POPM*6950 [0.5]: GLOBAL HEALTH
COURSE SYLLABUS

Introduction to Global Health in Low Resource Settings
Winter 2016

INSTRUCTORS
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Lecture Timeslot: Wednesday's 2:30 - 5:30PM
Lecture Location: LLC 1715

COURSE DESCRIPTION
This seminar course will explore different dimensions of health in low resource settings from an interdisciplinary perspective. It will provide students with a grounding in the current issues that make up the evolving global health landscape as well as the broader political economy in which health is produced and contested. Potential topics to be explored include infectious disease, chronic disease, nutrition and agriculture, health service delivery and systems, humanitarian aid, environmental health, urbanization, conflict, culture, and gender through a global health research methodology lens. Contemporary topics at the intersection of health, disease, and development will also be covered. Emphasis will be placed on the real world application of course assignments.

LEARNING OBJECTIVES
At the end of this course, students will be able to:
• Summarize, discuss, and synthesize elements of the global health system, including the key players, forces, and interests that compose this system
• Describe, discuss, and critique the contributions of epidemiological and population studies to global health
• Summarize, discuss, and characterize the intersections between political economy and global health, including global health diplomacy
• Broadly describe and critique the role of business, innovation, and technology in global health
• Discuss and critique the position of health in humanitarian disasters
• Collaborate on an in-depth investigation that describes, synthesizes, and appraises material on specific topics related to the study of global health
• Appreciate an interdisciplinary approach to global health and recognize the strengths, limitations, and history of divergent methodological and disciplinary perspectives
• Identify, discuss, and debate different methodological approaches in the study and evaluation of global health initiatives
• Engage with contemporary news items through a global health lens
• Apply knowledge and skills gained through this course to a “real-world” initiative
**TIME REQUIREMENTS**

As noted in the University of Guelph Graduate Course Calendar, this graduate-level 0.5 credit course requires “10-12 student effort hours, including class time, on academic tasks associated with the course.” This equates to 36 hours of lecture/seminar plus 108 hours spent on course reading and assignments for the winter semester.

**REQUIRED READING**

Required reading will be assigned on a weekly basis in order to build from previous class discussions and incorporate contemporary and current topics. Students will have 7 days to complete each weekly reading assignment.

**ASSIGNMENTS & ASSESSMENT OVERVIEW**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td><strong>Class Engagement</strong></td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>1) Sharing News Items (10%)</td>
<td></td>
<td>Every week</td>
</tr>
<tr>
<td>2) Reading, Comprehension, &amp; Reflection/Discussion Questions (10%)</td>
<td></td>
<td>Weeks with required readings</td>
</tr>
<tr>
<td>3) Seminar Participation (10%)</td>
<td></td>
<td>Every week</td>
</tr>
<tr>
<td><strong>Group Seminar Presentation</strong></td>
<td>30%</td>
<td>Assigned in Week 1</td>
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<tr>
<td><strong>Final Group Project</strong></td>
<td>40%</td>
<td>TBD</td>
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**CLASS ENGAGEMENT (30%)**

| 1) SHARING NEWS ITEMS (10%)                     |       |                            |
| **Goal:** Each week, students are expected to bring one current media item to class to present, critique, and collectively discuss. The aim of this assignment is to encourage information-seeking, evaluation, and usage of media through a global health lens. This assignment is also intended to reinforce learning, encourage application of course material, improve subject matter comprehension, and expand media literacy. Furthermore, this assignment is intended to encourage students to develop a critical perspective when reading and/or listening to media related to global health. |
| Assignment requirements: Students are required to: |       |                            |
| • Identify one current media item per week;      |       |                            |
| • Submit the reference/citation information for the media item to the instructor at the beginning of class each week; and |       |                            |
| • Each week, 2 students will be randomly selected to present, critique, and discuss the media item with the class (1 min summary of media item, and 5 mins discussion). |       |                            |
| Eligible media:                                 |       |                            |
| • **Media Types:** Informational, entertainment, edutainment, or point of view media |       |                            |
| • **Examples:** Event footage, news stories (brief or long), news magazines (brief stories or compilations), documentaries (brief, long, clips, collections), point-of-view pieces (e.g. PETA), speeches, interviews, panels, presentations (brief or long), courses or lectures (outside of our course), comedy, commercials, web programs (full-length, clips, webisodes), movies (full-length, or clips), Books, and so on. |       |                            |
• Example Outlets:
  o The Guardian
  o The Financial Times (UK)
  o The Guardian (UK)
  o The New York Times
  o The Economist (available electronically in the Library)
  o The Globe and Mail
  o The Walrus
  o Useful search engine for newspapers: www.onlinenewspapers.com

Grading: The weekly reference, and the randomly selected presentation, critique, and discussion will be evaluated according to the following rubric:
• D+ The information literate student determines the nature and extent of the information needed.
• C+ The information literate student accesses needed information effectively and efficiently.
• B+ The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
• A+ The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

2) Reading, Comprehension, and Reflection/Discussion Questions (10%)

Goal: Students will read, comprehend, and reflect on the weekly required reading. This assignment aims to encourage students to engage with the required reading in an in-depth manner. Students will provide a one page summary and critical reflection on the reading, plus 3 discussion questions. The discussion questions will form the basis of group discussion in class.

Assignment requirements: Students are required to write:
• Summary and critical reflection: Write and submit a summary and critical reflection of the required reading weekly:
  • 1 page total, maximum, single space, 1 inch margin, 12-point font.
  • ½ page: summarize the readings (themes common among articles, and themes unique to specific articles).
  • ½ page should be a critical reflection:
    ▪ Critical reflections are personal (e.g. use the words “I”, “we”, etc.), individual and subjective, and in-depth (breadth not as important; take one topic and expand on it).
    ▪ Link and apply the reading to your own past work, personal, and research experiences; other courses; readings from past weeks or other courses; the evolution of your own learning, development, and understanding of global health throughout the courses; and class discussions.
• Discussion questions: Identify and submit 3 discussion questions (½ page max, 1 inch margin, 12-point font):
  • Each question must raise a difficult or contentious issue directly related to the week’s readings.
  • Several questions pertaining to the same themes/readings will be counted as one discussion question.
  • The discussion questions should be brief (up to 150 words maximum per question).
  • The questions should succinctly state the question/problem/issue and indicate why it is difficult or contentious.
  • Do not submit questions which can be answered with a simple "yes" or "no" or which call merely for reporting or summarizing content in the article.
  • Students need not attempt to answer the questions raised by themselves, but other students may contribute to the discussion they generate.
• The questions posted will provide a starting-point for class discussion.

Due Dates: 24 hours prior to a lecture with required reading (submit in DropBox on CourseLink).
Grading:
- One page summaries and critical reflections will be graded for completeness (e.g. all articles summarized) and quality of critical reflection, and meeting the page limits.
- Discussion questions will be graded based on the level of novelty, complexity, and the potential to spark class discussion.

3) Seminar Discussion Participation (10%)

Goal: Engaging in class discussion is critical for this seminar-format course. Your participation in class discussions is critical because what you offer to the class is what you and others learn from.

Grading: Each week, your participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. We expect the average level of participation to satisfy the criteria for a “3”.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Absent</td>
</tr>
</tbody>
</table>
| 1     | Present, not disruptive; tries to respond when called on but does not offer much.  
      | Demonstrates very infrequent involvement in discussion. |
| 2     | Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.  
      | Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).  
      | Does not offer to contribute to discussion, but contributes to a moderate degree when called on.  
      | Demonstrates sporadic involvement. |
| 3     | Demonstrates good preparation: knows case or reading well, has thought through implications of them.  
      | Offers interpretations and analysis of case material (more than just facts) to class.  
      | Contributes well to discussion: responds to other students’ points, thinks through own points, questions others in a constructive way, offers suggestions that may be counter to the majority opinion.  
      | Demonstrates consistent ongoing involvement. |
| 4     | Demonstrates excellent preparation: has analyzed case or reading exceptionally well, relating it to other readings and other material (e.g., course material, discussions, experiences, etc.).  
      | Offers analysis, synthesis, and evaluation of case material (e.g., puts together pieces of the discussion to develop new approaches that take the class further).  
      | Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.  
      | Demonstrates ongoing very active involvement. |

GROUP SEMINAR PRESENTATION (30%)

Goal: Students will work in small groups (3-4 members) to prepare, present, and lead discussion on a topic related to global health. This assignment is intended to promote in-depth learning on a specific global health topic, as well as peer-learning from other student presentations and discussions.

Assignment requirements: Students are required to:
- Prepare, present, and lead a discussion on a topic related to global health
- Each session should be 75 minutes (one hour and 15 mins total)
• Students will:
  o Create and circulate a short reading list for students one-week prior to the session
  o Present background information on the topic
  o Present a case study or example
  o Lead an interactive, engaging, hands-on activities and/or discussions to encourage student learning

**Seminar Topics:** Students can choose from the following topics (first-come, first-serve):

- Climate Change and Health
- Gender and Health
- Migration and Health
- War, Conflict, and Health
- Water, Sanitation, and Hygiene
- Mental Health and Wellbeing
- Intercultural Approaches to Health
- Racism and Justice
- Religion, Health, and International Development
- Medical Tourism
- Indigenous Peoples Health
- Outbreaks and Politics
- OneHealth
- Other topics approved by course instructors

**Due Dates:** Student groups and presentation dates will be assigned in week 1

**Grading:** Students will be graded by the instructors and peers according to the following rubric:

<table>
<thead>
<tr>
<th>Categories</th>
<th>Level 1 Poor</th>
<th>Level 2 Very Good</th>
<th>Level 3 Outstanding</th>
<th>Level 4 Perfect; No improvements possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>Seminar demonstrated limited knowledge of facts, terms and concepts</td>
<td>Seminar demonstrated some knowledge of facts, terms and concepts</td>
<td>Seminar demonstrated considerable knowledge of facts, terms and concepts</td>
<td>Seminar demonstrated thorough knowledge of facts, terms and concepts</td>
</tr>
<tr>
<td>Thinking and Inquiry</td>
<td>Seminar exhibited impartiality with limited success</td>
<td>Seminar exhibited impartiality with some success</td>
<td>Seminar exhibited impartiality with considerable success</td>
<td>Seminar exhibited impartiality with a high degree of success</td>
</tr>
<tr>
<td>Case Study or Example</td>
<td>Seminar did not have a case study that seemed to fit the topic well</td>
<td>The case study or example that somewhat reinforced global health concepts related to the topic</td>
<td>The case study or example successfully illustrated and reinforced global health concepts related to the topic</td>
<td>The case study or example was timely, relevant, and perfectly illustrated global health concepts related to the topic</td>
</tr>
<tr>
<td>Communication (Oral)</td>
<td>Language and/or delivery resulted information being communicated orally with limited effectiveness</td>
<td>Language and/or delivery resulted information being communicated orally with some effectiveness</td>
<td>Language and/or delivery resulted information being communicated orally with considerable effectiveness</td>
<td>Language and/or delivery resulted information being communicated orally with high degree of effectiveness</td>
</tr>
<tr>
<td>Organization</td>
<td>Seminar was not organized in an effective manner</td>
<td>Seminar was organized in a somewhat effective manner</td>
<td>Seminar was organized in an effective manner</td>
<td>Seminar was organized in a highly effective manner</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>Ineffective facilitation of class discussion</td>
<td>Moderately effective facilitation of class discussion</td>
<td>Effective facilitation of class discussion</td>
<td>Very effective facilitation of class discussion</td>
</tr>
<tr>
<td></td>
<td>Activities were not engaging and did not promote learning</td>
<td>Activities were somewhat engaging and somewhat linked to the topic</td>
<td>Activities were engaging and fun, and were linked to the topic and promoted student learning</td>
<td>Activities were extremely engaging and fun, and were strongly linked to the topic and clearly promoted student learning.</td>
</tr>
</tbody>
</table>

**Did the student demonstrate:**

<table>
<thead>
<tr>
<th>Did the student demonstrate:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye contact with audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suitable /volume and tone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demeanor: showed interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to respond to questions</td>
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</tbody>
</table>
**Final Project (40%)**

**Goal:** Through the final project, students will integrate, synthesize, and apply course topics, content, and discourse. This assignment will not be an academic exercise; rather, the project must have a “real-world” application. The assignment requirements, product, and evaluation metrics will be discussed and developed collectively in class.

**Due Dates:** TBD; End of Semester

**Weekly Schedule**

**Week 1: What is Global Health?**
During this class, we will take time to introduce ourselves and discuss our goals and expectations for the course. We will also broadly explore different definitions of health and global health.

**Week 2: The Global Health System**
In this class, we will explore different players within the global health system and examine the different levels at which these different players operate. We will also discuss ‘vertical’ and ‘horizontal’ approaches to global health and debate the merits of each. In addition, we will explore the contemporary priorities of the global health system and consider the following questions: How have these priorities changed over time?; Who sets these priorities and what are the criteria?; Do these priorities make sense with our knowledge of global disease prevalence and incidence?; What might the future priorities of the global health system be?

**Week 3: Medicine, Epidemiology, and Population Health**
In this class, we will discuss the contributions of the medical field and health sciences to our understanding of global health. In particular, we will focus on how epidemiological studies improve our understanding of population health. We will also critically assess the strengths and limitations of these approaches.

**Week 4: International Development, International Relations, and Global Health Diplomacy**
During this class, we will consider the contributions of the field of international development to the study of global health and how these two fields overlap. We will also aim to position ‘health’ within broader development objectives such as the ‘Sustainable Development Goals.’ In addition, we will evaluate of how broader issues of political economy impact global health. We will examine the concept of ‘global health diplomacy’ and discuss how power and international relations intersect with health and health care.

**Week 5-7: Group Seminar Presentations**
During these weeks, each group will be required to deliver a seminar presentation on a topic of their choosing. Priority should be on in-depth engagement with the topic, connection of the topic to global health, and class engagement. More information on the requirements of each seminar presentation is under the ‘Assignment and Assessment Overview.’
**Week 8: Project Brainstorming**

Drawing on the knowledge and skills we have gained over the previous weeks, we will spend this class brainstorming the nature and structure of our final projects. More information on the requirements of the final project is under the ‘Assignment and Assessment Overview.’

**Week 9: Business, Technology, and Innovation**

This week, we will consider the contributions of business and technology to global health. In particular, we will explore advances in global health and health care attributed to business and technology and debate the strengths and limitations of the involvement of the private sector in global health initiatives.

**Week 10: Humanitarian Disasters**

War, floods, famines, earthquakes, cyclones – where does health fit in relation to humanitarian disasters? With growing climate and conflict-induced migration, what are the broader consequences for healthcare, public health, and disease transmission?

**Week 11: Methods and Global Health**

In this class, we will bring together the knowledge we have gained through the course in addition to insights from guest speakers to discuss the study and evaluation of global health. In particular, we will discuss the merits of different methodological approaches and engage with some of the tensions surrounding divergent perspectives.

**Week 12: Wrapping Up**

In wrapping up the course, we will summarize key knowledge and skills we have acquired and discuss broad applications.


**UNIVERSITY RULES AND REGULATIONS**

All policies of the University of Guelph, the Ontario Veterinary College and the Department of Population Medicine apply. It is the responsibility of each student to be familiar with these policies.

**GRADUATE CALENDAR**

The Graduate Academic Calendar is the source of information about the University of Guelph’s procedures, policies and regulations which apply to graduate programs:

http://www.uoguelph.ca/registrar/calendars/graduate/current/

**ACADEMIC MISCONDUCT**

The Academic Misconduct Policy is detailed in the Graduate Calendar:

https://www.uoguelph.ca/graduatestudies/gchandbook/academicmisconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University’s policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The investigation of cases of academic misconduct cases and the cases that are heard at the Admissions and Progress Committee indicate that many graduate students, especially those new to Canada, are not aware of University regulations reflected in the attached statements. In particular, issues related to academic consideration, dropping courses, and lack of awareness of behaviour that constitutes academic misconduct may all lead to disruption or delay of a student’s academic studies and require considerable time and effort from faculty and administrative staff to resolve resulting problems.

In the case of the graduate academic misconduct policy, the Graduate Calendar states:

"It should not be possible for a student to claim that he/she was not warned about the University's academic misconduct regulations, what constitutes academic misconduct and the potential consequences of transgressing."

**REFERENCING POLICY**

Written work that is not properly referenced will be considered to be below the standard expected in this course and will be returned to the student with no mark. The student will be expected to re-submit the paper during the next class, fully and properly referenced in order to have the paper accepted for grading. Failure to re-submit the paper will result in a grade of zero (0) on the assignment. Among other things, proper referencing involves the consistent use of a single referencing style.

**COPIES OF OUT-OF-CLASS ASSIGNMENTS**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.
ACCESSIBILITY
The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community’s shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: https://www.uoguelph.ca/csd/

WHEN YOU CANNOT MEET A COURSE REQUIREMENT
Late assignments will be penalized at 5% of the value of the assignment each day late, weekends included. When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration: http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1405.shtml

COUNSELLING SERVICES
http://www.counselling.uoguelph.ca/counselling/
Counselling Services offer individual counselling sessions to help support students as they work through the personal challenges that impair their ability to succeed at school and in other areas of their lives.

STUDENT HEALTH SERVICES
http://www.studenthealth.uoguelph.ca/index2.shtml
Student Health Services offers a variety of health care services, including primary health care, a walk-in clinic and on-site laboratory testing.

THE LEARNING COMMONS
http://www.learningcommons.uoguelph.ca/
The Learning Commons brings together services that support students in their learning, writing, research, numeracy and the use of technology. In addition, they provide expertise and resources for faculty, staff and teaching assistants to support and enhance learning in their courses and across the curricula.

HEALTH AND PERFORMANCE CENTRE
http://www.uoguelph.ca/hpc/
Health and Performance Centre specializes in the diagnosis, treatment and rehabilitation of acute and chronic orthopedic, musculoskeletal, sport and activity related injuries. The Centre also provides a variety of health promotion services including fitness and nutrition expertise and professional bicycle fitting.

IN-CLASS BEHAVIOUR
Students are expected to come to lectures prepared for the class. Questions are encouraged at any time during lecture provided that they do not interfere with the other students’ ability to take in the material presented. Students are expected to treat each other with the utmost respect; disruptions to the class will not be permitted.

EMAIL COMMUNICATION
As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

**RECORDING OF MATERIALS**
Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**ENVIRONMENTAL POLICY**
We would like to minimize the use of paper in this course and therefore, encourage you to hand in assignments electronically.

**UNIVERSITY OF GUELPH MAPS**
Map of Campus
http://www.uoguelph.ca/campus/map/

Parking Map
http://www.parking.uoguelph.ca/images/Parking_Map_2008-09.pdf