I. Course Description

This course will present key principles in global health and address cross-cutting issues including:

- Measurements and assessment of the burden of disease and health status
- Disease surveillance and outbreak investigation
- Proximal and distal determinants of health, including social, cultural and political determinants
- Prevention and control strategies for health promotion and disease prevention
- Organization of health systems
- Management and planning of global health programs; infrastructure and workforce needs
- Program evaluation and operational research
- Complex humanitarian emergencies (e.g., refugees) and disaster relief
- Role and involvement of different actors/stakeholder in global health.
- Research in developing countries: Ethics and other issues

Class exercises will focus on challenging global health problems, and strategies to address them. Approximately half of the diseases discussed as illustrations of global health problems in this class will be infectious, and half will be non-infectious disease.

This course is required for those students enrolled in the School of Public Health Global Health Certificate program, and is also open to other qualified students (see Course Prerequisites).
II. Course Prerequisites

All students who are currently enrolled in MPH, MS or PhD programs in the School of Public Health are eligible for this class. Those who have previously graduated from a Master's or Doctoral program in public health are also eligible. Current or former post baccalaureate students in other health professions (e.g., Medicine, Nursing, Veterinary) may be admitted with permission of the instructor.

III. Course Goals and Objectives

Goals of this course are to introduce students to the key principles and practice of global health, as articulated in the Global Health Competency Model developed by the Association of Schools and Programs of Public Health, developed specifically for global health programs in schools of public health. Key components of this ASPPH model include:

- **Capacity strengthening**: knowledge, skills, and resources for enhancement of global public health programs, infrastructure, and workforce
- **Collaborating and partnering**: global health stakeholders to advance research, policy, and practice goals, and effective communication
- **Health equity and social justice**: analysis of strategies to address health disparities across socially, demographically, or geographically defined populations
- **Program management**: ability to design, implement, and evaluate global health programs to maximize effective policy and practice, and improved and sustainable health outcomes.
- **Socio-cultural and political awareness**: working effectively within diverse cultural settings and across international political landscapes
- **Strategic analysis**: monitoring and evaluation of health programs, including operational research, and assessment in complex emergencies/disaster settings

For those enrolled in the 15 credit Global Health Certificate program, this course focuses on principles and cross-cutting issues in global, with discussion of specific topics that illustrate these issues. Other courses in the Certificate program will focus on specific content areas (e.g. nutrition, maternal-child health, etc.), practical skills and logistics for working in global health, or ethical and human rights issues. Field experience will help to provide further practical training in global health.

However, for those who do not want to enroll in the Certificate program, and who want one general course that provides an overview of global health and addresses each of the major competency areas, this class will also meet their needs.

IV. Methods of Instruction and Work Expectations

Each class will last two hours and include a combination of the following:

A. **Lecture**: All classes will include (first hour) a lecture on a general topic in global health, with a focus on global health principles and cross-cutting issues

B. **Discussion**: The second hour will include one of the following:

1. **Class discussion of article(s) in peer-reviewed literature**: Students will be asked to critically read 1-2 articles in the peer-review literature, which address an important concept in global health. Discussion of these articles will include addressing the following questions:
   a. What is the research question this article is addressing? What is the underlying problem and why is it significant? Is there a hypothesis and, if so, what is it?
   b. What is the study design? What are the advantages and disadvantages of this design and is it appropriate for this question?
   c. What is the study setting? Who are the study subjects? How were they recruited? Are there inclusion or exclusion criteria?
   d. What is the primary outcome? What are the secondary outcomes?
e. If an intervention trial, what is the primary intervention? If an observational study, what is the primary exposure? What are the other exposures and confounders?
f. What can one conclude from this study? Are there any serious limitations or biases? What are the implications for public health?

2. **Class Presentations: Challenging Problems:**
   Students will be assigned to one of three groups, and asked how they would address a "challenging problem" in global health. Students will have two group presentations over the course of the semester: one on an infectious disease problem, and one on a non-infectious disease problem. The goal for each team is to tackle a real life global health related challenging situation and come up strategies for how this can best be addressed. Specific topics are indicated on the weekly schedule. The class presentation should include discussion of the following points:
   
a. Describe the problem to be solved, including its epidemiology in the context of the specific country or geographic area.
b. What are some of the risk factors (both immediate and underlying) that may be contributing to this problem?
c. What are the main objectives of your intervention or approach to control or minimize this problem?
d. What specific intervention or strategic approach do you recommend to help control or minimize this problem?
e. Which organizations/stakeholders will you partner with to implement this intervention?
f. As part of your monitoring and evaluation plan, what measures or outputs will you use to help assess program impact?
g. What do you see as the challenges/barriers/limitations in implementing this intervention?

C. **Written Assignments:** Students will complete two written assignments as take-home exercises.
   
   Assignment 1: Select one communicable disease of global health significance. Pick one country in which this disease is a problem. For this disease and country, write a 3 page paper (single space) plus an additional page with at least 10 references.

   Assignment 2: Select one non-communicable disease of global health significance. Pick one country in which this disease is a problem. For this disease and country, write a 3 page paper (single space) plus an additional page with at least 10 references describing:

For each paper, students should address the following points:

1. What is the incidence and prevalence of the disease in the specific country/geographic setting? What is the health burden (morbidity/mortality)? What are the epidemiologic trends?
2. What are the proximal risk factors for this disease or health problem? What are the distal risk factors for this health problem? (e.g., culture, poverty, women's status, climate change)
3. Propose one intervention strategy for this health condition
4. What operational aspects of this intervention will you collect?
5. What potential challenges do you see in implementing this intervention?
6. How will you evaluate the efficacy of this intervention? What outcomes will you measure and how?
As take-home exercises, each student should do their own work. Assignments are due in class on the due date indicated in the syllabus. Unless the student has received prior approval from the instructor, late papers will be penalized 2 points (20 points total) for each day overdue. Students should take time to make sure that their papers are well organized and written; written communication is important in public health.

V. Course Text and Readings

The required text for this course is: Michael Merson, Robert Black, Anne Mills. Global Health: Diseases, Programs, Systems and Policies. Copyright 2012. (Jones & Bartlett)

Additional assigned readings will be posted to the course web site.

VI. Course Outline/Weekly Schedule

Sept. 9, 2015
Lecture: Principles of Global Health: Concepts, Overview
Data Used to Monitor Global Health (morbidity, mortality, disability)
Proximal and Distal Determinants of Health

Readings: Merson: Chapter 1: Measures of Health and Disease in Populations
Chapter 18: Globalization and Health

Sept. 14, 2014
Lecture: Health Systems

Readings: Merson: Chapter 12: Design of Health System
Chapter 5: Infectious Diseases

Class Discussion:
AS Bozary, PE Farmer, AK. Jha. The Ebola Outbreak, Fragile Health Systems, and Quality as a Cure. JAMA; 312, 1859-60.


Sept. 16, 2015
Lecture: Program evaluation, Operational research

Readings: Merson, Chapter 16: Evaluation of Large Scale Health Programs

Class Discussion:


Sept. 21, 2015
Lecture: Social Determinants of Health

Class Discussion: Student presentation: Challenging problem in infectious disease (2)

Readings: Merson, Chapter 3: Social Determinants of Health

Sept. 23, 2015
Lecture: Cultural Determinants of Health

Class Discussion: Student presentation: Challenging problem in infectious disease (1)

Readings: Merson, Chapter 2: Culture, Behavior and Health

Sept. 28, 2015
Lecture: Disease Surveillance and Outbreak Investigation

Class Discussion: Student presentation: Challenging problem in infectious disease (3)

Readings: Merson, Chapter 10: Environmental Health
Additional Readings to be assigned

Sept. 30, 2015
Lecture: Global Mental Health

Class Discussion: Article from peer-review literature (3)

Readings: Merson, Chapter 9: Global Mental Health
Additional Readings to be assigned
Oct. 5, 2015  
Lecture: Research in developing countries: Ethics and other issues  
Class Discussion: Article from peer-review literature (4)  
Readings: Merson, Chapter 7: Chronic Diseases and Risks  
Additional Readings to be assigned  

ASSIGNMENT 1 DUE

Oct. 7, 2015  
Lecture: Complex Emergencies and Natural Disasters  
Class Discussion: Article from peer-review literature (5)  
Readings: Merson, Chapter 11: Complex Emergencies  
Chapter 6: Nutrition  
Additional Readings to be assigned  

Oct. 12, 2015: NO CLASS  
Instructor at ID meetings, Students can work on presentations

Oct. 14, 2015  
Lecture: Unintentional Injuries and Violence  
Class Discussion: Student presentation: Challenging problem in chronic disease (1)  
Readings: Merson, Chapter 8: Unintentional Injuries and Violence  
Chapter 4: Reproductive Health  
Additional Readings to be assigned

Oct. 19, 2015  
Lecture: Management and planning of global health programs  
Class Discussion: Student presentation: Challenging problem in chronic disease (2)  
Readings: Merson: Chapter 13: Management and Planning for Global Health  
Chapter 15: Health and the Economy  
Additional Readings to be assigned

Oct. 21, 2015  
Lecture: Global Health Actors, Stakeholders and Partnerships  
Class Discussion: Student presentation: Challenging problem in chronic disease (3)  
Readings: Merson: Chapter 17: Global Cooperation in International Public Health  
Additional Readings to be assigned
Oct. 26, 2015
Panel Discussion: Working in Global Health--Panel Discussion of people working in different global health areas

ASSIGNMENT 2 DUE

Oct. 28, 2015
Lecture: TBD

Class Discussion: TBD
VII. Evaluation and Grading

Below is a list of the activities by which students will be graded and their assigned weights:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Presentation 1</td>
<td>20 points</td>
</tr>
<tr>
<td>Class Presentation 2</td>
<td>20 points</td>
</tr>
<tr>
<td>Written Assignment 1</td>
<td>20 points</td>
</tr>
<tr>
<td>Written Assignment 2</td>
<td>20 points</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20 points</td>
</tr>
</tbody>
</table>

**Class Participation:** A sign-up sheet will be circulated each class, and will be counted as part of the student’s overall grade in terms of participation. This reflects the core belief that coming to and participating in class is an essential part of the learning process.

**Grades:** Final grades will be assigned as follows, using the new recommended scale: A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements

- A- 3.667
- B+ 3.333
- B 3.000 - Represents achievement significantly above the level necessary to meet course requirements
- B- 2.667
- C+ 2.333
- C 2.000 - Represents achievement that meets the course requirements in every respect
- C- 1.667
- D+ 1.333
- D 1.000 - Represents achievement worthy of credit even though it fails to meet fully the course requirements
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

**Course Evaluation**
The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not.

Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

**Incomplete Contracts**
A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

**University of Minnesota Uniform Grading and Transcript Policy** - A link to the policy can be found at onestop.umn.edu.
VIII. Other Course Information and Policies

Grade Option Change (if applicable)
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.
Makeup Work for Legitimate Absences
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf.

Equity, Diversity, Equal Opportunity, and Affirmative Action
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota
The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.
Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development—Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service. For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

**Academic Freedom and Responsibility: for courses that do not involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors “Joint Statement on Rights and Freedoms of Students”.

**Student Academic Success Services (SASS):** [http://www.sass.umn.edu](http://www.sass.umn.edu)

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.