PH 203 SEMINAR IN GLOBAL HEALTH
SYLLABUS (AS OF 1/04/2016)
SPRING 2016
SUBJECT TO CHANGE

(I)
Location: Biomed D207
Time: Fridays, 1:15pm to 4:00pm
Laulima: https://laulima.hawaii.edu/portal/site/MAN.87439.201630

(II)
Professor: Catherine M. Pirkle
Assistant Professor
Health Policy and Management
Department of Public Health Sciences
Office of Public Health Studies
University of Hawai‘i at Mānoa

Email: cmpirkle@hawaii.edu | Office: 956-8748
Web: http://manoa.hawaii.edu/publichealth/directory/catherine-pirkle

Office Hours: Fridays, 4:00pm – 5:00pm in Biomed D104H

Teaching Fellows:
Jessica Filippoli, MPH student: jlfilipp@hawaii.edu
Patricia Brandes, MPH student: brandesp@hawaii.edu

Fellows office hours: Mondays from 10:30am to 12:30pm; location to be specified by the fellow (usually in Biomed D104)
Sign-up via: https://calendly.com/jlfilipp

Instructions for instructor and fellows’ office hours: Office hours must be scheduled 24 hours in advance. All questions on the calendly link must be answered to schedule a meeting.

(III)
Course description: This foundation course introduces the study of global health and its theories, perspectives, methods, and evidence. It 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, political, and ecological 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 links between health, economic and social development, and the environment affect the health of populations
• Discuss how disparities in social and economic status adversely affect health through multiple pathways such as, access to land and food, health care utilization and quality of care, etc.
• Understand the structure, governance, and limitations of institutions addressing global health challenges
• Apply core principles of public health to assess effectiveness, efficiency, and equity of global health interventions

Required texts and readings:


   *If you are using the 2nd Edition, the chapter numbers do not always correspond to the 3rd Edition. Be sure to verify that the chapter you are reading corresponds with that course’s subject matter.


3) Additional readings as posted on Laulima (referred to as R1…R6, below).

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>#1, Jan. 15</td>
<td>Introduction to global health</td>
<td>GH 1</td>
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<tr>
<td>#2, Jan. 22</td>
<td>Measuring the world’s health Workshop 1: What is an annotated bibliography? How do I read peer-reviewed literature?</td>
<td>GH 2</td>
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<tr>
<td>#3, Jan. 29</td>
<td>Health and wealth Workshop 2: Where do I go to look up peer-reviewed literature (part 1)?</td>
<td>GH 3, R1</td>
<td>Burden of disease worksheet is due.</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Workshop</td>
<td>Guest</td>
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<tr>
<td>#4, Feb. 5</td>
<td>Global health systems</td>
<td>GH 5, R2</td>
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<tr>
<td>#5, Feb. 12</td>
<td>Infant and child health</td>
<td>GH 10, CS4</td>
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<tr>
<td>#6, Feb. 19</td>
<td>Maternal health and family planning</td>
<td>GH 9, CS6</td>
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<tr>
<td>#7, Feb. 26</td>
<td>HIV/AIDS and sexually transmitted infections</td>
<td>GH 12, CS2</td>
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<td>#8, Mar. 4</td>
<td>Intentional and unintentional injuries</td>
<td>GH 14</td>
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<tr>
<td>#9, Mar. 11</td>
<td>Chronic disease and global aging</td>
<td>GH 13, CS14</td>
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<tr>
<td>#10, Mar. 18</td>
<td>Zoonoses and neglected tropical disease</td>
<td>R3</td>
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<tr>
<td>Mar 25</td>
<td>Holiday – Spring Break</td>
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<tr>
<td>#11, Apr. 1</td>
<td>Humanitarian Emergencies</td>
<td>GH 15</td>
<td></td>
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<tr>
<td>#12, Apr. 8</td>
<td>Consequences of resource exploitation</td>
<td>R4, R5</td>
<td></td>
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<tr>
<td>#13, Apr. 15</td>
<td>Emerging Infectious Disease</td>
<td>R6</td>
<td></td>
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<tr>
<td>#14, Apr. 22</td>
<td>Working in Global Health</td>
<td>GH 18</td>
<td></td>
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<tr>
<td>#15, Apr. 29</td>
<td>Future of Global Health</td>
<td>No readings</td>
<td>Annotated bibliography is due Friday, May 6th by midnight.</td>
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(VIII)  
Course Policies  
1) Arriving on time and attendance: “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. If you miss three classes, you will be docked 20% from your participation grade. If you miss four classes, you will be docked 50% from your participation grade. You will receive a zero for your participation if you miss five or more classes. It is your responsibility to notify me well in advance if you have any anticipated absences.

2) Submission of Assignments: Unless otherwise stated, all assignments are due online via Laulima before the start of class at 1:15 pm. It is the student’s professional responsibility to be aware of assignment due dates. Late assignments are penalized 10% for each 24-hour period that it is late. You must let me 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. It is up to me to decide whether the unforeseen circumstances warrant an extension to the deadline.

3) Use proper format: All assignments must be typed with your name, course number, and date at the top right-hand corner of the assignment. Do not use a separate title page. Unless otherwise noted, assignments should be double spaced in 12-point Times New Roman or Arial font with 1-inch margins. Handwritten assignments are not accepted. Your document should be compatible with Microsoft Word or Adobe PDF. If you cite references in your assignments, it must be done appropriately and consistently in the same referencing format. I strongly encourage you to carefully proofread your homework assignment, e.g. by reading it aloud AND asking a peer to reread it, in order to ensure that there are no typos or grammatical errors.

4) Meeting with the professor: My office is located in the Biomed Building, Suite D104, Office H. There are three doors that lead to the D104 suite, which houses several offices. If all three doors are locked, then call my office. While I am usually in my office during office hours, if there are no appointments, then I may cancel office hours. So I encourage you to please use https://calendly.com/cmpirkle/office-hours/04-15-2016 to schedule your appointment during office hours.

5) Grades: Final grades are based on completed assignments (submitted on time) and class participation/attendance. There is no extra credit for this course.

6) Use references wisely: Original written work is expected with appropriate citation of references. All references need to have author, title, year, publishers, place of publishers, journal name, volume and issue number, and page numbers. All written work must follow Vancouver or APA (American Psychological Association) citation and referencing style.

7) Conduct Code—Do original work: Plagiarism is unacceptable and will result in a failing grade for the assignment and possibly for the course, depending on the extent of the violation. Please be familiar with the University of Hawai‘i Student Conduct Code, available online, at the Office of Student Affairs at the Student Services.

8) Syllabus may be revised as needed: The course schedule and assignments may need to be revised and some topics re-scheduled depending on the availability of guest speakers, pace of the learning, size of class, and the needs of the students.
Assignments/Evaluations

Weekly quizzes: Starting in class two (January 22) and ending on class 14 (April 22), each week, you will receive a short quiz at the beginning of class. The quiz will contain ten multiple-choice questions. Most of the questions in the quiz will pertain to that week’s assigned reading. However, some questions may also refer back to previous course material covered in earlier classes. The purpose of the weekly quiz is to assess your comprehension of the current week’s reading material and assure that previous material is being integrated into your learning.

Burden of disease: For this assignment, which you will begin to work on in class on January 22nd, you will look at the global burden of disease through a series of visualizations provided by: http://www.healthdata.org/gbd/data-visualizations. You will work in groups of five to respond to the worksheet questions. On the 22nd, one person from each group will be expected to bring a laptop or tablet (such as an Ipad) to class. If no one in your group has a laptop or tablet, please contact me so we can make arrangements for that day’s class.

Article critiques: In classes four (February 5) and twelve (April 8), you have two peer-reviewed journal articles to read. As is always the case for your readings, you are expected to read the article prior to coming to class. During class, you will be divided into groups of five students. Within each group of five, every student will take five minutes to present to his/her group a brief summary of the content of the reading and indicate one strength and one limitation of the article. The other group members will assure that the student presents the required information in five minutes or less. After each group member has presented his/her summary of the article, the five group members will then work together to summarize: 1) the main argument and/or findings of the article in three to five sentences; 2) the principal limitation of the article in one sentence; and 3) the principal strength of the article in one sentence. Each group will have until 1:15pm the following Friday to submit their summary. Please indicate the name and ID number of each student in the group when submitting the summary. Only one submission per group is allowed.

For the assignment, you will be graded on how well you understand and can articulate the main arguments/findings of the article, as well as a strength and limitation. This assignment is not about knit-picking, but about the “big picture.” I do not want to know all of the details, but rather the take home point of the article and ONE important limitation and ONE important strength. You will also be graded on the quality of your written summaries and your ability to follow instructions.

Case study discussions and worksheets: In this class, you will look in depth at four case studies in global health. Students are expected to read the case before class and be prepared to discuss the case in depth with a critical eye. For each case study, the class will be divided in to groups of five. During class, all groups will be given open-ended discussion questions about the case. You will be given time in class to discuss the case, by responding to the discussion questions in your group. At the end of the allotted discussion time, a reporter from each group will report back to the entire class with a brief one- to two-minute summary of the main points of their
discussion about the case. We will then discuss the case as a group. At the end of class, each student will receive a worksheet about the case to be completed, independently, by 9:00 am the morning of the following class. You will be graded on your ability to answer the questions in the worksheet correctly.

**Annotated bibliography:** Your final assignment is an annotated bibliography on one of the topics listed below. For this assignment, you will work in groups of five. You may select your own group members for this assignment.

In order to assist you will this assignment, you will receive five specialized workshops given by Patricia Brandes. Each workshop will be 30-45 minutes long and will take place during class hours. Ms. Brandes will explain in detail how to look-up and review literature in order to create an annotated bibliography. She will provide examples of annotated bibliographies and show you how to appropriately cite peer-reviewed literature. For this assignment, you are expected to include and annotate ten to fifteen peer-reviewed journal articles. Group and topic choices must be selected by no later than February 5th. You must email Ms. Brandes, with me in CC, your topic choice and group members by 5pm that day.

Acceptable topics are listed below. If you would like to suggest a different topic, you are welcome to do so, **but I must approve it.** Suggestions and approvals for topics that are not listed below must be confirmed in writing via an email from me stating that I accept the topic. You must include that email when you submit an annotated bibliography on a topic not listed below. A detailed description on how to prepare the annotated bibliography and how your work will be graded will be provided during the first workshop the 22nd of January.

**Suggested topics:**

1) Construction and operationalization of gender in global health  
2) Sexuality and HIV/AIDS in low-income settings  
3) Tuberculosis and HIV/AIDS in sub-Saharan Africa  
4) Trade policy and food security  
5) Resource extraction and health consequences in the 21st century  
6) Determinants of obesity in small-island states  
7) Resilience promotion among Indigenous Peoples  
8) Global physical activity promotion activities/interventions  
9) Social movements and health activism successes and failures  
10) Marine pollution and human health  
11) Disease eradication successes and failures  
12) Structural adjustment programs and health system impacts  
13) Austerity and population health  
14) Adolescent health promotion and protection around the globe  
15) Prevention of perinatal mortality in low-resource settings  
16) Urbanization and malaria  
17) The search for new antibiotics  
18) Traditional ecological knowledge and pharmaceutical development  
19) The feminization of the HIV/AIDS epidemic  
20) Crowding and tuberculosis
Class Participation. Your participation grade will reflect your participation in class, including case discussions and article reviews, as well as asking questions and supporting your peers (for example, by helping to peer-review written assignments).

(X)
Grading Scale

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

<table>
<thead>
<tr>
<th>Element</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>Weekly quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Article critiques</td>
<td>10%</td>
</tr>
<tr>
<td>3 worksheets</td>
<td>20%</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>30%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
</tbody>
</table>

(XI)
Grading System

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

(XII)
Department Approved Competencies Addressed

Overview of Public Health

1. Identify and explain the core functions of public health
2. 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

1. 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

1. Articulate the impact of public health policies on vulnerable populations, including Indigenous Peoples

(XIII)
University Policies for Opportunity and Accommodation

Equal Opportunity and Affirmative Policy: The University of Hawai‘i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, status as a covered veteran, pregnancy, and domestic or sexual violence victim status. This policy covers admission and access to and participation, treatment, and employment in the University’s programs and activities.

For more information on equal opportunity and affirmative action policies and complaint procedures for the UH Mānoa Campus, contact:
Students: Lori Ideta, Assistant Vice Chancellor & Dean of Students, EEO/AA, Title IX & ADA Coordinator Ph.-956-3290 (V/T); Email ideta@hawaii.edu
Employees: Mie Watanabe, EEO/AA Director, Title IX & ADA Coordinator Ph. 956-7077; Email -eoo@hawaii.edu
Students with Disabilities: Ann Ito, KOKUA Program Director Ph. 956-7511 (V/T); Email kokua@hawaii.edu
Accommodations: A student who may need an accommodation based on the impact of a disability is invited to contact me privately within the first weeks of the course. I would be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at 808-956-7511 or 808-956-7612 (voice/text) in room 013 of the Queen Liliuokalani Center for Student Services.