

College of Public Health & Health Professions
PHC 6764
Global Health and Development I

Syllabus
Fall, 2021

Time: Monday 9:35-12:35

Modality: In-person. NOTE: if risk of COVID is deemed too great, instructor may move class to an online format. This will only occur on a week-by-week, as necessary basis.

Location: C1-107 Communicore Bldg (This building is located adjacent to the UF Hospital; see map at <https://library.health.ufl.edu/about-us/location-maps-parking/#floorplans>)

Credits: 3

Teaching

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Room Number: Grinter 472; HPNP 4158

Phone Number: 273-4757; 273-9449

Office Hours: Tuesdays, 2-3:00 pm (Grinter); Wednesdays 8-9:00 am (HPNP). Please email to arrange a 15-minute appointment either by Zoom or in-person

Preferred Course Communications: UF Canvas Course Site, UF email as back up

Course Overview or Purpose

This course was initially developed as one of two health courses for the Master's in Development Practice (MDP) program, and currently serves as the core health course for that program and a concentration core course for the PhD in Public Health, One Health concentration. It is appropriate for graduate students interested in an introduction to the interaction between environmental, economic, and social processes with global public health threats. This course will cover fundamental public health and anthropologic principles, methods, and study designs. Case studies will be used to demonstrate how development practitioners can incorporate the use of these methods to investigate patterns of disease, patterns of culture, risk factors, broad causes, and the need for integrated interventions to reduce risk of disease and death. The case studies will also illustrate major global health challenges, such as malaria, HIV/AIDS, and maternal and child morbidity and mortality, as well as cultural sensitivity and appropriate communication in public health practice and research.

Course Objectives

Upon successful completion of the course, students will be able to:

1. Understand and describe commonly used analytic metrics of risk factors and health outcomes
2. Discuss the etiology of and risk factors for key global health threats
3. Compare and choose alternative methods for empirically addressing public health questions
4. Use appropriate analytical and statistical approaches to answer empirical public health questions
5. Critique the application of analytical approaches to address health and development issues
6. Review, discuss, and critique various approaches to ensuring cultural sensitivity in global health development research and practice
7. Identify, discuss, and illustrate the contribution of economic, social, environmental and policy change on health in specific settings using available scientific information and contextual data

8. Identify and characterize the positive and negative effects of development efforts and projects on population health in different settings
9. Identify and critique alternative interventions for addressing health and development problems in their context

Course Materials

Readings will be drawn from published literature in public health and development, including the main background reference: **(DCP3) Disease Control Priorities** (3rd Edition), (2015) Jamison DT, Breman JG, Nugent R, Gelband H, Horton S, Jha P, Laxminarayan (www.dcp3.org).

Weekly discussion will also pull from Johns Hopkins' Global Health NOW list serve. It is free to subscribe at the following link: (<http://www.globalhealthnow.org/subscribe>)

Weekly class expectations

As a graduate class, all students are expected to prepare, attend, and actively participate in class weekly. The course may include weeks where lecture and discussion is taught remotely using Zoom technology. Expectations about participation will not change. Students are expected to be engaged and attentive to the activities of the class. They should not be using electronic equipment, including phones, computers, or tablets, to be engaged any activities other than those relating to the class.

Evaluation

Exercises (2 total)	10%
Critical questions (5 total)	10%
Lead Discussion and Apply Key Concepts	20%
Discussion Lead (10%)	
Critical Concept Application (10%)	
Mid-term exam (take home)	25%
Final project	25%
Final group presentation (10%)	
Final written assignment (15%)	
Class participation	10%

Exercises. These are short assignments during the early part of the course designed to apply the concepts and skills introduced in the earlier class sessions. Assignments are due before class on the week that they are listed.

Critical questions Students will prepare three critical questions based on the empirical readings for that week's class (don't use simple methodological readings for this). Questions should reflect issues that the article raises that you would like to discuss with colleagues. They shouldn't be factual or testing questions, but instead probing and exploring questions. Be prepared to read your questions in class to build the discussion.

Discussion leader and critical concept application. Each week a student or team of 2 students will lead a class discussion. This should engage both real time news events (as identified through the Global Health NOW list serve) and, most importantly, the empirical readings and critical questions submitted by other students.

Students should NOT develop a presentation, but should assume their fellow classmates have read the text and facilitate discussion the empirical readings. Approximately 30-45 minutes of each class will be allocated for such discussion. Following discussion, **each individual** will submit a 500-700 word *critical concept application* essay, in which they define key concepts from that week's readings/lesson and apply them to the current SARS-CoV-2 pandemic. Describe or analyze how these concepts help you make sense of the pandemic, or could help scientists moving forward to better understand the dynamics of the pandemic.

Mid-term exam. This is designed for you to test your understanding of the basic public health analytical methods, understand their application by others, and apply them to new situations. The exam is NOT a group project and must be completed independently.

Final project: Group Presentation and Written Assignment

Groups will conduct a Situation Analysis for a specific country. Groups may use primary data from Demographic and Health Surveys, published literature, and reports to assess health threats and identify underlying social, economic, ecological and institutional factors contributing to them. The analysis should address, to varying degrees as appropriate, the weekly health-related topics addressed throughout the course. Students will work in country-specific groups, and will submit a group presentation and an individual written assignment.

Class participation. Consistent with the spirit of graduate education and the interactive nature of development practice, students are expected to participate fully in every class session. Attendance taken each class, engagement in class discussion and activities, and evidence of having completed all readings and associated homework before each class will determine participation grade.

Grading scale

% Earned in class	94-100%	90-94%	87-90%	83-87%	80-83%	77-80%	73-77%	70-73%	65-70%	< 65%
Letter Grade	A	A-	B+	B	B-	C+	C	C	D	F

Translation of letter grades to grade points

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

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Topical Outline – SUBJECT TO CHANGE, please check one week before class via website (readings with an asterisk (*) are optional)

Wk	Date	Topic	Readings	Assignment/ Notes
1	Aug 23	Introduction to Course Introduction to Global Health	(Rosling and Fronti 2019)	
2	Aug 30	No synchronous class Basics of Epidemiology Measuring Health Study Design and Assessment	(Murray and Lopez 2017) (Liu et al. 2016) (Hay et al. 2017) (Semba et al. 2008) (Steinhardt et al. 2019) (Ernst et al. 2009)	Exercise 1 Due Sept 13 at 9:00 am
3	Sept 6	NO CLASS – LABOR DAY HOLIDAY		
4	Sept 13	Health Systems and delivery	(Bollinger and Kruk 2016)*	GUEST SPEAKER:

			(Grabowsky et al. 2005) (Masiye, Chitah, and McIntyre 2010) (Chuma, Gilson, and Molyneux 2007)* (Chandramohan et al. 2007) (Dieleman et al. 2017)	Dr. William (Bill) Foege
5	Sept 20	Health Behavior and Qualitative Methods	(Scrimshaw in Merson, Black, & Mills, 2012) (Ribera and Hausmann-Muela 2011) (Sori 2012) (Lee et al. 2012) (McMahon et al. 2011) (Kastner et al. 2017)	Exercise 2 Due Sept 20 at 9:00 am
6	Sept 27	Environmental health WASH	Keusch et al, 2015 (DCP3) (Smith and Mehta 2003) (Eisenberg et al. 2012) (Mbuya and Humphrey 2016) (Burnett et al. 2018) (Humphrey et al. 2019)	Take home mid-term assigned; Due Oct 4 at 9:00 am
Health and Development				
7	Oct 4	Gender and Women's Empowerment Tools: WELI and CCD	(Jaquette 2017) (Pratley 2016) (Glennister et al. 2018) (Malapit et al. 2019) McOmber et al., 2020 TBD	
8	Oct 11	Nutrition Food and agricultural systems Tools: Anthropometry	(Schelling et al. 2005) (Iannotti et al. 2017) (Headey, Chiu, and Kadiyala 2012) (Black et al. 2008) (Willett et al. 2019) Torjeson, 2019	
9	Oct 18	Demographic transition Non-communicable disease Tools: Life Tables	Joshi et al., 2015 (DCP3) (Lesthaeghe 2014) (Mayosi et al. 2009) (Dalal et al. 2011) (Stevens et al. 2008)	
10	Oct 25	HIV/AIDS Tools: Rapid HIV tests	DCP2, Ch 18 (Quammen, 2012) (Coovadia et al. 2007) (Kidman et al. 2010) Wongkanya et al., 2018	
11	Nov 1	Migration and urban health Tools: GIS	(Eisenberg et al. 2012) (Anglewicz 2012) (Fleischman et al. 2015) (Keiser et al. 2004) (Vearey et al. 2010)	
12	Nov 8	Malaria, Land use change, Climate variability and health Tool: LandSat	(Lloyd, Sari Kovats, and Chalabi 2011) (Patz et al. 2008) (Da Silva-Nunes et al. 2008) (Baragatti et al. 2009)	

			(Pienkowski et al. 2017)	
13	Nov 15	Mental health Tool: ACES	(Patel et al. 2018) (Acharya et al. 2017) (Ho et al. 2019)	
14	Nov 22	Maternal and Reproductive Health Tool: Sisterhood method	Gulmezoglu et al, 2015 (DCP3) Bhutta et al., 2015 (DCP3) (Filippi et al. 2006) (Miller 2010) (Jeffery and Jeffery 2010) (Rosato et al. 2008)	Final Written Deliverable Due
15	Nov 29	Conflict and health Tool: MISP	(Munyandamutsa et al. 2012) (McMullen et al. 2012) (Hershey et al. 2011) Talelb et a., 2015 Mackey and Strathdee 2015	Group Country Situation Analysis Presentation DUE <i>Instructor out</i>
16	Dec 6	Group Presentations		

Policy Related to Class Attendance and Behavior

Students are expected to attend all classes. Special circumstances should be brought to the attention of the instructor. Students who miss more than three classes will be dismissed from the course. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Students are expected to be actively engaged and participating in the course through the online portal.

Policy Regarding Make-up Work

Students are expected to submit all assignments and to complete all take home exams on time. If timely submissions cannot occur, students should contact the course instructor to discuss options for completing the outstanding work. The instructor is not required to accept late submissions, regardless of when s/he is consulted. Students who do not contact the instructor regarding late work should expect to receive no credit for the assignment/exam.

Professionalism

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment:

<https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- **You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.**

- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire, and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information. <https://coronavirus.uflhealth.org/screen-test-protect-2/frequently-asked-questions/covid-19-exposure-and-symptoms-who-do-i-call-if/>
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people).

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 SYMPTOMS

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

Expectations Regarding Course Behavior

Students are expected to be present and engaged in weekly class meetings. Students are expected to interact with mutual respect for each other, faculty, staff, and guests at all time.

We recognize that students who are caretakers are facing extraordinary challenges due to COVID-19. We also recognize that this may create attendance barriers. Please communicate with your instructor in advance, when feasible, about what accommodations may be required due to these demands. The instructor will work with students, within reason, to make accommodations that allow for the success of caretaker parents.

Academic Integrity

The University of Florida requires all members of its community to be honest in all endeavors. Cheating, plagiarism, and other acts diminish the process of learning. When students enroll at UF they commit themselves to honesty and integrity. Your instructor fully expects you to adhere to the academic honesty guidelines you signed when you were admitted to UF. As a result of completing the registration form at the University of Florida, every student has signed the following statement: *“I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”*

Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”* It is to be assumed all work

will be completed independently unless the assignment is defined as group project, in writing by the professor. This policy will be vigorously upheld at all times in this course

Plagiarism

Plagiarism is a serious violation of the [Student Honor Code](#). The Honor Code prohibits and defines plagiarism as follows: A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

- A. Quoting oral or written materials, whether published or unpublished, without proper attribution.
- B. Submitting a document or assignment, which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. (University of Florida, Student Honor Code, 15 Aug. 2007 <<http://www.dso.ufl.edu/judicial/honorcode.php>>)

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](#). Violations of the Honor Code at the University of Florida will not be tolerated. <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Important Tips: You should never copy and paste something from the Internet without providing the exact location from which it came, and the date it was accessed. Do not copy text verbatim from any source (including your own previous work) unless you show the text as a quote with complete attribution.

University policy suggests that instructors should impose a course grade penalty and report any incident of academic dishonesty to the Office of the Dean of Students. Study work may be tested for its originality against databases operated by anti-plagiarism guardian sites to which the University subscribes, and negative reports from such sites constitute proof of plagiarism.

Online Faculty Course Evaluation Process

“Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.”

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and global development are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, *"The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act."* If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

READINGS

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