

GLOBAL HEALTH PROMOTION HEALTH SCIENCES 3250F

COURSE DESCRIPTION: significant determinants of, illiteracy, environmental

Office hours	By Appointment
COURSE COORDINATOR CONTACT INFORMATION	
Teaching Assistant	TBD
Email	XX
Office hours	XX

COURSE GOALS

1. Develop an understanding of current and future global disease burdens and why population health is so poor in many developing countries
2. Learn how to design, implement, and scale innovations to address global health challenges, particularly in resource-constrained settings.

LEARNING OUTCOMES

Students who successfully complete this course have reliably demonstrated the ability to:

- Develop an understanding of past, present, and future global disease burdens
- Critically assess relevant research to evaluate previous achievements and future initiatives
- Generate practical and sustainable ideas for improving global health outcomes
- Differentiate types of global health actors and their different promotion efforts
- Identify strategies used to prevent or treat diseases in successful global health projects
- Execute problem-solving steps to complete various global health case study assignments

LECTURES

Global health is widely accepted as an area of study and research that prioritizes improving health for all people around the world, often via transnational cooperation. Based on this central theme, the present course introduces students to the fundamental concepts of understanding, measuring, and priority setting in past, current, and future global health issues. Students are exposed to the intricate relationships among social, environmental, economical, and political determinants of health, as well as the role that global health actors play in facilitating these relationships. There will be three hours of instruction each week. The first two hours consist of the primary lecture, which will include short presentations, case presentations, audio-visual materials, and group discussions following the Socratic style (a pedagogical method in which a series of questions are asked to uncover assumptions/presuppositions, enhance critical thinking skills, and engage a large group of students in a discussion). The last hour will be used for group study discussions and guidance. Ample time will be available for questions, open discussion, and feedback on group projects.

Impact & Evaluation (500 characters): What will be the impact of your response? What is considered a “successful” response? How will you be collecting data/keeping records to measure and evaluate this “success”? How does your program align with/against other types of responses that exist? What might be missing or beyond your scope to address?

Historical & Ethical Considerations (500 characters) How does your group’s social positionality (age, class, race, gender) impact the role your response plays? What do you know about the historical progression of how this issue came to be? What are some of the ethical questions you anticipate will come up in creating this response? Do you anticipate that your response might compromise the comfort and safety of your target population, and how will you address this?

Budget of Expenditures (500 characters): What are some of the anticipated costs of creating a response like this? Will you be hiring people from different divisions? How many people will you hire to support this response, and what will you pay them? Do you expect there to be any upkeep/logistical costs? Do you anticipate your response will make money? If so, how?

Details of the budget should be submitted as an appendix.

CHARACTER LIMIT:

- Character limits (include spaces and any in-text c55 0 Td[(C)n210.335 0 Td5.7 [(C)n210.335 0 () (u)0.004 3

FINAL EXAM: 35%

All students, except those with pre-existing arrangements through SSD services, will write the final exam at the date and time scheduled by the University. The final exam will be cumulative and include a mixture of questions that include multiple-choice questions, short answer questions, and/or case study questions.

All students must write the final exam at the scheduled date and time. If students miss a final exam (e.g., because of a serious illness or crisis), they must file a petition with the Registrar's Office with supporting documentation stating the reasons and dates for their absence. The Registrar's Office will establish the date of the make-up exam; the format and content of the make-up exam may differ from the original exam.

COURSE OUTLINE

RECOMMENDED TEXTBOOK:

An Introduction to Global Health, Canadian Scholars Press (3rd Edition) by Michael Seear & Obidimma Ezezika

Week	Topic	Required Reading
Session 1 Sept 12 & 15	What Is Global Health <i>f</i> Understand the scope of the subjects covered by the term "global health" <i>f</i> Understand how global health relates to the new Sustainable Development Goals (SDGs) <i>f</i> Start to apply human faces and experiences to the broad concepts of poverty, malnutrition, and injustice	Chapter 1 Ezezika, O.C. (2016). Building Trust: A Critical Component of Global Health. <i>Annals of Global Health</i> , 81(5), pp.589–592 http://doi.org/10.1016/j.aogh.2015.12.007
Session 2 Sept 19 & 22	How to Define and Measure Health <i>f</i> Understand the central importance of defining and measuring health outcomes in improving the effectiveness of aid projects <i>f</i> Appreciate the difference between simply counting the extent of disease and measuring the societal burden of disease <i>f</i> Know the definitions of the commonly used health variables <i>f</i> Understand how data is collected and appreciate the range of errors involved	Chapters 9
Session 3	A History of International Aid	Chapter 2

<p>Sept 26 & 29</p>	<ul style="list-style-type: none"> <i>f</i> Understand the broad trends that have shaped the modern aid industry since its start after World War II <i>f</i> Understand the origins of the principal foreign aid institutions and organizations <i>f</i> Gain insight into the long history of trial and error that lies behind the current large-scale foreign aid initiatives <i>f</i> Appreciate the rapidly changing world of aid in the new millennium <p>*Reflection I due on Sept 26</p>	
<p>Session 4 Oct 3 & 6</p>	<p>The Basic Requirements for a Healthy Life</p> <ul style="list-style-type: none"> <i>f</i> Evaluate the principal requirements for a healthy life, particularly the contributions of income, medical care, and social equity <i>f</i> Appreciate some of the complex determinants of health that appear once the basic needs have been met <i>f</i> Understand that a knowledge of the major determinants of health is an essential foundation for anyone interested in designing effective development strategies 	<p>Chapters 3</p>
<p>Oct 10 & 14 NO CLASSES on Oct 10 because of Thanksgiving</p>		
<p>Session 5 Oct 17 & 20</p>	<p>Mid-term</p>	
<p>Session 6 Oct 24 & 27</p>	<p>Water, Sanitation, and Infectious Diseases in Developing Countries</p> <ul style="list-style-type: none"> <i>f</i> Appreciate the absolutely central place of water and sanitation in population health and the cost-effective nature of hygiene initiatives <i>f</i> Appreciate the extent of poor living standards around the world and the huge numbers of people who do not have access to clean water or sanitation <i>f</i> 	

OCTOBER 31

No CLASSES BECAUSE OF FALL BREAK

Session 7: Nov 7 & 10	Group Presentations (Groups 1- 5) *GROUPS 1-5: SUBMIT FINAL PRESENTATIONS TO OWL BY MIDNIGHT Nov 06	
Session 8 Nov 14 & 17	Group Presentations (Groups 6-10) *GROUPS 6-10: SUBMIT FINAL PRESENTATIONS TO OWL BY MIDNIGHT Nov 13	

<p>Session 11 Dec 5</p>	<p>Planning and Preparing for Safe and Effective Development Work</p> <ul style="list-style-type: none"> Prepare and plan for an overseas development project <i>f</i> Appreciate the ethical problems associated with aid projects <i>f</i> Know how to stay healthy working in a developing country <i>f</i> Understand how to work effectively and co-operatively in a new culture 	<p>Chapters 18</p> <p>Ezezika, O. C. 2014. How do you build trust with communities involved in your research? SciDev.Net's practical guides, Science and Development Network: www.scidev.net/global/communication/practical-guide/engage-participants-field-research.html</p>
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TRAITS OR CHARACTERISTICS OF HIGH-QUALITY WORK:

CASE STUDY PRESENTATION GRADING RUBRIC

Case Study presentations will be graded as follows:

Mark	Criteria
/20	<p>Comprehension</p> <ul style="list-style-type: none"> <i>f</i> Does the presentation clearly outline the aims of the response? <i>f</i> Does it present what is significant? <i>f</i> Does it follow a logical sequence?
/20	<p>Engagement</p> <ul style="list-style-type: none"> <i>f</i> Does the presentation make the audience want to know more? <i>f</i> Do the speaker(s) convey a deep understanding and connection to their work? <i>f</i> Does the presentation capture and maintain the audience's attention?
/40	<p>Communication/Q&A</p> <ul style="list-style-type: none"> <i>f</i> Is the response and its significance communicated in language appropriate for a non-specialist audience? <i>f</i> Do the speakers avoid scientific jargon, clearly explain terminology, and provide adequate background information to illustrate their points? <i>f</i> Does the presentation give adequate time for each element (e.g. sections, topics covered etc.)? <i>f</i> Do the speakers demonstrate the ability to answer and respond appropriately to questions (e.g. admit when you don't know; ability to take criticism without getting defensive) and to work as a team (e.g. don't contradict one another in your responses, share questions)
/20	<p>Slides</p> <ul style="list-style-type: none"> <i>f</i> Were the slides clear, legible and concise? <i>f</i> Did the visuals (e.g. info-graphs or pictures) support the presentation?
/100	Comments

GROUPS 1-5: SUBMIT FINAL PRESENTATIONS TO OWL BY **MIDNIGHT NOV 06**

GROUPS 6-10: SUBMIT FINAL PRESENTATIONS TO OWL BY **MIDNIGHT NOV 13**

(YOU'RE **NOT** ALLOWED TO MAKE ANY CHANGES TO YOUR PRESENTATION AFTER SUBMISSION)

REFLECTION GRADING RUBRIC

	Unacceptable 2	Minimal 3	Sufficient – 4	Superior - 5
Understanding	Response demonstrates a lack of understanding of the global health concept or theory introduced.	Response demonstrates minimal understanding of the theory or concept(s) introduced.	Response demonstrates a general understanding of the theory or concept(s) introduced.	Response demonstrates an in-depth understanding of the concept(s) introduced.

Reflection

Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are

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In the event of a COVID -19 resurgence during the course that necessitates the course delivery moving away from face -to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.

In the event of a COVID -19 resurgence during the course that necessitates the course delivery moving away from face -to-face interaction, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge (o)-26neoblecur

