Introduction to Global Health/Health Disparities - 3 credit hours- A Blended Course
HONR 4390/NURS 4390/HLSC 4390/BIMS 4590
Spring 2015

Faculty: Sherdeana Owens, DDS, MPA
Location: IH 267
Time: 5:30-6:50 pm Mondays

Office: IH 328B; 361-825-3618
Office Hrs: Mon-Wed-Thur 3:30-5:00 pm; Fri 11 am – 1 pm
Email: sherdeana.owens@tamucc.edu

Course Description:

Introduction to global health: This course provides students with an historical perspective on global health issues and leads to an understanding of current and future concerns. Emphasis is on the global burden of disease and determinants of health as well as health disparities. Case studies expose students to a variety of real-life scenarios and explore a range of issues.

Course Objectives:

1: Identify historical and current global economic, sociopolitical, environmental, and cultural factors that are an influence on the health and disease of a nation or a group of nations.
2: Develop criteria for evaluating health development across countries.
3: Analyze factors or causes for international and intra-national inequality in health development using analytical methods.
4: Demonstrate an understanding of global demographics and health determinants.
5: Identify global challenges and issues.
6: Discuss major communicable and non-communicable disease burdens impacting global health.
7: Understand the role and influence of international NGOs and humanitarian agencies.

Required Text:

Peer reviewed publications, videos and pertinent websites are as listed in the course schedule. The instructor reserves the right to adjust the reading list to ensure timeliness and appropriateness of readings.

**LEARNING EXPERIENCES AND TEACHING METHODS:**

Objectives for this online course are met through individual study, group discussions using a range of resources, and independent research supplemented by case studies. Videos and web-based technologies are also utilized.

**COURSE POLICIES**

1. **Written assignments:** Students are expected to follow instructions associated with the assignments for this course. Students who have questions about an assignment should contact the faculty member in a timely manner to ensure satisfactory completion of the assignment by the due date. Unless otherwise instructed, students should use the APA Publication Manual, 6th Edition as a reference for formatting and organizing written assignments. *Points will be deducted for poorly written papers.*

2. Students are expected to participate in the online and face-to-face discussions. The nature of the content of this course may promote debate during discussion. It is assumed that students will prepare for each class so that they can make knowledgeable contributions on the assigned topic. All contributions should be made in a respectful manner and the discussion should be an orderly sharing of ideas. **NO** disrespect to classmates will be tolerated.

3. **Written assignments must be turned in via Bb on the required date unless prior arrangements have been made with the course instructor.** Two (2) points will be deducted from the final grade for the assignment for each day that the assignment is late.

Students are expected to review the syllabus and course calendar throughout the semester to ensure they complete class assignments according to instructions and in a timely manner. Additional information may be found in the course web shell. Please inform the instructor if you are unable to access the shell.

4. Participation in class is necessary to achieve course objectives. Students are expected to participate appropriately. **Assignments must be completed in accordance with the class schedule.** In the event a student cannot participate in class due to an emergency situation, he or she should contact the course instructor as soon as possible. Lack of participation may seriously impact successful completion of the course.
HONORS PROGRAM STANDARDS
The instructor assumes that honors students enrolled in this course are good-faith honors students. Bona fide honors-program behavior is distinguished in the following ways:

- Students read assignments on time and completely. They know that reading is only the first step; they work toward taking command of the material, and they come to class with serious responses and a willingness to learn.
- Students do not assume that an assignment is legitimate only if it will be “tested.” The work is done for its own sake. Students also make connections between the material at hand and what has been explored in previous classes.
- Students will participate 100% of the time and make arrangements so that this will happen. Barring natural catastrophes or personal emergency, faithful participation and preparation are expected.
- Students assume that open and equitable discussion and critique is the soul of an honors course. Everyone “listens” attentively to the instructor and to each other. Everyone participates. Students do not put the burden on the teacher or on other students to originate or maintain discussion. They take on the responsibility of insuring that all students have the chance to be heard, and they do it by offering their share of discussion postings and providing questions that will help the entire class explore course content more deeply.
- Students think “outside the box” and are not afraid to take risks and explore new ideas.

Course Assignments

<table>
<thead>
<tr>
<th>Unit # and Topic</th>
<th>Learning Activities</th>
<th>Assessments</th>
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</table>
| 1: Introduction to Global Health. | Read Syllabus  
Introduce Yourself  
Read: Essentials of Global Health, Chapter 1  
Supplemental Readings  
1. Wikipedia: Global Health Primer  
http://en.wikipedia.org/wiki/Global_health  
2. Global Health Overview:  
http://www.globalissues.org/article/588/global-health-overview#GlobalHealthInitiatives  
3. United Nations' Millennium Development Goals:  
http://un.org/millenniumgoals/ | Participate in Unit Discussion  
Participate in Introductions Discussion |
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| 1. Foundations for the future: A background on the social determinants of health and health inequities | Read: **Essentials of Global Health, Chapter 3**

1. Foundations for the future: A background on the social determinants of health and health inequities


2. WHO’s Commission on Social Determinants of Health

   [http://www.who.int/social_determinants/en](http://www.who.int/social_determinants/en)

   (Follow Publications link) | Participate in Unit Discussion | Complete Unit 2 assignment |
|---|---|---|
| 2: Historical and current global economic, sociopolitical, and cultural factors that influence health and disease in various global countries. | Read: **Essentials of Global Health, Chapter 6**

Supplemental Readings | Participate in Unit Discussion | Complete Unit 2 assignment |
|---|---|---|
### 4: Criteria for evaluating health development across countries

Read: 
**Essentials of Global Health, Chapter 2**

Supplemental Readings
1. Read Wikipedia Disability-adjusted life year  

3. Read WHO Metrics: DALY  

4. Read “An Integrative Approach to Quality of Life Measurement, Research, and Policy”  
   [http://sapiens.revues.org/index169.html](http://sapiens.revues.org/index169.html)

### 5: Inter/intra national global health disparities. Ethics and Human Rights Issues.

Read: 
**Essentials of Global Health, Chapters 4, 5**

Supplemental Readings
1. Read Global View of Health Systems  

2. Read article “Health Disparities and Health Equity”  

3. Read short articles on disparities  
   [http://globalhealthdisparities.wordpress.com/](http://globalhealthdisparities.wordpress.com/)

4. Videos on disparities  

5. Pfizer: Working to end health disparities  
   [http://www5.spelman.edu/academics/enrichment/census/pdf/Pfizerhealthdisparities.pdf](http://www5.spelman.edu/academics/enrichment/census/pdf/Pfizerhealthdisparities.pdf)

6. Inequality in the United States: Understanding Inequality with Data  
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Topic</th>
<th>Read:</th>
<th>Supplemental Readings</th>
<th>Participate in</th>
<th>Complete Unit 6 Assignment</th>
</tr>
</thead>
</table>
2. World Food Programme [http://www.wfp.org/hunger](http://www.wfp.org/hunger)  
2. Read Global View of Infectious Diseases | Participate in Unit Discussion | Begin Group Case Study planning process. |
<table>
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<tr>
<th>9. The Global Burden of Chronic Diseases</th>
<th>Read <strong>Essentials of Global Health, Chapter 12</strong></th>
<th>Participate in Unit Discussion</th>
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<tr>
<td><strong>Supplemental Readings</strong></td>
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<th>10: The role of Global Health NGO’s and humanitarian agencies. Special Populations: Women, Children.</th>
<th>Read <strong>Essentials of Global Health, Chapter 9, 10</strong></th>
<th>Participate in Unit Discussion</th>
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<tr>
<td><strong>Supplemental Readings</strong></td>
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<td>Complete Unit 10 assignment</td>
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4. The Global Fund to Fight AIDS, Tuberculosis and Malaria

5. UNICEF
http://www.unicef.org/

6. United Nations Foundation
http://www.unfoundation.org/

7. UNAIDS
http://www.unaids.org/en/

| 11: Developing global partnerships to solve international health problems. Impact of Science and Technology. | Read: Essentials of Global Health, Chapters 15, 16 |
|----------------------------------------------------------------------------------------------------------------|
| Supplemental Readings |
| 1. Read and listen to podcast: World Health Report 2010: the path to universal health coverage
| 2. World Health Annual Report 2007, Chp. 5: Toward a safer future
http://www.who.int/whr/2008/08_chap1_en.pdf |
| Participate in Unit Discussion |

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<tr>
<th>12: Case Studies</th>
<th>Case Study Readings</th>
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<tbody>
<tr>
<td>Asia/Middle East</td>
<td>Globalhealthdelivery.org</td>
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| Latin America/Caribbean | Supplemental Readings
| Africa | Kaiser.edu on global health |
| Participate in Unit Discussion |
| Complete Case Study assignment |

| 13 and 14 | Group Presentations |
How you earn your grade:

**Evaluation Criteria**

<table>
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<tr>
<th>Requirement</th>
<th>Percent of Grade</th>
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<tr>
<td>Discussions</td>
<td>30%</td>
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<tr>
<td>Unit Assignments</td>
<td>50%</td>
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<tr>
<td>Final Paper and Case Study Group Presentation</td>
<td>20%</td>
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**Grading Scale**

A – 90-100
B – 83-89
C – 75-82
D – 65-74
F – below 65

**Written Assignments**

**Unit 2 Paper**

Based on the review of health development across international boundaries, choose a country or region which is of interest to you and explain how the area’s current health status is a reflection of historical, economic, sociopolitical, and cultural elements. Be specific in your examples.

The body of your paper should be 3-4 pages; title page, abstract, and reference page are not included in the page count.

Your writing should follow the conventions of Standard American English (correct grammar, punctuation, etc.) and APA style guidelines. Your work should be well ordered, logical and unified, as well as original and insightful. Your submission should display superior content, organization, style, and mechanics.

**Units 4 and 6 Papers**

CHOOSE ONE OF THE FOLLOWING OPTIONS for Unit 4 and the other for Unit 6.
A. Based on the review of health measures across international boundaries, compare the country you chose for your unit 2 paper (case study country) with a "developed country" (such as one from Europe or North America).

1. Give a brief description of the use of quality of life measures such as HALE or DALY. Define the measures.

2. Select one quality of life measure and use it to compare your case study country with your selected developed country. What findings do you see? How might the differences be explained (politics, economy, education, environment, etc...)?

3. What are the strengths and weaknesses of your selected measure in capturing the quality of life of the countries you choose to discuss?

4. Explain why you think these measures are good or poor for long-range assessments and what can be done to improve this situation?

OR

B. Using the same country or region that you selected for the Unit 2 Paper,

1. Provide an overview of the social determinants of health for that area.

2. Describe how those elements may be an impediment to improvements in the health of the area’s population and the health care system itself.

3. Next, explain why you think changes in the area’s population health are possible or not possible.

4. What basic changes would be necessary before the area’s health status could improve?

INSTRUCTIONS:
The body of your paper should be 3-4 pages; title page, abstract, and reference page are not included in the page count.

Your writing should follow the conventions of Standard American English (correct grammar, punctuation, etc.) and APA style guidelines. Your work should be well ordered, logical and unified, as well as original and insightful. Your submission should display superior content, organization, style, and mechanics.

Unit 10 Paper
Using the country or region you chose for the Unit 2 and 4 papers, select either infectious disease, chronic disease, women’s health issues, or children’s health issues as a topic of interest.
The role of NGOs is an essential piece of global health initiatives. Pick two NGOs which have programs addressing your topic of interest. Compare and contrast the two organizations paying special attention to their history, health interventions, programming, funding, political or social affiliations, etc...

Discuss the impact of their program on the health issue. Which NGO do you view as more successful and why? What recommendations can you make for program changes to support a better outcome?

The body of your paper should be 3-4 pages; title page, abstract, and reference page are not included in the page count.

Your writing should follow the conventions of Standard American English (correct grammar, punctuation, etc.) and APA style guidelines. Your work should be well ordered, logical and unified, as well as original and insightful. Your submission should display superior content, organization, style, and mechanics.

Group Case Study

Select a case study from a country or region which is of interest to you. Summarize and evaluate the case with special attention to the research question(s) or hypothesis, research design and data collection methods, ethical issues, and results. Give your opinion as to the effectiveness of the program and the usefulness of the information collected. Recommend alterations which might yield a better outcome.

The body of your paper should be 4-6 pages; title page, abstract, and reference page are not included in the page count.

Your writing should follow the conventions of Standard American English (correct grammar, punctuation, etc.) and APA style guidelines. Your work should be well ordered, logical and unified, as well as original and insightful. Your submission should display superior content, organization, style, and mechanics.

Group Presentation

Prepare a presentation using the information from your Case Study Assignment. You will highlight the findings from the study in a manner appropriate for an academic presentation. Use the notes view for detail and the slides themselves for an outline of topics to be discussed.

Your presentation should be 15 slides or less. Your slides should follow the standards of a professional presentation. A good resource is the Purdue Online Writing Center (OWL); https://owl.english.purdue.edu/owl/resource/686/01/

Writing follows the conventions of Standard American English (correct grammar, punctuation, etc.) and APA style guidelines. Your work should be well ordered, logical
and unified, as well as original and insightful. Your submission should display superior content, organization, style, and mechanics.

Policies:

Course communication is via Blackboard. The Professor is available via Bb-mail Monday through Friday. Read Bb Announcements routinely. Check your Islander email routinely.

Course Assignments must be submitted in the Bb Assignment Drop Box on published due dates. Two points are deducted for each day that an assignment is late.

Attendance: If you have a problem preventing you from participating as expected, email the instructor. As per the Texas A&M University Student Rules and Regulations, the student is responsible for providing evidence to the instructor to substantiate the reason for any absence. See TAMU Student Rules and Regulations (#7 – Attendance) for a complete listing of authorized absences.

Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in Driftwood 101.

Academic Honesty: University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) Group and individual papers may be submitted to Turnitin in order to assess originality.

http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm

Grade Appeal Process: As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the
University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.