

**College of Public Health & Health Professions
PHC 6764 (027E)
Global Health and Development I**

**Syllabus
Fall, 2012**

Time: Monday 9:35-12:35

Place: HPNP 1101

Credits: 3

Faculty

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Office Hours: Monday 12:40-3:40 HPNP 2148 (confirm via email in advance)

Tuesday 1:00 – 3:30 Grinter 472 (confirm via email in advance)

Friday 10:00 – 2:00 Grinter 472 (confirm via email in advance)

Course Overview or Purpose

This is the first in a series of two health and development courses created initially for the new Master's in Development Practice (MDP) program. However 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 morbidity and mortality.

Course Objectives

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

1. Describe alternative analytical approaches to assess health burdens and risk factors
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 approaches to answer empirical public health questions
5. Critique the application of analytical approaches to address health and development issues
6. Identify, discuss, and illustrate the contribution of economic, social, environmental and policy change on health in specific in different settings using available scientific information and contextual data
7. Identify and characterize the positive and negative effects of development efforts and projects on population health in different settings
8. Evaluate and construct explanatory models for the relationship between specific health and development challenges and their underlying determinants

Course Materials

Readings will be drawn from current published literature in public health and development.

Main background reference: **(DCP2)** Disease Control Priorities in Developing Countries (2nd Edition), (2006) Jamison DT, Breman JG, Measham AR, Alley G, Claeson M, Evans DB, Jha P, Mills A, Musgrove P (Eds). Oxford University Press.

Class participation

Evaluation

Exercises (4 total)	20%
Critical questions (5 total)	15%
Mid-term exam (take home)	25%
Final group project	
Presentation	10%
Written	25%
Class participation	5%

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

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

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

Final group project. Groups will conduct a situation analysis for a specific country, using 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 revolves around each of the health-related challenges addressed in the last part of the course. Students will work in a group to prepare a group presentation and written report. The grade will include an individual component based on peer-assessment.

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. Participation depends upon completing all readings before each class.

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

Wk	Date	Topic	Reading (* = Required)	Assignment
Public Health Methods				
1	Aug 27	Introduction / Measuring Health	*WHO, 2008 *Hyder and Morrow, 2009	
2	Sept 10	Epidemiology – association and causation	*WHO, 2006 *Black et al., 2010 *Lee et al., 2012 *Bauman et al., 2012 *Semba et al., 2008 *Dikshit et al., 2012 Lopez et al., 2006	In class data exercise
3	Sept 17	Epidemiology – association and causation	*Creswell et al., 2012 *Coovadia et al., 2007 *Walker et al, 2007	Exercise 1 - Data analysis In class study critique
4	Sept 24	Health Behavior and Qualitative Methods	*Scrimshaw 2009 *McMahon et al., 2011 *Pikora et al., 2003 Vrazel et al, 2008 Weisman and Besser 2004	
5	Oct 1	Environmental health / Applications to air pollution	*Smith et al 1999 *Zhang et al, 2010	Exercise 2 – Study critique

			DCP2, Ch 42 *Haines, Smith et al., 2007 Smith and Mehta, 2003 Wilkinson et al, 2007	due
6	Oct 8	Health systems and delivery Applications to vaccine preventable diseases	*DCP2, Ch 3 *Grabowsky et al., 2005. *Masive et al., 2010 Ravishankar et al, 2009 Beaglehole et al., 2008 *Chandramohan et al., 2007 Kumar et al., 2008	Exercise 3 – Disease burden due Take home mid-term assigned; Due Oct 12 at 5:00 pm
Health and Development				
7	Oct 15	Population change and health Demographic transitions Migration Applications to chronic diseases and infectious disease	*DCP2, Ch 33 *Anglewic et al., 2012 *Mayosi et al., 2009 Eisenberg et al., 2012 (“In roads...”) Miranda et al, 2008 *Stevens et al, 2008 *Tollman et al, 2008 *Yang et al, 2008	Introduction to final project
8	Oct 22	Land-use and health / Health Impact Assessment Applications to malaria	*DCP2, Ch 21 *Da Silva-Nunez et al., 2008 *Ernst et al., 2009 *Keiser et al., 2004 *Patz et al, 2008 Kibret et al., 2010 Kittinger et al., 2008 Fegan et al., 2007 Baragatti et al 2009 Butala et al., 2010	Exercise 4 – Case study due
9	Oct 29	Water, sanitation and diarrheal disease	*Bartram and Cairncross, 2010 Hunter et al., 2010 *Eisenberg et al., 2012	Critical questions 1 due
10	Nov 5	Socio-economic and gender disparities	*Kavanagh et al., 2010 *Nathan et al., 2004 Victora et al, 2003 *Veary et al., 2010 Biggs et al., 2010	

			*Chuma et al., 2007 Noor et al, 2003	
Public Health Challenges				
11	Nov 19	Child nutrition	*DCP2, Ch 28 *Lloyd et al., 2011 Shelling et al., 2005 Bhutta et al., 2008. Bryce et al., 2008 *Gregson et al., 2001	Class exercise – Conceptual models Critical questions 2 due
12	Nov 26	Maternal and reproductive health	*DCP2, Ch26 Filippi et al., 2006 *Jeffrey and Jeffrey, 2010 *Lee-Rife, 2010 *Rosata et al., 2008	Critical questions 3 due
13	Dec 3	HIV	*DCP2, Ch 18 *Coovadia et al., 2007. *Kidman et al., 2010 Riley and Baah-Odoom, 2010	Critical questions 4 due
14	Final Exam Period	Group Presentations		Country Situation Analysis

Readings and References List (Note: Required readings are starred*)

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Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or this web site for more details: www.dso.ufl.edu/judicial/procedures/academicguide.php). Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. The UF Honor Code is:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Policy Related to Class Attendance and Behavior

Students are expected to attend all classes. Special circumstances should be brought to the attention of the instructor. Students who miss more than three classes will be dismissed from the course. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Cell phones must be silenced in class. Students may use laptop computers for the purpose of note-taking during class. Misuse of this privilege may lead to a ban on laptops for the entire class.

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.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://oss.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: <http://www.counsel.ufl.edu/> or <http://www.health.ufl.edu/shcc/smhs/index.htm#urgent>

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, including primary care, women's health care, immunizations, mental health care, and pharmacy 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: www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from:
Alachua County Crisis Center: (352) 264-6789.

BUT – 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.

