

**University of Pennsylvania  
Graduate Program in Public Health  
MPH Degree Program**

**Course Syllabus – Fall 2017**

**Title: PUBH 519: Foundations of Global Health- Addressing Health Disparities**

**Course Units: 1.0 c.u.**

**Course Description:** This course presents an interdisciplinary approach to global health with emphasis on addressing health disparities both global and local. Learning formats include case-based analysis, small group discussion, faculty presentations, panels, and debates. Subjects include: measures of disease burden; frameworks for health equity and rights; determinants of health; environmental health and safe water; control of infectious diseases; non-communicable disease programs, nutritional challenges; harm reduction and behavioral modifications; women's reproductive rights; health economics and cost-effective interventions; health manpower and capacity development; globalization challenges and potentials.

**Placement / Room Assignment:**

Fall Semester. Lectures: Tuesday, 5:00 PM to 7:00 PM, Room: Fagin 214 (School of Nursing)  
Discussion sections: Tuesday 7-8pm

**Course Director:**

Carol McLaughlin, MD, MPH, MSc

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**Discussion Section Faculty:**

Hannah Bergbower, RN, MPH

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Faculty Office Hours: By Appointment

Course Teaching Assistant (TA): Gaurav Majmudar [gmaj@mail.med.penn.edu](mailto:gmaj@mail.med.penn.edu)

**Prerequisites:** There are no prerequisites. The course is designed for graduate and professional students in public health, health professions, social and behavioral sciences, business and law. SAS undergraduates may register if they are juniors or seniors and have completed HSOC 010, Health and Societies: global perspectives. Junior and Senior undergraduate nursing students can apply for permission.

**NOTE:** Cell phones must be turned off during class. Laptops are only permitted for class related use during special sessions.

**Course overview:** This course provides an introductory survey of global health, with the primary aim to engage and inspire students about the opportunities and challenges of global health. Using the lens of health equity, it provides an overview of many current issues in global public health and frameworks to address them. Interested students can follow this course with more specific in-depth courses in areas such as research methods, global health policy, program planning, human rights and others.

**Course objectives:**

At the completion of this course, the student will be able to:

- Understand that global health involves multiple academic disciplines, and identify many of these.
- Understand that global health theory involves many, sometimes conflicting, belief systems, and identify some of these.
- Understand that global health can be conceived as a complex ecosystem, which involves issues that are much broader than the traditional health disciplines.
- Be able to cite examples of specific issues and case studies in global health.
- Understand some of the potential interventions that can be used to ameliorate problems in global health, particularly in low-income countries.

Core competencies:

1. Understands the complexities of global health issues, particularly in low-income countries and the sources that can be used to learn about them.
2. Employ critical thinking and appraisal of the literature to explain the global influences on determinants of health.
3. Demonstrate ability to assess, describe, and analyze determinants of health in developing countries.
4. Evaluate efficacy and cost effectiveness of public health interventions, programs, policies, and health care systems within international setting and global health context.

Teaching methods:

Learning formats include case-based analysis, small group discussion, faculty presentations/lecture, panels, debates, selected general and specific references, reflection questions and papers.

Required readings:

Required textbook:

Title: Understanding Global Health, 2E | Edition: 2, 2013.

Author: William Markle, Melanie Fisher, Jr., Ray Smego Ray

This is available for purchase at the University Bookstore or on-line.

This textbook is also available for free electronically through Access Medicine via Penn Library. URL is <http://accessmedicine.mhmedical.com/book.aspx?bookid=710> if you are on a Penn campus computer.

From a personal computer, you can access the book through the Penn Library

<http://www.library.upenn.edu/biomed/> Under e-books, search for the title and log-in with your Pennkey for full text.

There will be additional required reading for each session (articles, videos, or other) which will be posted on Canvas as well as recommended/optional readings and resources.

Student Evaluation will be based on:

Short Reflections (6-8)		10%
Paper - part 1	Oct 10th	20%
Paper - part 2	Dec 12 <sup>th</sup>	30%
Participation:		20% (class discussions & breakout section, includes attendance)
Breakout Session Case:		20% group case (contribution throughout course)

Detailed instructions and due dates for the assignments will be provided on Canvas in the “Assignments” section. Completed written assignments should be uploaded to canvas by the due date. Assignments that

are late without a prior approved extension will be marked down ½ grade for each day late without prior discussion of small group faculty.

#### Class participation:

Students are expected to prepare for each class by reading assigned chapter/articles; students are expected to attend and participate in lecture and small group breakout discussions each week. Unexcused absences will result in decreased participation grades. Those with excused absences are required to complete and turn in the section activity for that week to their section faculty leader.

#### **Reflections of Readings (6-8 during the semester):**

A week before the due date, several questions will be posted on canvas for the following week's class discussion. Students should answer these questions briefly based on the readings and their own viewpoints.

Expected Length: 1 paragraph or bulleted half page or less for each question

Upload to canvas prior to class

Grading: complete/incomplete (no numerical grade)

#### **Discussion Sections (start Sept 5<sup>th</sup>)**

Sections will meet from 7-8 PM after lecture. The main purpose of these sections is for group discussion and application of material presented in the lectures, assigned reading, and case studies. Additionally, the groups will provide an opportunity for students to receive peer and instructor feedback as they select, research, and present their individual critical analysis paper.

#### **Discussion Section Activities:**

- Discussion and reflection of lectures and weekly assigned readings
- Application of skills from lectures to example countries – prepare in advance as homework
- Peer feedback and input as each student prepares their individual papers
- Critical analysis of global health problems – group country assignment

#### **Each student will:**

- **Lead a discussion section.** This will require close reading of chapters/articles assigned for the week. Student discussion leader will be expected to prepare to lead discussion of the skills exercise and prepare questions from the readings and lead the group through a critical reflection of the issues raised.
- **Present his/her paper topic to the group for feedback.** This will entail brief discussion of the chosen topic and questions for analysis (early October) and longer discussion of recommendations weeks 12-14.
- **Participate in a group case for the course Global Health Forum (presentation week 14):**
  - Each section will be assigned a country and apply the weekly discussion questions to the country longitudinally. In the second half of the semester, students will as a group decide on several problems or issues in the country to delve into deeply and break into groups of 3-4 students to examine solutions to address the issues.
  - Preparation: Some in class work time (~ 3-4 hours) and outside of class as needed
  - Group presentation: Each section will present a summary presentation to the entire class on Dec. 5th (week 14) discussing what they learned about their country and presenting their recommendations. Presentation time is 10 minutes max.

**Academic Integrity:** Students are expected to conduct themselves consistent with the University of Pennsylvania's Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions and other actions. Students are expected to be familiar with the Code, which can be found at <http://www.upenn.edu/academicintegrity/>

### **Master of Public Health - Grading Policy**

Any course in which the student receives a grade of "C+" or below will not be applied toward the Master of Public Health degree. Please see the MPH Handbook for a detailed description of the grade policy.

Courses taken as pass/fail will not be applied to the MPH degree.

The MPH grading policy is at the discretion of the individual course instructors.

Please find below the generally used grading scale for the MPH Program.

A+	97-100	B+	87-89	C+	77-79		
A	93-96	B	83-86	C	73-76		
A-	90-92	B-	80-82	C-	70-72	F	0-69

Please note that an A+ carries the same weight (4.0) as an A.

**Incomplete Grade:** It is expected that a matriculated MPH student shall complete the work of a course during the semester in which that course is taken. A student who fails to complete a course within the prescribed period shall receive at the instructor's discretion either a grade of I (incomplete) or F (failure). If the incomplete is given, the instructor may permit an extension of time up to one year for the completion of the course. In such cases, any course which is still incomplete after one calendar year from its official ending must remain as incomplete on the student's record and shall not be credited toward the MPH degree. Students who receive two or more incompletes within a semester may not register for the subsequent semester(s) without the permission of the MPH Program Director and the Director of Education.

For additional information on academic policies, please refer to the corresponding sections in the Student Handbook.

*The University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and received approval from the Office of Student Disabilities Services (SDS). If SDS has approved your request for accommodations, please make an appointment to meet with me as soon as possible in order to discuss the arrangements for your accommodations.*

*If you have not yet contacted Student Disabilities Services, and would like to request accommodations or have questions, you can make an appointment by calling 215-573-9235. The office is located in the Weingarten Learning Resources Center at Stouffer Commons, 3702 Spruce Street, Suite 300. Please visit the SDS website at <http://www.vpul.upenn.edu/lrc/sds/index.php>. SDS services are free and confidential.*



<b>Week 3</b>			
<b>SEP 19 WK 3</b>	<p>Global Environmental Challenges: Food security, water scarcity, population, and urbanization</p> <p>-----</p> <p>Discussion</p> <p><i>Players, structures, frameworks</i></p>	<p>Nikhil Anand PhD, SAS</p>	<p>Markle - Chapter 6</p> <p>World Health Organization. pages 1-47. pdf: <a href="#">WHO Progress on water, sanitation, and hygiene 2017.pdf</a></p> <p>"A Place to Go" by Elizabeth Royte. National Geographic August 2017.</p> <p>UN Human Development Report 2006: Introduction pages 1-25. Beyond scarcity: power, poverty and the global water crisis.</p> <p>Watch 5 min TED talk on Population Pyramids SDGs</p> <p>Sachs, Jeffrey. From Millennium Development Goals to Sustainable Development Goals. Lancet 2012; 379: 2206–11.</p> <p>SDGs <a href="http://www.un.org/sustainabledevelopment/sustainable-development-goals/">http://www.un.org/sustainabledevelopment/sustainable-development-goals/</a></p> <p>Recommended: UN Human Development Report 2011:Sustainability and Equity</p>
<b>Sections</b>	<p>look at country: population pyramid, demographic structure, basic indicators (life expectancy), SDG index <a href="http://sdgindex.org/data/index/">http://sdgindex.org/data/index/</a></p>		
<b>Due</b>	Reflection 2		
<b>Week 4</b>			
<b>SEP 26 WK 4</b>	<p>Social determinants of health – Global to Local Immigrant health</p>	<p>Steve Larson MD, SOM</p>	<p>Mosley M and Chen L. An Analytical Framework for the Study of Child Survival in Developing Countries. Population and Development Review 1984</p> <p>Video segment: Unnatural Causes Link: <a href="http://puentesdesalud.blogspot.com/2008/07/pbs-documentary-are-inequalities-making.html">http://puentesdesalud.blogspot.com/2008/07/pbs-documentary-are-inequalities-making.html</a></p>
	<p>Case Discussion and Debate: Addressing Social Determinants locally</p>		<p>Video: Education – it matters more to health than ever before <a href="http://www.youtube.com/watch?v=C8N4wka3wak">http://www.youtube.com/watch?v=C8N4wka3wak</a></p> <p>Marmot M et al. Closing the gap. Lancet 2008, 372: 1661-1669.</p> <p>PATH for Global to Local. 2016 pdf:</p> <p>Recommended: Marmot M. Social determinants of health inequalities. Lancet 2005, 365: 1099-1104.</p> <p>WHO 2008 Report on the Social Determinants of Health</p>

<b>Sections</b>	Apply Mosley and Chen framework - distal and proximal determinants for country - education, economic indicators.		
<b>Due</b>	Reflection #3		
<b>Week 5</b>			
<b>OCT 3 WK5</b>	Equity- Gap Analysis – the Case of child health	Carol McLaughlin, MD MPH	<p>UNICEF - Investments in Poor Children save more lives per dollar. June 2017. pages 1-22.</p> <p>UNICEF - State of the World's Children 2016. Chapter 1 pages 1-39 and chapter 4 pages 89-101.</p> <p><a href="http://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf">http://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf</a></p> <p>Countdown to 2105 Equity Analyses - country profiles and how to read them</p> <p>Powerpoint - Cesar Victora – Inequalities in RMCNH</p> <p>Markle – Chapter 21</p>
<b>Sections</b>	Countdown to 2015 profiles, equity analysis by wealth quintile or other factor, main causes of child death in country, coverage gaps		
<b>Due</b>			
<b>Week 6</b>			
<b>OCT 10 WK 6</b>	<p>Health systems</p> <p>Community health programs in low resource settings</p>	<p>Carol McLaughlin MD MPH, SOM</p>	<p>Markle Chapter 9</p> <p><i>Declaration of Alma-Ata</i>, from the International Conference on Primary Health Care, Alma-Ata, USSR, 6-12 September 1978</p> <p>Rosato M, et al. Community participation: lessons for maternal, newborn, and child health. <i>Lancet</i> 2008, 372: 962-971.</p> <p>Recommended: Developing and Strengthening Community Health Worker Programs at Scale. 2014 Chapters 1-2.</p> <p><a href="http://www.mchip.net/CHWReferenceGuide">http://www.mchip.net/CHWReferenceGuide</a></p>
	Views from the field	Ryan Close MD, MPH	
<b>Sections</b>	Disparities by gender, other vulnerable groups in the country (e.g., refugee etc.), Use DHS stat compiler. Discuss paper part 1 submissions		
<b>Due</b>	Paper – Part 1 due Oct 10 <sup>th</sup> (see assignments section of canvas)		

<b>Week 7</b>			
<b>OCT 17 WK 7</b>	Prioritization – Views from Guatemala	Faculty panel from Guatemala partners	<p>Markle chapter 10</p> <p>Excerpt - Anne Becker et al, "Challenges of Mental health and MDRTB: critical perspectives on metrics of disease" from Farmer, P et al. Reimagining Global Health. 2013</p> <p>Case of MDR TB:</p> <ul style="list-style-type: none"> <li>- ScienceSpeaks blog Zeke Emanuel</li> <li>- Response by Salmaan Keshavjee and Paul Farmer.</li> </ul> <p>Case of HIV treatment</p> <ul style="list-style-type: none"> <li>- Elliot Marseille et al, "HIV prevention before HAART in sub-Saharan Africa," Lancet. 2002.</li> <li>- Response: Paul Farmer. Bulletin of the WHO.</li> </ul> <p>WHO. From Burden to Best Buys  <a href="http://www.who.int/nmh/publications/best_buys_summary.pdf">http://www.who.int/nmh/publications/best_buys_summary.pdf</a></p>
	Group discussion: Finding and allocating resources: the role of the DALY through case studies of AIDS and TB treatment.	Carol McLaughlin, MD MPH	
<b>Sections</b>	Develop Prioritization criteria - apply to your country and choose an issue to focus on for group presentation week 14		
<b>Due</b>	Reflection #4: Based on 2 cases studies in the assigned readings MDRTB and HIV treatment		
<b>Selected challenges: The Unfinished Agenda: Reproductive Health and Infectious Disease</b>			
<b>Week 8</b>			
<b>OCT 24 WK 8</b>	Reproductive health in developing countries – case study in health workforce	Bill McCool, PhD CNM, SON	<p>Markle chapter 4 and 8</p> <p>The State of the World’s Midwifery (WHO 2014) pgs. 1-48</p> <p>Women and Health: the key for sustainable development (the Lancet Commission on Women and Health, 2015)</p>
	Discussion case		
<b>Section</b>	Health workforce indicators, reproductive health indicators (e.g. Skilled birth attendants)		
<b>Due</b>	Reflection #5: Topic for final paper - turn in to section leader		
<b>Selected emerging challenges: Non-communicable Disease</b>			
<b>Week 9</b>			



<b>OCT31 WK 9</b>	The nutritional transition in developing countries	Charlene Compher PhD RD, SON	Markle chapter 7  Bhutta Z et al. Evidence-based interventions for improvement of maternal and child nutrition: what can be done and at what cost? Lancet 2013; 382: 452–77
	TBD		
<b>Section</b>	Work on group case presentation Nutrition indicators for your country- over and under nutrition		
<b>DUE</b>			
<b>Week 10</b>			
<b>NOV7 WK 10</b>	Global Surgery – A neglected area of public health	David Spiegel MD, SOM	Markle chapter 14  Bea et al. Surgery as a public health intervention: common misconceptions versus the truth. Bulletin of the WHO. 2011:89. <a href="http://www.who.int/bulletin/volumes/89/6/11-088229/en/">http://www.who.int/bulletin/volumes/89/6/11-088229/en/</a>  Recommended: Meara et al. Global Surgery 2030: evidence and solutions for achieving health, welfare, and economic development. Lancet 2015:386.
	Injuries and their prevention		Preventing Injuries: The Haddon Matrix, University of Ottawa, <a href="http://www.med.uottawa.ca/sim/data/Injury_Prevention_Haddon_e.htm">http://www.med.uottawa.ca/sim/data/Injury_Prevention_Haddon_e.htm</a> Recommended: Branas. Injury prevention in the developing world. Italian J Public Health 2010, 7: 72-75.  Hofman K et al. Addressing the growing burden of trauma and injury in low- and middle-income countries. Am J Public Health 2005, 95: 13-17.
<b>Section</b>	Work on group case presentation Haddon's matrix applied to opioid epidemic in your country (start with indicators)		
<b>DUE</b>	Reflection #6		
<b>Week 11</b>			

<b>NOV 14 WK 11</b>			<p>Markle chapter 11 (and section on emerging infections in chapter 12)</p> <p>Sachs, J. The Neglected Tropical Diseases. Scientific American 2007</p> <p>Hotez, P. A Plan to Defeat Neglected Tropical Diseases. Scientific American 2010.</p> <p>Doctors Without Borders Video on NTDs:  <a href="https://www.youtube.com/watch?v=r12mYCr0G7c">https://www.youtube.com/watch?v=r12mYCr0G7c</a></p>
			<p>How Senegal's malaria tracking helped beat Ebola.  <a href="http://www.path.org/blog/2015/06/senegal-beat-ebola/">http://www.path.org/blog/2015/06/senegal-beat-ebola/</a></p> <p>Video: malaria – human host  <a href="http://www.hhmi.org/biointeractive/malaria-human-host">http://www.hhmi.org/biointeractive/malaria-human-host</a></p>
<b>Section</b>	Work on group case presentation Infectious disease burden HIV, TB, NTDs (look at regional analysis in UNAIDs Gap Report)		
<b>DUE</b>	Reflection #7		
<b>NOV 21 WK 12</b>	<b>Week 12</b>		
	TBD		<p>Markle chapter 13</p> <p>Jha, P et al. Global Effects of Smoking, of Quitting, and of Taxing Tobacco N Engl J Med 2014; 370:60-68</p>
<b>Assignments</b>	<ul style="list-style-type: none"> <li>• Complete group case presentation</li> <li>• Research your individual topic and solutions to your chosen issue</li> </ul>		
<b>Week 13</b>			
<b>NOV 28 WK 13</b>	Humanitarian Assistance and Disaster Relief - Refugees and Displaced Peoples		<p>Markle Chapter 15</p> <p>Articles from speaker</p>
	Discussion		Open Society. Justice Programs for Public Health – A Good Practice Guide. July 2015
<b>Section</b>	Finalize and practice group presentation Discuss individual papers for feedback		
<b>Week 14</b>			
<b>DEC 5 WK 14</b>	Global Health Course Forum - Student section presentations		

	Course wrap-up - future of global health and your next steps (courses and careers)	Markle chapter 22
<b>Section</b>	Discuss individual paper recommendations	
<b>Due</b>	Group presentation	
<b>Final Papers Due December 12<sup>th</sup></b>		