Texas A&M University - Corpus Christi
College of Nursing and Health Sciences

HONR 4390/NURS 4390/HLSC 4390/BIMS 4590
INTRODUCTION TO GLOBAL HEALTH/HEALTH DISPARITIES
Syllabus
Spring 2016

FACULTY: Sherdeana Owens, DDS, MBA
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EMAIL: Sherdeana.owens@tamucc.edu
FAX: (361) 825-3377
CREDITS: semester hours (3:0)

COURSE DESCRIPTION: 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 TEXTS AND RESOURCES:


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 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.**

Owens, Course Syllabus, HLSC 4390, Spring 2016
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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<tbody>
<tr>
<td>1: Introduction to Global Health.</td>
<td>Read Syllabus</td>
<td>Participate in Unit Discussion</td>
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<td>Introduce Yourself</td>
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Owens, Course Syllabus, HLSC 4390, Spring 2016
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<thead>
<tr>
<th>Read:</th>
<th>Participate in Introductions Discussion</th>
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<tbody>
<tr>
<td><strong>Essentials of Global Health, Chapter 1</strong></td>
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<tr>
<td>Supplemental Readings</td>
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<tr>
<td><strong>1. Wikipedia: Global Health Primer</strong></td>
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<td><strong>2. Global Health Overview:</strong></td>
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<td><strong>3. United Nations' Millennium Development Goals:</strong></td>
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<td><strong>4. Read and listen to podcast: Health for All</strong></td>
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<td><a href="http://www.pri.org/health/global-health/health-for-all.html">http://www.pri.org/health/global-health/health-for-all.html</a></td>
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<tr>
<td><strong>5. WHO Top 10 Leading Causes of Death Factsheet</strong></td>
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<td><strong>6. Healthy People 2020- Global Health Objectives</strong></td>
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<tr>
<td><strong>2: Historical and current global economic, sociopolitical, and cultural factors that influence health and</strong></td>
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<td><strong>Read:</strong></td>
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<td><strong>Essentials of Global Health, Chapter 6</strong></td>
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<tr>
<td>Supplemental Readings</td>
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<tr>
<td><strong>Participate in Unit Discussion</strong></td>
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| Disease in various global countries. | 3. Read and listen to podcast: The impact of social factors on global health  
4. View Slideshare  
|-----------------------------------|-------------------------------------------------------------------------------|-----------------------------|
| 3: Social Determinants of Health. | 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 |
| 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 | Participate in Unit Discussion  
Complete Unit 4 assignment |
| 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/  
4. Videos on disparities  
http://globalhealthdisparities.wordpress.com/videos/  
5. Pfizer: Working to end health disparities  
http://www5.spelman.edu/academics/enrichment/census/pdf/Pfizerhealthdisparities.pdf  
6. Inequality in the United States: Understanding Inequality with Data | Participate in Unit Discussion |
Supplemental Readings  
2. World Food Programme  
[http://www.wfp.org/hunger](http://www.wfp.org/hunger)  
3. “Solving world hunger means solving world poverty”  
[http://www.globalissues.org/print/article/8](http://www.globalissues.org/print/article/8) | Participate in Unit Discussion  
Complete Unit 6 assignment |
| --- | --- | --- | --- |

| 7: Natural disasters and complex humanitarian emergencies | Read: Essentials of Global Health, Chapters 13, 14  
Supplemental Readings  
1. “World faces mounting damage from disasters”  
[http://www.aljazeera.com/indepth/features/2013/05/20135278951818557.html](http://www.aljazeera.com/indepth/features/2013/05/20135278951818557.html)  
2. “Disaster types and impacts”  
<table>
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<tr>
<th>Topic</th>
<th>Readings</th>
<th>Activities</th>
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| 8: Infectious Diseases of international importance          | **Read:**  
*Essentials of Global Health, Chapter 11*  
Supplemental Readings  
1. Read Infectious Diseases Understanding  
2. Read Global View of Infectious Diseases  
3. What creates an epidemic?  
4. WHO Pandemic Alert Phases  
**Begin Group Case Study planning process.** |
| 9. The Global Burden of Chronic Diseases                    | **Read**  
*Essentials of Global Health, Chapter 12*  
Supplemental Readings  
1. Global burden of chronic disease  

3. “The impact of natural disasters on women”  
### 2. Read “The Global Burden of Disease concept” (WHO)


### 3. Read and listen to podcast: Should we try to end disease?

http://www.pri.org/health/global-health/should-we-try-to-end-disease2013.html

### 10: The role of Global Health NGO’s and humanitarian agencies. Special Populations: Women, Children.

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<thead>
<tr>
<th>Read</th>
<th>Supplemental Readings</th>
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<tr>
<td>Read Essentials of Global Health, Chapter 9, 10</td>
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#### Supplemental Readings


http://www.who.int/healthmetrics/documents/hmn_framework200803.pdf

2. The Gates Foundation

http://www.gatesfoundation.org/Who-We-Are

3. UN global health report

http://kff.org/globaldata/

4. The Global Fund to Fight AIDS, Tuberculosis and Malaria

5. UNICEF

http://www.unicef.org/

6. United Nations Foundation

http://www.unfoundation.org/

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<tr>
<th>Participate in Unit Discussion</th>
<th>Complete Unit 10 assignment</th>
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<td>7. UNAIDS</td>
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<th>11: Developing global partnerships to solve international health problems. Impact of Science and Technology.</th>
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<tr>
<td>Read:</td>
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<tr>
<td><strong>Essentials of Global Health, Chapters 15, 16</strong></td>
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<td>Supplemental Readings</td>
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<tr>
<td>1. Read and listen to podcast: World Health Report 2010: the path to universal health coverage</td>
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<tr>
<td>2. World Health Annual Report 2007, Chp. 5: Toward a safer future</td>
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<tr>
<td><a href="http://www.who.int/whr/2008/08_chap1_en.pdf">http://www.who.int/whr/2008/08_chap1_en.pdf</a></td>
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<th>12: Case Studies</th>
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<td>Case Study Readings</td>
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<tr>
<td>Asia/Middle East</td>
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<td>Latin America/Caribbean</td>
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<td>Africa</td>
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<tr>
<td><a href="http://www.globalhealthdelivery.org">Globalhealthdelivery.org</a></td>
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<td>Supplemental Readings</td>
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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/](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.

**POLICIES:**

**Evaluation Input From Students**

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on
Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

**Academic Integrity and Honesty**

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. 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 intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

- University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)
- University Rules and Procedures: [University Procedure 13.02.99.C3.01 Academic Misconduct Cases](http://www.tamucc.edu/~students)

**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 CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816.

**Title IX**

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

**Active Military Duty**

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.
Grade Appeals Process

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.