

University of Maryland, College Park School of Public Health

SPHL 698 A Introduction to Global Health

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 Semester: Fall 2008
 Classroom/Time: TBD
 Credit Hours: 3

OFFICE HOURS
 TBD
 TBD
 And by appointment

Required Textbooks & Other Readings	<p><u>Required Text</u> Richard Skolnik: Essentials of Global Health. Jones and Bartlett, 2008</p> <p><u>Recommended Text</u> Merson, Black and Mills: International Public Health, Jones & Bartlett</p>
Course Description	<p>An exploration of theoretical frameworks and practical perspectives on a variety of current issues that are shaping the global health panorama. In addition, major health problems (determinants) currently affecting the low and middle-income countries will be analyzed using the following frames: biologic and epidemiologic; social, cultural and economic; environmental and geographic; sectoral, legal and institutional. The course also offers a synopsis of how international and community organizations are addressing the opportunities and risks for public health in developing countries.</p>
Course Objectives	<p><u>At the conclusion of this course, the student will be able to:</u></p> <ul style="list-style-type: none"> • Understand the multiple disciplines and theories included in global health. • Describe the health and nutrition situation of a country and examine the demographic, epidemiologic and nutritional indicators and criteria used to set health priorities. • Draw from various authoritative data sources and apply basic epidemiological, socio-cultural and economic principles to compare the health status of different countries and propose different alternatives to address each issue. • Understand social and economic development concepts and the organization, financing and management of health systems. • Define public health problems, identify the determinants and stakeholders, design strategies to address the problem, and recommend measurement indicators. • Understand the different models of economic and social development and the current issues in health care financing in global health. • Describe the main actors in global health.
Course Policies	<p><u>Class Attendance:</u> Participation in classes and discussion sessions is required for all students that have registered for class credit.</p> <p><u>Missed Exams:</u> Make up exams must be scheduled and approved ahead of time.</p>

	<p><u>Accommodations for Students with Disabilities:</u> If a student has a documented disability and wish to discuss academic accommodations for test taking or other needs, please talk to the instructor as soon as possible. The student will need documentation from Disability Support Service (314-7682.) If a student intends to take any or all exams at DSS it is his/her responsibility to notify the instructor as soon as possible.</p> <p><u>Academic Integrity:</u> The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:</p> <ul style="list-style-type: none"> ✓ CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise. ✓ FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise. ✓ FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code. ✓ PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. <p>For more information see: http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/iii100a.html</p> <p><u>Religious Observances:</u> The University System of Maryland policy provides that students <i>should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.</i> It is the student's responsibility to inform the instructor <u>in advance</u> of any intended absences for religious observance.</p>
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Week 1	<p><u>Course Overview and Organization</u></p> <p><u>The Dynamics of Global Health Frameworks</u></p> <ul style="list-style-type: none"> • To define Global Health. • To understand the dynamics among the key areas of global health practice including priority setting, systems, programmatic intervention, global partnerships, diplomacy, and advocacy.
Week 2	<p><u>Dimensions of Global Health</u></p> <ul style="list-style-type: none"> • To explore the different measurements used in Global Health. • To identify the main causes of morbidity and mortality that is currently affecting the world. • To define the concept of demographic transition. • To learn how to interpret fertility and mortality rates and population pyramids. • To explore the implications of demographic shifts and long-term demographic structures for local, national and global outcomes under various political, economic, and social conditions. • To identify the major sources of available data to identify health determinants at the local, country and regional levels. • To discuss what will be the future causes of morbidity and mortality in the world.
Week 3	<p><u>Traditional versus Emerging Health Problems</u></p> <ul style="list-style-type: none"> • To define the concept of epidemiological transition. • To understand how current health risks (mainly chronic diseases such as diabetes, cardiovascular and pulmonary disease) are associated with the global spread of poor dietary habits; sedentary lifestyles; and the consumption of harmful products such as tobacco and

	<p>illegal drugs.</p> <ul style="list-style-type: none"> • To investigate how global population movement via tourism, business travel and migration influence the global spread of infectious diseases including malaria, cholera, HIV/AIDS, tuberculosis, Ebola, etc. • To learn how to interpret and use the World Development Index. <p><u>Global Health Inequalities</u></p> <ul style="list-style-type: none"> • To investigate social and economic determinants of health inequalities. • To identify the areas in the world where health is improving or threatened and the reason why this is happening.
Week 4	<p><u>Reproductive Health: Women and Children's Health</u></p> <ul style="list-style-type: none"> • To understand the role of family planning and reproductive and sexual health in women and children's health. • To understand the global patterns and principal causes of maternal and child mortality. • To explore successful strategies that have decreased maternal and child mortality in underdeveloped countries. <p><u>Health and nutrition: Women and Children's Health</u></p> <ul style="list-style-type: none"> • To identify the relationship between nutritional status and disease patterns around the world. • To understand the nutritional determinants of women and children's health. • To explore different nutritional and food policies in underdeveloped countries. • To analyze the levels of causalities in order to set woman and child health priorities at the local or country level.
Week 5	<p><u>The Role of Culture in Global Health</u></p> <ul style="list-style-type: none"> • To identify key cultural elements that effect health. • To explore the concept of ethnomedicine. • To explore different theories about the relationship between culture and health behaviors.
Week 6	<p><u>Global Health Governance</u></p> <ul style="list-style-type: none"> • To understand the development and enforcement of global health regulations. • The identify the role of the major players in global health including the World Health Organization, the World Bank, the International Monetary Fund, the World Trade Organization, the multi-national pharmaceutical corporations and non-governmental organizations. • To develop a basic understanding of the roles, goals and effectiveness of the Global Agreement on Trade and Tariffs (GATT); the Global Agreement on Trade in Services (GATS), the proposed Trade-related Intellectual Property Rights Convention (TRIPS), and the North American Free Trade Agreement (NAFTA) for international cooperation and their impact on global health. • To understand the concept of human rights and how the declaration of human rights addresses global health.
Week 7	<p><u>The Global Perspective on the Health Workforce</u></p> <ul style="list-style-type: none"> • To understand the current global crisis in the health work force. • To explore the current migration of health professionals from underdeveloped countries to the U.S. and Europe. • To explore different alternatives to overcome this problem in both developed and underdeveloped countries. • To explore health services located in underdeveloped countries targeted to U.S. and European patients and the role of foreign-owned private hospitals in underdeveloped countries.
Week 8	<p><u>Comparative health systems</u></p> <ul style="list-style-type: none"> • To understand and compare different types of health system approaches. • To understand how health system performance is measured. • To explore successful strategies used by different countries to improve performance and how these lessons may help in dealing with health system performance issues in other countries.
Week 9	<p><u>The Role of Social and Political Frameworks in Global Health</u></p> <ul style="list-style-type: none"> • To learn the major health movements and their effect on people's health. • To understand how social organization can improve people's health.

	<ul style="list-style-type: none"> To understand how microfinance programs improve people's health in developing countries.
Week 10	<p><u>Addressing Complex Health Emergencies</u></p> <ul style="list-style-type: none"> Define what complex health emergencies are. To understand the direct and indirect impact of war on people's health. To examine systems, policies, and procedures in governmental, private and other non-governmental organizations in responses to and recovery from complex health emergencies.
Week 11	<p><u>Environmental Health</u></p> <ul style="list-style-type: none"> To identify the major environmental factors contributing to health and disease. To explore the effects of macro-environmental changes –such as global warming—on global health. To identify policies targeted to address environmental health problems.
Week 12	<p><u>Working in Global Health: Occupational and Safety Health</u></p> <ul style="list-style-type: none"> To understand the role of non-intentional and intentional injuries to the increment of mortality and morbidity around the world. To explore effective workplace and community strategies at reducing safety hazards.
Week 13	<p><u>Managing TB and HIV/AIDS Around the World</u></p> <ul style="list-style-type: none"> To analyze HIV/AIDS as a global health security threat. To understand the concept of global health security and HIV/AIDS as an epidemiological phenomenon. To analyze the political and economic costs of HIV/AIDS. To explore the political, economic, and social contexts of HIV/AIDS and TB in specific regions of the world.
Week 14	<p><u>Social Marketing for Global Health Improvement and Social Development</u></p> <ul style="list-style-type: none"> To study the models, approaches, components and applications of Social Marketing that effectively address public health issues in the developing world.
Week 15	<u>Group Presentations</u>
Week 16	<p><u>The Future: Global Health Strategies and Preparedness.</u></p> <ul style="list-style-type: none"> To discuss future directions in Global Health. To discuss ethics in Global Health. To explore the role of new civil society players in guiding the development of national and global health policies (e.g. Al Gore and global warming, the role of mass media, community organizations.)

Evaluation	%	Grading	
Written Assignment #1	25%	96-100	A+
		93-95	A
Written Assignment #1	35%	90-92	A-
		86-89	B+
Article critic	15%	83-85	B
		80-82	B-
Presentation	15%	76-79	C+
		73-75	C
Class Participation	10%	70-72	C-
		66-69	D+
		63-65	D
		60-62	D-
		≤59	F