

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

**Syllabus**  
**Fall, 2022**

Time: Monday 9:35-12:35

Modality: In-person.

Location: HPNP G-114 PPHP Building (1225 Center Dr, Gainesville, FL 32611; see map at <https://phhp.ufl.edu/contact/where-to-find-us/>)

Credits: 3

**Teaching**

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Office Hours:

Daniel Acosta-Mondays, 1-2:00pm, Tuesday 4-5:00pm

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 (3<sup>rd</sup> Edition)**, (2015) Jamison DT, Breman JG, Nugent R, Gelband H, Horton S, Jha P, Laxminarayan ([www.dcp3.org](http://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 are 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 (10 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 or theoretical readings for this, focus on data/evidence based readings). Students must participate by posting questions 10 times (10 weeks) out of the semester. 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.

- A good question would be: Based on the findings from the readings, what strategies do you think the US government could implement to protect those who are more vulnerable to severe illness caused by COVID-19?
- A bad question would be: Are adults over 70 years of age more susceptible to severe cases of COVID-19?

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. This is a take-home exam, you will have 1 week to complete it, and submission will be via Canvas.

Final project: Group Presentation and Individual 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 they will submit a group presentation. Building on this information students will develop an individual final paper, which deep dives into one aspect identified through the Situational Analysis. Detail about both assignments will be provided early in the semester.

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. Your 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)**

<b>Wk</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment/ Notes</b>
1	Aug 23	Introduction to Course Introduction to Global Health Ethics and Colonialism in Global Health	(Rosling and Fronti 2019) Intro and quiz (Merson et al., 2012) Intro only (Büyüm et al. 2020) (Ruger 2006)	
2	Aug 29	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 assigned <b>Due Sept 13 at 9:00 am</b>
3	Sept 5	NO CLASS – LABOR DAY HOLIDAY		
4	Sept 12	Health Systems and delivery	(Bollinger and Kruk 2016)* (Grabowsky et al. 2005) (Masiye, Chitah, and McIntyre 2010) (Chuma, Gilson, and Molyneux 2007)* (Chandramohan et al. 2007) (Dieleman et al. 2017)	<b>EXERCISE 1 DUE</b>
5	Sept 19	Health Behavior and Qualitative Methods	(Scrimshaw in Merson, Black, & Mills, 2012) (Ribera and Hausmann-Muela 2011) (Sori 2012) (I. M. Lee et al. 2012) (McMahon et al. 2011) (Kastner et al. 2017)	Exercise 2 assigned <b>Due Sept 27 at 9:00 am</b>
6	Sept 26	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; <b>Due Oct 3at 9:00 am</b>  <b>EXERCISE 2 DUE</b>
<b>Health and Development</b>				
7	Oct 3	Gender and Women's Empowerment  Tools: WELI and CCD	(McOmber, McNamara, and McKune 2022) (Jaquette 2017) (Pratley 2016) (Glennister et al. 2018) (Malapit et al. 2019)	<b>MID TERM DUE</b>
8	Oct 10	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 (Eaton et al. 2019)	
9	Oct 17	Demographic transition Non-communicable disease	Joshi et al., 2015 (DCP3) (Lesthaeghe 2014)	

		Tools: Life Tables	(Mayosi et al. 2009) (Dalal et al. 2011) (Stevens et al. 2008)	
10	Oct 24	HIV/AIDS  Tools: Rapid HIV tests	DCP2, Ch 18 (Quammen, 2012) (Hoosen M Coovadia, Nigel C Rollins, Ruth M Bland, Kirsty Little, Anna Coutsooudis, Michael L Bennish 2007) (Kidman et al. 2010) Wongkanya et al., 2018	
11	Oct 31	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 7	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 14	Mental health Supply Chains in Public Health  Tool: ACES	(Patel et al. 2018) (Acharya et al. 2017) (Ho et al. 2019) (B. Y. Lee and Haidari 2017)	
14	Nov 21	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)	
15	Nov 28	<b>Group Presentations</b>		<b>Group Country Situation Analysis Presentation DUE</b>
16	Dec 5	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	<b>Final Individual Written Deliverable DUE</b>

### **Policy Related to Class Attendance and Behavior**

Students are expected to attend all classes, but we know life happens and there might be instances in which you are not able to attend. Please let the instructors know if you will not be able to attend class as soon as possible. In the case of repeated absences (3 or more), the instructor will meet with the student to discuss the situation and may dismiss the student from the course, as repeated absences ultimately interfere with attainment of learning objectives. 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.

### **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](http://www.multicultural.ufl.edu)



## READINGS

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