

GLOB 3100: Introduction to Global Health

SYLLABUS--Fall 2020 (CRN 11595)

Global Health Institute

College of Public Health

University of Georgia

Course Information

Instructor:	Paula J. Davis-Olwell, M.A., Ph.D. Clinical Assistant Professor
Contact Information:	paula.davisolwell@uga.edu Phone: 706-542-0418 (office line)
Office Location:	Health Sciences Campus, Global Health Institute, Wright Hall—Room 0221D, 100 Foster Road, Athens, GA 30602
Office Hours:	Tuesdays 3:00-5:00 pm and by appointment (Zoom Meetings)
Teaching Assistant:	Rochelle Obiekwe, M.P.H. Candidate
Contact Information:	rochelleaobiekwe@uga.edu
Office Hours:	Wednesdays 3:00-5:00 pm and by appointment (Zoom Meetings)

Course Meeting Time and Location

Location: T/TR at 12:45–2:00 pm Chemistry Building, Room 451 and Online via Zoom

Textbook and Required Course Readings

- Skolnik, R. *Global Health 101*, 3rd edition. Burlington, MA: Jones & Bartlett Learning; 2016. (readings listed by Ch. # on schedule)
- eLC will be used for posting supplemental assigned readings, power point/lectures, videos and assignment prompts; course assessments will use the Discussion Forum, Quizzes, and Assignment Dropbox. The course Announcements area will be used for communicating with the class throughout the semester. It is your responsibility to regularly check the course site for updates to the syllabus/readings.

Course Description

This course introduces the broad and growing field of global health. We will discuss how health and illness are defined and explore some of the biological, cultural, social, economic and political forces that influence health at the global level. We will take a multi- disciplinary approach to understanding global health problems as they occur both within and across borders. The topics include social determinants of health, measuring of diseases, trends in global burden of disease, infectious diseases, re-emerging infectious diseases, comparative health systems, key stakeholders in global health, and major global health initiatives with a specific focus on the Sustainable Development Goals (SDGs) and Health System Strengthening. This course will use a range of formats, including: lecture, group discussions, group projects, individual research and policy papers, guest presentations, case studies, and multimedia.

Course Learning Objectives

1. Define key concepts in global health, including health indicators and major health transitions (demographic, epidemiologic and nutrition).
2. Demonstrate a basic understanding of the global burden of disease and differences in regional distribution.
3. Describe the determinants of health including social, cultural, economic and environmental factors associated with health and health disparity.
4. Compare the health status of world populations including differences in their disease burden, epidemics, life expectancy and population growth and aging patterns.
5. Explain how culture and health interact to affect the health of populations.
6. Compare and contrast health systems in multiple regions of the world elaborating on differences in health care delivery, health outcomes, financing, and policy.
7. Analyze cross-cutting issues underlying the strategies and organization for delivery of health care and population health services.
8. Describe approaches to global cooperation to address health issues that cross national borders and/or require consistent multinational approaches for successful intervention.
9. Assess the impact of major infectious diseases, non-communicable diseases and maternal child health on global health
10. Evaluate the role of key stakeholders and actors in implementation of global health policies.
11. Apply the main ethical and human rights principles in global health contexts.
12. Analyze and reflect on specific global health challenges and ways to address them currently and in the future.

Instructor Responsibilities and Communication

- Create a learning environment where students are exposed to novel ideas and competing viewpoints with opportunities to build critical thinking skills.
- Provide multiple methods of learning, including: synchronous class meetings and small group discussions (in-person and via Zoom); course readings, lectures, and video materials that present course concepts and examples; asynchronous discussion forums in which students discuss course topics and potential solutions to global food system challenges; and student group presentations based on research assignment (peer-to-peer learning).
- Maintain a respectful course environment where students feel comfortable asking questions, discussing course topics with peers and expressing their opinions.
- Post readings, learning materials, and presentations in a timely manner.
- Remain accessible to students through email (I will answer within 24-48 hours), office hours, and private appointments.
- Communicate regularly with course updates, changes and additional assignments via eLC Announcements (please check this space regularly for updates).

Student Expectations

- Demonstrate respect for me and your classmates while discussing online (Netiquette in eLC).
- Carefully review course syllabus and detailed course schedule taking note of due dates at the beginning of the course.
- Contribution to class discussions, group projects and activities is required.
- Promptly submit your assignments time as specified on due dates in detailed course schedule.
- Adhere to the course policies as listed on this syllabus.
- **Check eLC “Announcements” regularly** for my communication and any course updates.

Course Requirements and Grading Policy

Requirement	Due Date / Date Held	Contribution
Class Participation (Ice-Breaker & Introductions; Zoom/Class Meetings; Peer Assessment of Group Presentations)	Weekly	30 points
Syllabus Quiz	Weekly	10 points
News Article Presentation	Weekly	10 points
Country Portfolio and WHO Region Groups Project: Health System Strengthening	Discussion Forums with WHO Region Group Members (6) @ 25 points each	150 points
	WHO Region Group Presentations 12/1; 12/3	50 points
	Individual Final Paper 12/9	50 points
Mid-Term Exam	10/9 Opens 8:00 am, available 24 hours	100 points
Final Exam	12/17 12:00 pm--3:00 pm	100 points
Total points		500 points

Class Participation

This course includes synchronous meetings (via Zoom and in-person) that will take place during our scheduled time/day. These sessions will involve activities with your classmates in which you apply course concepts (Class Participation). In addition, some of these sessions will be used for planning and researching your Group Project and for presenting your project to the class.

Please edit your eLC profile to include your photograph (professional headshot or selfie) and set your account to receive course notifications such as upcoming assignments in the calendar. I will be communicating with the class through the "Announcements" area within eLC. It is your responsibility to regularly check the course site for new announcements or other changes.

News Article Assignment

This assignment requires you to find one (1) news article focusing on a global health issue to briefly present to class for 5 minutes, and to complete the handout (on eLC) and upload into the assignment dropbox. The article should have been published within the past 3 months and should not have been presented previously by another student. 4-5 students will prepare and post their presentations each week. Students are required to comment on at least 1 news article posted by their classmates weekly.

Country Portfolio Project and WHO Region Groups Project

Students will be assigned a case-study country and one of the six (6) World Health Organization regions and will conduct research on that country throughout the semester. Country Portfolio Assignments (6) will be posted on eLC Discussion Forums and will involve applying concepts covered in class (e.g. evaluating and comparing health status indicators; assessing disease burden using global burden of disease survey data visualizations) to the case-study country, or the WHO region to which it belongs. Some of these assignments will involve group work with other students whose case-study country belongs to the same WHO region.

The final Region Group Presentations will assess the priority health concerns for a particular region and make recommendations for improving health systems across that region; these presentations will include research on primary health care, health system strengthening and efforts to measure and compare access, cost and quality.

Each student will write a final paper (5-8 pages) that summarizes the priority health concerns for their case- study country, assesses efforts to achieve the MDGs, and makes recommendations for improving the health system in terms of access, cost and quality. More detailed information on this assignment and a grading rubric will be posted in a separate document in eLC.

Mid-Term and Final Exams

Exams will consist of mainly of multiple choice, true/false and multi-select questions, but will also include some short response questions that require explaining data (graphs, data visualizations) similar to previous discussion post questions. Exams will be taken online in eLC and students may use any course materials (open book and notes) during the exam, but may not collaborate with classmates. The Midterm Exam will be available for a 24-hour period but must be completed in a restricted time period of 90 minutes. The Final Exam will be comprehensive and will have a format similar to the Midterm; it will be given online during the day/time scheduled by the registrar.

Grading Policy

The following point values are assigned for letter grades:

Letter	Points
A	475-500
A-	474-450
B+	449-435
B	434-415
B-	414-400
C+	399-385
C	384-365
C-	364-350
D	349-325
F	<325

Class Policies

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Email: You may contact me via email with questions or concerns. If you e-mail please do the following:

1. Email me directly at paula.davisolwell@uga.edu instead of through eLC.
2. Include the class number "GLOB 3100" in the subject with a brief one- or two-word description of your concern i.e. "test question".
3. Address email with "Dear Dr. Davis-Olwell," not "Paula" or "Mrs. Davis" or "Hey."

I receive many student emails daily so I appreciate your adherence to these requests; it makes communication more efficient and helps me respond to you as soon as possible, usually within 24-48 hours.

Religious Holidays: Any student who will miss a class assignment or exam due to a religious holiday during the semester must notify me in writing by the end of the second week of classes.

Make-Up and Late Assignment Policy

Makeup exams will be allowed only with advanced approval for a medical reason, religious holiday, or family emergency. If you have not received approval from me in advance to take an exam at a date other than what is posted on the syllabus, you will receive a zero for that exam. Late assignments will be docked one letter grade per day. **No late assignments will be accepted after the last day of classes.**

University Honor Code and Academic Honesty Policy

Students will adhere to the UGA Student Honor Code and understand the Academic Honesty Policy: *I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.* All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible to inform themselves about those standards before performing any academic work. Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge. Every student who enrolls at UGA agrees to be bound by the UGA Student Honor Code. This means that each student has a responsibility to read and comply with the policy. It is no defense to a charge of academic dishonesty to say, "I didn't know that was prohibited." A full version of *A Culture of Honesty* may be found at <https://honesty.uga.edu/Academic-Honesty-Policy/>. For violating the honesty pledge, you can be failed, suspended, or expelled.

Students with Disabilities

Students with disabilities who require accommodations in order to participate in course activities or meet course requirements should contact me right away via e-mail and/or Zoom meeting. If you plan to request accommodations for a disability, please register with the Disability Resource Center at:

Division of Student Affairs
The University of Georgia
114 Clark Howell Hall
Athens, GA 30602-3338
(706)542-8719 (voice)
(706)542-7719 (fax)
(706)542-8778 (tty)
<http://www.dissvcs.uga.edu>

Dawg Check and COVID-19 Provisions

The University of Georgia and the University System of Georgia has issued requirements for COVID-19 prevention measures that all students, faculty and staff must follow. Please know that I will enforce these policies and I expect all students to comply.

Coronavirus Information for Students

Face Coverings:

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

DawgCheck:

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

What do I do if I have symptoms?

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I am notified that I have been exposed?

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test?

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests.

Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive?

Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Mental Health and Wellness Resources

- *If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.*
- *UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).*
- *If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.*
- *Additional resources can be accessed through the UGA App.*

Topical Outline/Syllabus

Dates	Topics	Readings/ Lectures	Assignments
Welcome Module			
August 17-23	eLC Opens; Welcome to the Course Review syllabus and course schedule Videos—Overview of Global Health (3)	Syllabus; Course Schedule; Course Information;	Discussion: Introductions & Ice-Breaker; Career Goals
August 20	Zoom Meeting @ 12:45 pm--2:00 pm Introductions; Course Information		
Module 1: What is Global Health?			
August 24-30	Principles and Goals of Global Health Videos—Global Health Facts and Accomplishments (3) What is Global Health—Principles and Goals	Chapter 1 Reading 1, 2 Lecture 1	Discussion: Introductions & Ice-Breaker; Career Goals; (cont'd)
August 25	Zoom Meeting @ 12:45 pm--2:00 pm Global Health and Colonialism—Past and Present	Lecture 2	
Module 2: Health Determinants, Measurements and Trends: Indicators of Health Status			
August 31- September 6	Health Determinants, Measurements and Trends Determinants of Health Framework Videos on Health Determinants (2) Health Indicators	Chapter 2 Lecture 3 Lecture 4	Discussion #1: Gapminder World (opens)
September 1	Zoom Meeting @ 12:45 pm--2:00 pm Country Portfolio/WHO Region Groups—Information Poor Data-- Civil Registration and Vital Statistics	Lecture 5	
Module 3: Global Burden of Disease			
September 7-13	The Global Burden of Disease Survey—Data Systems and Data Visualizations Video on Global Burden of Disease (Chris Murray) (1)	Lecture 6	Discussion #1: Gapminder World (due)
September 8	Zoom Meeting @ 12:45 pm--2:00 pm Demonstrations GBD-Compare Visualization Country Portfolio/WHO Region Groups—Breakout Rooms	Lecture 7	
Module 4: Health Disparities and Social Determinants of Health			
September 14-20	Health, Education, Poverty and the Economy Health Disparities and Social Determinants of Health Videos on Social Determinants and Global Health Disparities (2)	Chapter 3 Lecture 8	Discussion #2: GBD-Compare (opens)
September 15	Zoom Meeting @ 12:45 pm--2:00 pm/Team Red Health Expenditure and Health Outcomes Team Black in Classroom (Chemistry Room 451)	Lecture 9	

Module 5: An Introduction to Health Systems			
September 21-27	An Introduction to Health Systems Health Systems and Health System Strengthening Videos on Health Systems (2) Video on Primary Health Care--Jamkheed (1)	Chapter 5 Lecture 10	Discussion #2: GBD-Compare (due)
<i>September 22</i>	<i>Zoom Meeting @ 12:45 pm--2:00 pm</i> /Team Black Team Red in Classroom (Chemistry 451) Health Systems and Primary Health Care	Lecture 11	
Module 6: The Environment and Health			
September 28- October 4	The Environment and Health Environment and Global health Video on pollution and global health (1) Video on sanitation and global health (1)	Chapter 7 Lecture 12	Discussion #3: Setting Priorities in Health Systems (opens)
<i>September 29</i>	<i>Zoom Meeting @ 12:45 pm--2:00 pm</i> Reference Librarian—Finding Sources on Global Health Country Portfolio/WHO Region Groups—Breakout Rooms		
Module 7: Culture and Health			
October 5-11	Culture and Health Global Health and Culture	Chapter 6 Lecture 13	Discussion #3: Setting Priorities in Health System(due)
<i>October 6</i>	<i>Mid-Term Exam [online]</i>		
Module 8: Communicable Diseases (Infectious Diseases)			
October 12-18	Communicable Diseases HIV/AIDS and Global Health Malaria and Global Health Videos on Communicable Diseases (2)	Chapter 12 Lecture 14a Lecture 14b	Discussion #4: Communicable Diseases (opens)
<i>October 13</i>	<i>Zoom Meeting @ 12:45 pm--2:00 pm</i> /Team Red Team Black in Classroom (Chemistry 451) TB and Global Health	Lecture 14c	
Module 9: Emerging and Re-emerging Infectious Diseases			
October 19-25	Ebola Virus—Re-emerging and Emerging Video on Emerging Diseases—Are We Ready? (1)	Lecture 15	Discussion #4: Communicable Diseases (due)
<i>October 20</i>	<i>Zoom Meeting @ 12:45 pm--2:00 pm</i> /Team Black Team Red in Classroom (Chemistry 451) Zika Virus	Lecture 16	
Module 10: Noncommunicable (Chronic) Diseases, Population Aging and Global Health			
October 26- November 1	Noncommunicable Diseases Chronic Diseases, Population Aging and Global Health Videos on NCDs (2)	Chapter 13 Lecture 17	Discussion #5: Noncommunicable Diseases (NCDs) (opens)
<i>October 27</i>	<i>Zoom Meeting @ 12:45 pm--2:00 pm</i> Country Portfolio/WHO Region Groups—Breakout Rooms		

Module 11: Women’s Health			
November 2-8	Women’s Health Women’s Health and Global Health Videos on Women’s Health (1)	Chapter 9 Lecture 18	Discussion #5: Noncommunicable Diseases (NCDs) (due)
<i>November 3</i>	<i>Zoom Meeting @ 12:45 pm--2:00 pm</i> Why did Mrs X Die--Retold		
Module 12: Children and Adolescent Health			
November 9-15	The Health of Young Children Video on Child Immunization (1) Child Health Summit—WHO Region Groups Discuss Plan to Address Child Health (Memo)	Chapter 10	Discussion #6: Child Health Plan for Action (opens)
<i>November 10</i>	<i>Zoom Meeting @ 12:45 pm--2:00 pm</i> Country Portfolio/WHO Region Groups—Breakout Rooms		
Module 13: Ethics and Human Rights Issues in Global Health			
November 16-22	Ethical and Human Rights Concerns in Global Health Ethics, Professionalism and Human Rights for Global Health Video (Documentary) <i>Living in Emergency—Stories of MSF</i>	Chapter 4 Lecture 19	Discussion #6: Child Health Plan for Action (due)
<i>November 17</i>	<i>Zoom Meeting @ 12:45 pm--2:00 pm</i> Country Portfolio/WHO Region Groups—Breakout Rooms		
<i>November 24</i>	<i>Zoom Meeting @ 12:45 pm--2:00 pm</i> Class Discussion of <i>Living in Emergency</i>		
November 25-30	Thanksgiving Holiday		
Module 14: Global Health Policy—Actors and Policies and Politics			
November 30- December 6	Working Together to Improve Global Health Global Health Actors, Institutions and Policies	Chapter 16 Lecture 20	
<i>December 1</i>	<i>Zoom Meeting @ 12:45 pm--2:00 pm</i> Group Presentations (Groups 1-3)		
<i>December 3</i>	<i>Zoom Meeting @ 12:45 pm--2:00 pm</i> Group Presentations (Groups 4-6)		
<i>December 9</i>	Individual Papers Due [eLC Dropbox]		
December 17	FINAL EXAM [online] (12:00 pm—3:00 pm)		

Selected Web References

Demographic and Health Surveys	www.measuredhs.com
Global Health Council	www.globalhealth.org
Institute for Health Metrics and Evaluation	http://www.healthmetricsandevaluation.org
Maps of the World	www.embassyworld.com/maps
The Global Fund To Fight Against AIDS, TB, and Malaria	www.theglobalfund.org/en/
The Kaiser Family Foundation—health policy resources	http://www.kaiseredu.org/
The Lancet	www.thelancet.com
The Lancet Global Health Series The Lancet	http://www.thelancet.com/global-health
The Population Reference Bureau	www.prb.org
The World Bank	www.worldbank.org
The World Health Organization	www.who.int
UNAIDS	www.unaids.org
UNICEF	www.unicef.org
UNICEF – Statistics	www.childinfo.org
United Nations Development Program	www.undp.org
USAID	www.usaid.gov
USAID Global Health elearning	www.globalhealthlearning.org
US Centers for Disease Control and Prevention	www.cdc.gov

Guidelines for Bibliography and References

APA (American Psychological Association) Style:

<http://www.libs.uga.edu/researchguide/writing/guides.html> --select the APA link and you will find a 2- page summary of how to use the APA style.

<https://owl.english.purdue.edu/owl/section/2/10/> --More extensive information on APA style; one of the best resources available with all your questions answered.