HEAL 230 - Global Health: Challenges and Responses  Fall 2014

Tuesday and Thursday 9:25-10:40 in Silcox 117

Instructor: Paul Gangarosa, MPH
Email: gangarosap@cofc.edu
Office Hours: By appointment
Location: Silcox 117

Course Description

Students will get an overview of health problems, issues and concerns that transcend national boundaries and are best addressed by mutually supportive measures. They will learn who is most affected by different disease burdens, risk factors, and key measures to address the burden of disease in cost-effective ways. Special attention will be paid throughout the course to health systems issues. The course will cover key concepts and frameworks, but be practical in orientation. The course will be global in coverage but with a focus on low- and middle-income countries, the health of the poor, equity, and inequality. Particular attention will be paid throughout the course to the linkages between health and development.

Course Learning Objectives

By the end of the course, students should be able to:

- Articulate key public health concepts, including: the demographic and epidemiological transitions, the burden of disease, the impact of key health conditions on individuals and on communities, and critical issues in the organization and delivery of health services;
- Analyze the key issues in global health from the perspective of a number of disciplines;
- Outline the determinants of health and risk factors for conditions of importance to global health;
- Discuss with confidence the burden of disease in various regions of the world, how it varies both within and across countries, and how the disease burden can be addressed in cost-effective ways;
- Assess key issues in equity and inequality, as they relate to the health of low-income people in low- and middle-income countries;
- Use key analytical tools and concepts to determine how critical health issues might be addressed in cost-effective, efficient, and sustainable ways;
- Outline the key actors and organizations in global health and the manner in which they cooperate to address critical global health issues;
- Review key challenges that are likely to arise in the next decade in addressing the health of the poor in low- and middle-income countries and in refugee populations displaced by natural and man made disasters

Required Texts


Levine, Ruth Case Studies in Global Health Millions Saved
OAKS: I will use OAKS to post lectures, announcements, additional required readings, articles, assignment instructions, and grades. You must sign up for OAKS notifications (either by text or email); if you are not sure how to do this ask the instructor.

Companion Website:  http://www.jbpub.com/essentialpublichealth/skolnik/2e/

The free companion student website for the book includes a list of videos, references, presentations, and interactive learning modules, organized by chapter of the book. The website also contains model papers for the briefs that you will be assigned.

It is strongly recommended that students review one or two videos related to each class session before coming to class. **Students are expected to have read the relevant chapter before each class.**

Students with a deep interest in any topic are strongly encouraged to consult the reference list for more in-depth readings, review some of the GHEC/CUGH and USAID mini-university presentations that are not assigned, and study the relevant USAID global e-health learning modules on their own. Students with special interests in global health are encouraged to contact the instructor for advice about pursuing those interests.

**HOW FINAL GRADE WILL BE CALCULATED:**

All assignments combined will be worth 1000 points, broken down as follows:

- Chapter Assessments: 250 points
- Case Studies: 250 points
- Quiz 1: 125 points
- Crater Lake Exercise: 125 points
- Policy Brief 1: 100 points
- Final Exam: 150 points

**Explanation of Graded Activities:**

**Chapter Assessments:** Selected chapters will have a corresponding graded assignment. This could be an in class test, an online (OAKS) test, or an assignment from the companion website mentioned elsewhere in this syllabus. Assessments could be announced or unannounced. These will always be open book. (Note: on the companion website, there are student quizzes. You will be asked to complete these online and email the results to the instructor. Don’t be confused by the fact that the companion website calls these “quizzes”; for our purposes they are Assessments). **YOU MUST DO YOUR OWN WORK ON THESE ASSIGNMENTS**

**Quiz:** The quiz will be CLOSED BOOK, OPEN NOTE. Students will be allowed 1 piece of paper during the quiz with notes they have made from the book and lectures. This piece of paper must be your own notes, not a copy of anyone else’s. You will be asked to turn in your notes page.

**Case Studies:** You will have in-class, open book quizzes from Case Studies in Global Health. Not all of these will be collected for a grade.

**Policy Briefs:** This assignment will be written as a policy brief from you, the Secretary of Health, to the Minister of Finance (through your own Minister, of course). As you write the brief, you must put yourself into the role of the Secretary. The Policy Brief will be as a group assignment (but you must still turn in your work individually).

**Final Exam:** The Final Exam will be cumulative and will be OPEN BOOK.

**Letter/Grade Total Points Percentage**

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<tr>
<th>Letter/Grade</th>
<th>Total Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94% and above</td>
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<tr>
<td>A-</td>
<td>90% - 93%</td>
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Course Assignments by Date:

Tuesday August 19  Overview of course /Chapter 1/ Set up groups
Thursday August 21  Chapter 1 (email Chapter 1 quiz from companion website to instructor for Assessment grade)
Tuesday August 26  Chapter 2
Thursday August 28  Case Study 1  (email Chapter 2 quiz from companion website to instructor for Assessment grade)
Tuesday September 2  Chapter 3
Thursday Sept 4  Case Study 2  (email Chapter 3 quiz from companion website to instructor for Assessment grade)
Tuesday Sept 9  Chapter 4 (HOW TO READ GRAPHS EXERCISE in class)
Thursday Sept 11  Case Study 3 (email Chapter 4 quiz from companion website to instructor for Assessment grade)  POLICY BRIEF TOPICS/COUNTRIES DUE
Tue Sept 16  Chapter 5
Thu Sept 18  Case Study 4
Tue Sept 23  Chapter 6
Thu Sept 25  QUIZ 1
Tue Sept 30  Chapter 7 (email Chapter 7 quiz from companion website to instructor for Assessment grade)
Thu Oct 2  Case Study 5 (POLICY BRIEF DUE)
Tue Oct 7  Chapter 8 (email chapter 8 crossword to instructor for Assessment grade. Keep a printed copy for your records.)
Thu Oct 9  Case Study 6
Tue Oct 14  Chapter 9 Midterm grades due (Oct 15)
Thu Oct 16  Case Study 7
Tue Oct 21  Chapter 10
Thu Oct 23  Case Study 8 (email Chapter 10 quiz from companion website to instructor for Assessment grade)
Tue Oct 28  Chapter 11
Thu Oct 30  Case Study 9 (email Chapter 11 quiz from companion website to instructor for Assessment grade)
Tue Nov 4  College closed (elections)
Thu Nov 6  Chapter 12
Tue Nov 11  Chapter 13 (email Chapter 13 quiz from companion website to instructor for Assessment grade)
Thu Nov 13  Chapter 14
Tue Nov 18  Chapter 15 (CRATER LAKE EXERCISE)
Thu Nov 20  Case Study 10
Tue Nov 25  Chapter 16 (email Chapter 16 quiz from companion website to instructor for Assessment grade)
Thu Nov 27  No class (Thanksgiving)
Tuesday December 2  last class day (Reading Day)
**Class Policy: Late Work**

Online assignments are due at 11:59 PM of the day they are assigned. You will receive notification of when these assignments are due several days in advance. Thus, there are no provisions for making up these assignments.

In class assignments: with **prior notice of an absence**, in class assignments can be rescheduled. Without prior notice of an absence, in class assignments can be rescheduled and turned in, however, **one letter grade will be deducted** from the final grade of that assignment. Keep in mind that in class assignments may be announced or unannounced.

Any missed assignment being rescheduled must be completed within 5 class days of the assignment. It is the student’s responsibility to get a makeup day and time scheduled with the instructor.

**Class Policy: Make-up Quizzes**

A make up quiz can be scheduled when special circumstances preclude a student taking the scheduled quiz.

**Class Policy: Attendance/Participation**

Class attendance and participation is strongly encouraged.

**Statement Regarding Disabilities**

The College makes reasonable accommodations for persons with documented disabilities. Students should apply for documentation at the Center for Disability Services/SNAP, which is located on the first floor of the Lightsey Center (Suite 104; phone: 843-953-1431. Students approved for accommodation(s) are responsible for notifying Professor Gangarosa as soon as possible and for contacting Professor Gangarosa at least one week before any accommodation(s) will be needed. If you have any questions, please speak with him during his office hours or at another mutually convenient time.

**Honor System of the College of Charleston**

All work for this class is subject to the Honor System of the College of Charleston. It is intended to promote an atmosphere of trust and fairness in the classroom and in the conduct of daily life. Violations will be referred to the Dean of Students for review and resolutions. For more information see: [http://studentaffairs.cofc.edu/honor-system/index.php](http://studentaffairs.cofc.edu/honor-system/index.php)

**Copyright and Plagiarism**

As commonly defined, plagiarism consists of passing off as one’s own ideas, words and writings of another person. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Also, please note that all textbook materials used in this course are copyrighted. If in doubt, ask the instructor.

**Changes to Syllabus**

The schedule, policies, and procedures listed in this syllabus are subject to change at the discretion of the instructor.

**Center for Student Learning**

You are encouraged to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. Tutoring, supplemental instruction, study skills appointments, and work shops are offered at no additional cost. For information visit [http://csl.cofc.edu](http://csl.cofc.edu) or call 843-953-5635.

**Guest Lecturer**

Dr. Eugene Gangarosa, MD, MS, FACP will be a guest lecturer in this class. You might notice a similarity in last name; this is no coincidence. Information on Dr.
Gangarosa’s professional background can be found on OAKS in the module Dr. Gangarosa background.

**Global Health Selected Web References**

| Demographic and Health Surveys | [www.measuredhs.com](http://www.measuredhs.com) |
| Disease Control Priorities Project, 2nd Edition | [www.dcp2.org](http://www.dcp2.org) |
| Gapminder – resource for global health statistics and presentations | [http://www.gapminder.org](http://www.gapminder.org) |
| Global Health Council | [www.globalhealth.org](http://www.globalhealth.org) |
| Global Health Supercourse | [www.pitt.edu/~super1/](http://www.pitt.edu/~super1/) |
| Institute for Health Metrics and Evaluation | [http://www.healthmetricsandevaluation.org](http://www.healthmetricsandevaluation.org) |
| The Kaisar Family Foundation-online health policy resource for faculty and students | [http://www.kaiseredu.org/](http://www.kaiseredu.org/) |
| The Lancet | [www.thelancet.com](http://www.thelancet.com) |
| The Population Reference Bureau | [www.prb.org](http://www.prb.org) |
| The World Health Organization | [www.who.int](http://www.who.int) |
| UNAIDS | [www.unaids.org](http://www.unaids.org) |
| UNICEF | [www.unicef.org](http://www.unicef.org) |
| UNICEF – Statistics | [www.childinfo.org](http://www.childinfo.org) |
| USAID Global Health elearning | [www.globalhealthlearning.org](http://www.globalhealthlearning.org) |
| US Centers for Disease Control and Prevention | [www.cdc.gov](http://www.cdc.gov) |