B = 80-89 Above average work. Demonstrates accomplished understanding: Thorough, well-documented account; adequate and apt application of concepts, frameworks and theories discussed in class and articulated in written work.

C = 70-79 Average work, sufficient, but not distinctive. Acceptable view with some misconceptions or oversight; not fully supported; acceptable but limited application of concepts, frameworks and theories discussed in class.

D = 60-69 Poor, insufficient work. Naïve or inadequate understanding: simplistic account and use of concepts, frameworks and theories discussed in class. Unable to articulate thoughts and ideas in written work.

F < 60 Unacceptable work

**COURSE POLICIES**

**Punctual Attendance and Participation**

“Eighty percent of success in life is showing up.” In this class, all students are expected to show up on time and attend every class. If you miss more than two classes, your participation grade will be affected. It is your responsibility to notify me if you have any anticipated absences well in advance.

**Submission of Assignments**

Learning exercises are due online via Laulima on **Wednesdays at midnight**. Reading quizzes are due online via Laulima on **Thursdays at midnight**. Late submissions are penalized 10% for each 24-hour period that it is late, and after 7 days you cannot earn credit. Assignments are generally returned within one week’s time. You must let Mapuana Antonio know as soon as possible if unforeseen circumstances arise and you cannot hand in your assignment on time, in order to discuss an alternative arrangement.
Office Hours

I strongly encourage you to come to my office hours at least once this semester to talk about the course, your assignments, or simply to get to know one another better. My office is located in the Biomed Building, Suite D104, Office G. There are three doors that lead to the D104 suite, which houses several offices. If all three doors are locked, then call my office. If you enter one door and see the water fountain, my office is three doors to the right, across from some portable offices. My office is located next to Yan Yan Wu’s office. My regular office hours will be determined by survey.

While I’m usually in my office during those hours, if there are no appointments, then I may cancel office hours. So I encourage you to please use http://calendly.com/vfan/ to schedule your appointment during office hours. On Calendly, please indicate the topic you’d like to discuss and your phone number. Please also let me know if you cannot make it in person and would like to speak by phone instead.

During the term I will arrange four small-group lunches of 5-6 students to get to know you better and get your feedback on the course. In addition, I’m available for a public “Quick Chat” in the 15 minutes before class on Fridays (12:45pm-1pm) in the hallway outside of our classroom. If you cannot make any of these opportunities to meet me out of class due to an ongoing class or work conflict, please email or talk to me, and we can find a convenient time to meet or speak by phone.

Reference Letters

For anyone who takes a class of mine and does well, I am generally happy to write a reference letter for jobs, scholarships, or other purposes. It is advisable to wait at least until halfway through the semester before approaching me for a letter. In general I need at least 4 weeks’ notice, details about where to email or mail the letter, to whom to address the letter, the details of the position to which you are applying, your current resume, your current UH Manoa transcripts, and any other details that you think would be relevant for me to potentially mention in my letter. If I do not think I can write a favorable letter of recommendation, then I will tell you immediately.

The Student Code of Conduct

The University of Hawaii values academic integrity and students are expected to follow standards of excellence, respect, honesty, and responsibility. The University does not tolerate violations to academic integrity including plagiarism, cheating on an exam, collaborating with other students for work expected to be completed individually, giving your work to another student to submit as his or her own, purchasing or using papers or work online or from a commercial firm and presenting such ghost-written work as your own, and submitting your own work for multiple courses without prior approval from the instructor.

Please familiarize yourself with the University of Hawaii System’s and the University of Hawaii at Manoa’s Student Conduct Code Policies. Selected excerpts are below for your convenience.

The University is committed to ensuring a safe, civil, learning and working environment in which the dignity of every individual is respected. All members of the University community—students, faculty and staff—share responsibility for its growth and continued welfare.

Choosing to join the University community obligates each student to abide by this code of conduct. By enrolling in the University, students accept the responsibility to become fully acquainted with the University’s regulations and to comply with the University’s authority. The University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution;
to respect the rights, privileges, and property of others; and to observe national, state, and local laws and University regulations....

The following are examples of the types of behavior that conflict with the community standards that the UH values and expects of students. Engaging in, or attempting to engage in any of these behaviors subjects a student to the disciplinary process and sanctions on each campus.

1. Acts of dishonesty, including but not limited to the following:
   a. Cheating, plagiarism, or other forms of academic dishonesty.
   b. Furnishing false information to any UH official, faculty member, or office.
   c. Forgery, alteration, or misuse of any UH document, record, or form of identification.

   The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

   The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

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**B.A. PUBLIC HEALTH COMPETENCIES ADDRESSED IN THIS COURSE**

**Overview of Public Health**
- 2. Identify and explain the core functions of public health
- 3. Articulate the differences in public health priorities in various regions of the world

**Identifying and Addressing Population Health Challenges**
- 1. Apply core concepts of public health, grounded in an ecological perspective to assessing public health issues
- 2. Articulate the natural and social determinants of health status in communities, and the dynamic interplay among these factors in various populations
- 3. Identify current public health topics including an analysis of the societal attitudes that generate differential impacts to various communities

**Determinants of Human Health**
- 3. Identify the impact of the environment, social disparities, and both communicable and non-communicable diseases on health

**Overview of the Health System**
- 1. Distinguish the fundamental characteristics and organizational structures of the U.S. health system, as well as to the differences in systems abroad
- 2. Explain the role that public health plays in disaster prevention and management and evaluate public policy issues with respect to access, quality and cost, when understanding health disparities within vulnerable populations

**Health Policy, Law, Ethics, and Economics**
- 2. Articulate the impact of public health policies on vulnerable populations, including Indigenous Peoples