HEAL 230.11770: Global Health

Fall 2015

Class Meetings: TR 10:50-12:05 JOHN 207

Instructor: Christy Kollath-Cattano, PhD
Email: kollathcattanoccl@cofc.edu
Office: Silcox Physical Education and Health Center, Rm 311
Office Hours: MW 9:00-11:30

Course Catalog Description

This course provides an overview of the determinants that impact health outcomes around the globe. Special attention will be given to continents economically disadvantaged and currently suffering from major pandemics such as HIV/AIDS, TB and Malaria, and from other emerging and re-emerging diseases.

Course Learning Objectives

Upon completion of the course, the student should be able to:
1. Define global health and discuss the major U.S. global health initiatives.
2. Discuss the principles and goals of global health and apply the principles when evaluating the global burden of disease.
3. Define health equity and discuss the ethical and human rights concerns in global health.
4. Define a health system. Compare and Contrast public, private, and NGO sectors of the health system.
5. Describe culture and health and discuss how health beliefs, practices, and behaviors influence global health.
6. Describe and Discuss factors influencing the global burden of disease (both communicable and non-communicable). Critically evaluate the determinants of women and child health.
7. Define and discuss how key global health actors can work together to improve global health.
8. Critically evaluate future global health challenges and ways to meet them.
CEPH Competency Description

1. Explain from a national and global perspective the burden of disease, social-economic determinants of health, the links between health and development, and approaches to international cooperation to monitor, promote and protect health. Describe the most cost-effective interventions to address key issues e.g. nutrition, TB, malaria, and HIV and long term issues including sustainability. (Competency 4)

2. Describe the current U.S. and selected global public health and health care delivery systems; explain structures for and approaches to development of health policies; apply knowledge of the U.S. public health and health care delivery systems to current policy debates; and apply principles for conducting a health policy analysis. (Competency 8)

Required Texts

Various other articles available on Oaks under Course Information

Recommended Readings

Related internet articles/links will be posted on Oaks.

Course Requirements

1. **Class Participation:** Class attendance is important for your success in this course but in order to receive full points for your participation grade you must come to class as well as make an active contribution during class meetings. Participation points can be earned by sharing personal experiences or written assignments, commenting on readings or films, or actively engaging in in-class activities. All readings assigned on a particular day should be completed PRIOR to the beginning of class.

2. **WHO Fact Sheets Reflections (x2):** You will review Fact Sheets and associated Related Links on two different topics presented by the World Health Organization. Fact Sheets can be found here: [http://www.who.int/mediacentre/factsheets/en/](http://www.who.int/mediacentre/factsheets/en/). The Fact Sheets have information about the scope and context a global health issue and how the WHO is responding. You will be writing a 1-2 page summary and reflection on each topic.

3. **Exams (Midterm and Final):** There will be two examinations. Exam dates are listed on the syllabus. The Final will not be cumulative and will only cover the material after the midterm. Exams will include multiple choice, true/false, and short answer. If you will be absent on exam day, you must make PRIOR arrangements with me. Make-up exams will not be given without prior arrangement or a valid and documented reason for missing the exam. You should turn in the appropriate documentation to the Absence Memo Office at 67 George St.

4. **Group Project Literature Review.** This will be an individual assignment that will contribute to the end of semester group project. You will need to find and summarize three peer-reviewed sources that are relevant to a global health issue that choose with other group members (using the WHO Facts Sheets for guidance). Your group will also
need to choose a specific geographic area on which to focus. Each group member must have different sources.

5. **Group Project: Designing a culturally competent and cost-effective intervention to address a global health issue.** In a group you will be creating a Powerpoint/ or Prezi presentation that details a hypothetical intervention for addressing your global health issue. Your group will need to carefully consider how to factor cultural elements into the program, while also thinking about how to make this intervention cost-effective and sustainable. In addition to my evaluation, all group members will evaluate one another.

### Course Grade Breakdown

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>50 (10%)</td>
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<tr>
<td>WHO Fact Sheets Reflections x2</td>
<td>50 @ 25 each (10%)</td>
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<tr>
<td>Midterm</td>
<td>125 (25%)</td>
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<tr>
<td>Final Exam</td>
<td>125 (25%)</td>
</tr>
<tr>
<td>Group Project Literature Review</td>
<td>50 (10%)</td>
</tr>
<tr>
<td>Group Project: Global Health Intervention</td>
<td>100 (20%)</td>
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### Grading


### Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>A-</td>
<td>88-89</td>
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<tr>
<td>B+</td>
<td>85-87</td>
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<tr>
<td>B</td>
<td>80-84</td>
</tr>
<tr>
<td>B-</td>
<td>78-79</td>
</tr>
<tr>
<td>C+</td>
<td>75-77</td>
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<tr>
<td>C</td>
<td>70-74</td>
</tr>
<tr>
<td>C-</td>
<td>68-69</td>
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<tr>
<td>D+</td>
<td>66-67</td>
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<tr>
<td>D</td>
<td>64-65</td>
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<tr>
<td>D-</td>
<td>62-63</td>
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<td>F</td>
<td>Less than 62</td>
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### Course Policies

ATTENDANCE: I consider the number of unexcused absences exceeding 10% of the scheduled class sessions (more than 3) to be excessive and this will result in a zero for participation. I will excuse your absence if the Absence Memo Office notifies me that you have turned in the required documentation.
LATE WORK: I will NOT accept late work unless there is a valid reason (i.e. accident, major illness). Please contact me ahead of time if you know you will be absent on a day when an assignment is due.

ASSIGNMENT FORMATTING:
- 12 point font, Times New Roman
- 1” Margins, 1.5 spaced
- Page numbers at bottom right corner
- APA citation

TURNING IN ASSIGNMENTS: Assignments should be turned in at the beginning of class. I will NOT accept assignments through email unless there is a valid reason. If you do email something to me and do not receive a response that means I never received it and it will be considered LATE.

ELECTRONIC DEVICES: Cell phones should be on silent during class. They must remain out of sight during exams. Laptops/ tablets are acceptable during class as long as the volume is muted.

College of Charleston Honor Code and Academic Integrity

All students are expected to adhere to the Honor Code, which forbids lying, cheating, attempted cheating, stealing, attempted stealing, and plagiarism. Any work you turn in must be your own and when incorporating outside references, proper citations must be provided. If there is evidence that you have violated any part of Honor Code http://studentaffairs.cofc.edu/honor-system/index.php, this violation will be reported to the Office of the Dean of Students. If the Honor Board finds you responsible for intentional academic dishonesty, you will receive an XF in the class, which signifies academic dishonesty on your transcript.

Statement on Disabilities

Students with disabilities are eligible for academic accommodations throughout the course. Please contact to Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104 (843-953-1431) to register for these accommodations and they will provide me with a letter describing your individual needs.

Center for Student Learning

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635
## Course Schedule *

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Films</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T</td>
<td>Aug 25</td>
<td>Introductions, Syllabus Review</td>
<td>None</td>
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<tr>
<td>2</td>
<td>TH</td>
<td>Aug 27</td>
<td>Global Health Overview</td>
<td>Chap 1 “Towards a Common Definition of Global Health” Koplan et al.</td>
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<tr>
<td>3</td>
<td>T</td>
<td>Sep 1</td>
<td>Health Determinants, Measurements, and Trends</td>
<td>Chap 2</td>
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<tr>
<td>4</td>
<td>TH</td>
<td>Sep 3</td>
<td>Poverty and Inequality</td>
<td>Chap 3 “An Anthropology of Structural Violence” Farmer</td>
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<tr>
<td>5</td>
<td>T</td>
<td>Sep 8</td>
<td>Globalization, Development, and Health</td>
<td>“Sapping the Poor: The Impact of Structural Adjustment Programs”</td>
<td>Unnatural Causes: Collateral Damage</td>
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<tr>
<td>6</td>
<td>TH</td>
<td>Sep 10</td>
<td>Human Rights Concerns</td>
<td>Chap 4</td>
<td>WHO Fact Sheet Reflection #1</td>
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<tr>
<td>7</td>
<td>T</td>
<td>Sep 15</td>
<td>Intro to Health Systems</td>
<td>Chap 5 “Strengthening Health Systems in Poor Countries…” Pfieffer et al.</td>
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<tr>
<td>8</td>
<td>TH</td>
<td>Sep 17</td>
<td>Health Systems around the World</td>
<td>Sick Around the World</td>
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<tr>
<td>9</td>
<td>T</td>
<td>Sep 22</td>
<td>Culture and Health</td>
<td>Chap 6 “Relationships between Health and Culture in Polynesia-A review” Capstick et al.</td>
<td>Choose Group Project topic</td>
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<tr>
<td>10</td>
<td>TH</td>
<td>Sep 24</td>
<td>Culture and Health continued</td>
<td>Split Horn: The Life of a Hmong Shaman in America</td>
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<tr>
<td>12</td>
<td>TH</td>
<td>Oct 1</td>
<td>Environmental Health: Access to Clean Water</td>
<td>Blue Gold: World Water Wars</td>
<td>WHO Fact Sheet Reflection #2</td>
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| 13 | T  | Oct 6 | Nutrition                                                                 | Chap 8  
| 14 | TH | Oct 8 | Women’s Health                                                              | Chap 9 |
| 15 | T  | Oct 13 | Maternal Mortality and Morbidity                                             | A Walk to Beautiful |
| 16 | TH | Oct 15 | Midterm                                                                    | None   |
|    | T  | Oct 20 | Fall Break – No class                                                      | None   |
| 17 | TH | Oct 22 | Child Health                                                               | Chap 10  
“Ecological and Cultural Barriers to Treatment of Childhood Diarrhea in Riverine Areas of Ondo State, Nigeria” Iyun & Oke |
| 18 | T  | Oct 27 | Intro to Communicable Diseases                                             | Chap 11  
“Socio-cultural Factors Influencing Prevention and Treatment of Tuberculosis in Immigrant and Aboriginal Communities in Canada” |
| 19 | TH | Oct 29 | The Resurgence of Malaria                                                  | Chap 11  
“Malaria Risk Behaviors, Socio-cultural Practices, and Rural Livelihoods in Southern Tanzania…” Dunn et al. |
| 20 | T  | Nov 3  | Emergent Communicable Diseases                                             | “From Mandatory to Voluntary Testing…” Luginaah et al. |
|    | TH | Nov 5  | Non-communicable diseases                                                  | Chap 12 |
| 22 | T  | Nov 10 | Non-communicable diseases: The Role of Tobacco and Alcohol                | “Reading Culture from Tobacco Advertisements in Indonesia” Nichter |
| 23 | TH | Nov 12 | Natural Disasters and Health                                               | Chap 14  
“Mississippi Front-Line Recovery Work after Hurricane Katrina” Weber & Messias |
| 24 | T  | Nov 17 | Humanitarian Emergencies                                                  | Chap 14  
“A Public Health Framework to Translate Risk Factors Related to Political Violence and War into Multi-Level Preventive Interventions” De Jong |
<p>| 25 | TH | Nov 19 | Humanitarian Emergencies: Responses                                        | Living in Emergency: Doctors without Borders |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>Nov 24</td>
<td>T</td>
<td>Future Challenges and Issues Chap 15 &amp; 16</td>
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<tr>
<td>Nov 26</td>
<td>TH</td>
<td>Thanksgiving - no class None</td>
</tr>
<tr>
<td>Dec 1</td>
<td>T</td>
<td>Group Presentations None</td>
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<tr>
<td>Dec 3</td>
<td>TH</td>
<td>Group Presentations None</td>
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<tr>
<td>Dec 10</td>
<td>TH</td>
<td>Final Exam – 8:00-11:00 am Final Exam</td>
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*Schedule may be slightly modified based on instructor’s discretion.*