



SAINT LOUIS  
UNIVERSITY

College for Public Health & Social Justice  
Undergraduate Program in Public Health

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*Syllabus Template for Undergraduate Courses*

PUBH 201.M01  
Introduction to Global Health  
Fall 2014  
Syllabus

Tuesdays and Thursdays, 2:30pm- 3:45pm, Padre Rubio Hall, Room 5

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## Course Overview

*Introduction:* The course will introduce students to the main concepts of the public health field and the critical links between global health and social and economic development. Students will get an overview of the determinants of health, and how health status is measured. Students will also review the burden of disease, risk factors, and key measures to address the burden of disease in cost-effective ways. The course will cover key concepts and frameworks but be very practical in orientation. The course will be global in coverage but with a focus on low- and middle-income countries and on the health of the poor.

There are no prerequisites for this course.

### *Purpose:*

The course aims to provide an introductory understanding of the essential concepts in global health so that students can analyze how globalization processes influence the health of individuals, societies and the function of health systems in many ways and may present opportunities but may also pose a risk to vulnerable societies. In addition, the course also seeks to inspire the principles of critical analysis, global awareness and ethical engagement.

## Course Learning Objectives

The learning objectives for this course include:

*-Knowledge:* Students will learn:

1. Key public health concepts, including: the demographic and epidemiological transitions, the burden of disease, the impact of key health conditions on individuals and on communities, and critical issues in the organization and delivery of health services.
2. The determinants of health and risk factors for conditions of importance to global health.
3. The burden of disease in various regions of the world, how it varies both within and across countries, and how the disease burden can be addressed in cost-effective ways.
4. The multi-directional links between health and social and economic factors.
5. The relation between health and equity.

*- Skills:* Students will be able to:

6. Apply the fundamental analytical tools needed to make a critical assessment of the health status of people in various countries, the determinants of their health, and how key health issues might be addressed in cost-effective, efficient, and sustainable ways.
7. Recognize the key actors in global health and the manner in which they can cooperate to address critical global health issues.
8. Identify future challenges in dealing with the unfinished agenda in global health

-Attitudes: Students will develop:

9. A global perspective to embrace the interconnectedness of health across countries and disciplines.
10. An understanding of the importance of addressing inequities in health
11. An awareness of their own responsibility and ability to improve public health

The following table summarizes how the program learning outcomes, course learning objectives, and assessment methods map to each other.

Program Learning Outcomes	Course Learning Objectives	Assessment of Learning Objectives
Demonstrate foundational knowledge of public health in relation to human cultures, history, science, and policy.	1. Understand global health, the demographic and epidemiological transitions, the burden of disease, the impact of key health conditions on individuals and on communities, and critical issues in the organization and delivery of health services	Quizzes and exams that assess student' understanding of these concepts  Development of a mini-research paper that appropriately uses these concepts
Identify health characteristics, determinants, and needs across diverse populations.	2. Understand determinants of health and risk factors for conditions of importance to global health.  3. The burden of disease in various regions of the world, how it varies both within and across countries, and how the disease burden can be addressed in cost- effective ways.  8. Identify future challenges in dealing with the unfinished agenda in global health.	Quizzes and exams that assess student' understanding of these concepts  Development of a mini-research paper that appropriately uses these concepts to analyze a global health issue from a critical perspective
Recognize ways to implement evidence-based approaches to public health issues in communities.	6. Apply the fundamental analytical tools needed to make a critical assessment of the health status of people	Development of a mini-research paper that appropriately uses these concepts to analyze a global

	<p>in various countries, the determinants of their health, and how key health issues might be addressed in cost-effective, efficient, and sustainable ways.</p> <p>7. Recognize the key actors in global health and the manner in which they can cooperate to address critical global health issues.</p>	<p>health issue from a critical perspective</p>
<p>Communicate public health issues with an emphasis on social justice and the core disciplines of public health.</p>	<p>4. Recognize the multi-directional links between health and social and economic factors</p> <p>5. Understanding the relation between health and equity.</p> <p>9. A global perspective to embrace the interconnectedness of health across countries and disciplines.</p> <p>10. An understanding of the importance of addressing inequities in health</p> <p>11. An understanding of their own responsibility and ability to improve public health.</p>	<p>Development of a mini-research paper that appropriately uses these concepts to analyze a global health issue from a critical perspective</p> <p>Development of a presentation to help lead class discussions about a global health issue</p>

Course Description

*Course Format:*

Interactive seminar course in which the instructor and students will engage in mutual learning while critically examining contemporary issues in global health. Instructor and students are

expected to bring all they can contribute to the course, preparing for each class with positive motivation.

Every week we will read papers and documents related to global health and its impact on people. We will cover the topics shown in the course calendar in the order listed. However, this list is tentative and it can be changed according to the interests of the participants. Class time will be mainly devoted to lectures, discussions, presentations, workshops and working groups.

Discussion will be led by instructor and one or two students responsible for all of the articles relevant to the discussion. Other participants will read the articles and come prepared to discuss them. Everyone participating in the class will take turns as presenters and we will cycle through the students as the semester progresses.

### *Course Elements and Requirements:*

#### 1. Course engagement:

Participation in class, group discussions and brief presentations on readings play a significant role in making the most out of the course. Every week, students will be asked to introduce critical issues related to the assigned readings and to contribute to the course presenting their arguments and asking questions.

##### a. Discussions

Each week participants will be expected to have read the assigned readings and be prepared to discuss them in class from their notes. Class participation is an opportunity to practice speaking and listening skills.

##### b. Leading discussions

Each participant will be responsible for giving at least one presentation to help lead the seminar discussions for the week. Each presentation should be about 5-10 minutes and the presentation should include critical arguments, original thoughts, reflections and questions to discuss in class. Therefore, the presentation should not just summarize the readings. The purpose of these leading discussions is in part to help participants hone their ability to detect and analyze an argument, as well as to present their own arguments for and against the argument.

#### 2. Service Learning:

All students will complete a minimum of 15 hrs of service learning. All service learning will be coordinated through the office of Student Life. At the end of the semester, students will turn in a reflection paper and timesheet.

##### a. Reflection paper: A brief (no more than 1 page, single spaced) written paper that includes the following:

##### a. A reflection of what is going well and / or what is not going well with your

service learning experience

- b. Any thoughts on how you might improve your experience for the remainder of the semester or what barriers exist to realizing the assignment's potential
  - c. Any examples that you have seen thus far which connect global health concepts with your experience in the community
3. Mid-Term exam: Students complete a one-hour, short answer and multiple-choice examination based upon the material covered in class.

#### 4. Final paper

In consultation with the instructor, each student will write a paper (7-10 page, double spaced) on a selected topic that includes the following:

Review both quantitative and qualitative research published in the past 5 years (2009 – 2013) that relate to your topic. The articles should represent research from different disciplines and include discussion of individual (e.g. psychological, biological), relational (i.e. family, peer, service provider) and structural (institutional, economic, legal, policy) issues.

Drawing on these articles:

- a. State the nature and scope of the global health issue (using statistics and findings from the articles)
- b. Describe the population(s) affected using relevant demographics, e.g. race/ethnicity, sex, age, sexual orientation, SES (income, education), geographic location, disorder or disability, institutional factors (e.g. hospitals, prisons, nursing homes)
- c. Provide a history and context of the global health issue
- d. Describe the risk factors for the problem
- e. Describe individual (e.g. psychological, biological), relational (i.e. family, peer, service provider) and structural (institutional, economic, legal, policy) impediments that the literature suggests contribute to and/or sustain the global health issue.
- f. Describe the economic and social consequences of the problem
- g. Discuss proposed or actual interventions in the literature for addressing the global health issue you have identified and described.
- h. Discuss few priority steps do you recommend be taken to address the problem and what is your rationale for these recommendations

References should be in APA format.

#### 5. Presentations

Each participant will be responsible for giving at least one presentation to help lead the seminar discussion about a global health issues with an emphasis on social justice. Each presentation should be about 5-10 minutes and the presentation can be based on the student's final paper. Each presentation should include either a power point presentation or a handout.

Required text and materials:

Required Texts

Reading for a particular class should be completed before coming to class The required texts are:

Skolnik, Richard. *Essentials of Global Health*. 1st Ed.

Farmer, Paul. *Reimagining Global Health: An Introduction*

Other Texts of Relevance

Birn, Pilay, and Holtz, *Textbook of International Health*, 3<sup>rd</sup> Edition

Levine, Ruth. *Case Studies in Global Health: Millions Saved*. 1<sup>st</sup> Edition

Jacobsen, Kathryn. *Introduction to Global Health*. 1<sup>st</sup> Edition.

Markle, William, Fisher Melanie, and Smego, Ray, eds. *Understanding Global Health*. 1<sup>st</sup> Edition

Merson, Michael, Black, Robert, and Mills, Anne, eds. *International Public Health Diseases, Programs, Systems and Policies*. 2<sup>nd</sup> Edition

Usdin, Shereen. *No Nonsense Guide to Global Health*. 1<sup>st</sup> Edition

Web References

Demographic and Health Surveys [www.measuredhs.com](http://www.measuredhs.com)

Disease Control Priorities Project, 2<sup>nd</sup> Edition [www.dcp2.org](http://www.dcp2.org)

Gapminder – resource for global health statistics and presentations <http://www.gapminder.org>

Global Health Council [www.globalhealth.org](http://www.globalhealth.org)

Global Health Education Consortium [www.Globalhalthedu.org](http://www.Globalhalthedu.org)

Global Health Facts <http://www.globalhealthfacts.org/>

Global Health Supercourse <sup>2</sup>	<a href="http://www.pitt.edu/~super1/">www.pitt.edu/~super1/</a>
Maps of the World	<a href="http://www.embassyworld.com/maps">www.embassyworld.com/maps</a>
The Global Fund To Fight Against AIDS, TB, and Malaria	<a href="http://www.theglobalfund.org/en/">www.theglobalfund.org/en/</a>
The Kaiser Family Foundation-online health policy resource for faculty and students	<a href="http://www.kaiseredu.org/">http://www.kaiseredu.org/</a>
The Lancet <sup>2</sup>	<a href="http://www.thelancet.com">www.thelancet.com</a>
The Lancet Student	<a href="http://www.thelancetstudent.com/category/global-health-resources/">http://www.thelancetstudent.com/category/global-health-resources/</a>
The Population Reference Bureau	<sup>2</sup> <a href="http://www.prb.org">www.prb.org</a>
The World Bank <sup>2</sup>	<sup>2</sup> <a href="http://www.worldbank.org">www.worldbank.org</a>
The World Health Organization	<a href="http://www.who.int">www.who.int</a>
UNAIDS	<sup>2</sup> <a href="http://www.unaids.org">www.unaids.org</a>
UNICEF <sup>2</sup> UNICEF – Statistics	<a href="http://www.unicef.org">www.unicef.org</a>
<sup>2</sup> United Nations Development Program	<a href="http://www.childinfo.org">www.childinfo.org</a>
USAID	<a href="http://www.undp.org">www.undp.org</a>
<sup>2</sup> USAID 2007 Mini-University	<a href="http://www.usaid.gov">www.usaid.gov</a>
<sup>2</sup> USAID Global Health elearning	<a href="http://www.maqweb.org/miniu/sessions.php">http://www.maqweb.org/miniu/sessions.php</a> <a href="http://www.globalhealthlearning.org">www.globalhealthlearning.org</a>
<sup>2</sup> US Centers for Disease Control and Prevention	<a href="http://www.cdc.gov">www.cdc.gov</a>

*Grading Determination and Policy:*

According to the University, the final grades that are allowed are: A, A- B+, B, B-, C+, C, C-, D, F and AF. The following grading scale applies to all undergraduate public health, health management and emergency management courses in the College for Public Health and Social Justice:

A	92-100	4.0
A-	90-91	3.7

B+	87-89	3.3
B	82-86	3.0
B-	80-81	2.7
C+	77-79	2.3
C	72-76	2.0
C-	70-71	1.7
D	60-69	1.0
F	Below 60	0.0

*Grade distribution (Assignments as percent of final grade):*

Discussions and Class Engagement	20%
Reflection paper	15%
Midterm exam	25%
Final Paper	25%
Final Presentation	15%

In addition, students are required to earn the following:

- Minimum grade of “C” in all 100- to 400-level BS in Public Health/Health Management, Emergency Management Major Courses
- Minimum grade of “B-” in all 500-level BS in Public Health/Health Management, Emergency Management Major Courses
- Minimum grade of “C-” in all remaining courses counting toward the total 120 hours

*Feedback on Assignments:* Timely feedback on assignments is needed in order to assure that students are aware of their progress. For midterm exam, reflection paper and presentations feedback will be provided within two weeks after the due date. For final paper, feedback will be provided within three weeks after the due date of the assignment. In the rare event that these deadlines cannot be met, students should be informed of the delay and the extra time needed in providing feedback.

*Attendance:* Regular class attendance is an important part of one’s undergraduate education in public health. Students are expected to attend all scheduled class meetings. In rare circumstances (e.g. illness, accident, death in one’s family), absences will be excused. However, if a student misses more than seven (7) hours of a three-credit course, s/he may be asked to withdraw from the course and re-take it at a different time. Unauthorized absence is a serious matter and must be resolved to the satisfaction of the instructor before a final grade will be issued.

Examinations are to be taken and assignments are to be submitted as scheduled. Students will adhere to all provisions for make-up examinations and guidelines for the acceptance of late assignments established by the instructor of each course.

Late work: All assignments are to be turned in by the deadline. Assignments turned in late will be penalized; grades shall be reduced by 20% per day of delay.

### Student Conduct and Expectations:

Please do not use laptops and cell phone during class; they are sources of distraction and their use will hinder the active participation and fruitful discussion. The only time that computers may be used in class is during the writing workshop sessions.

### Academic Integrity Expectations and Policy

Refer to the Google site for academic resources at <https://sites.google.com/a/slu.edu/pdf-host-site/policies-and-procedures> for the module and policy. Note, you are responsible for completing the academic integrity module during your first semester. If you do not complete it, you will not be allowed to register for courses. Violation of Academic Integrity expectations and/or the Honor Code Pledge may result in severe consequences/penalties, up to and including expulsion.

All students enrolled in the College for Public Health and Social Justice courses are also expected to abide by and uphold Saint Louis University's Policy on Academic Integrity and Ethics. This policy can be found at the Google site for academic resources at <https://sites.google.com/a/slu.edu/pdf-host-site/policies-and-procedures>.

### Policy on Style for Citation and Plagiarism

For the policy on style and plagiarism, please refer to the Google site for academic resources at <https://sites.google.com/a/slu.edu/pdf-host-site/policies-and-procedures>. Plagiarism is a serious violation of the academic honesty policy of the College for Public Health and Social Justice. If a student plagiarizes others' material or ideas, s/he may receive an "F" in the course. The instructor may also file a complaint with the Associate Dean for Academic Affairs, who will investigate and possibly bring it to a hearing, per College Academic Integrity policy.

### Student Support Services:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331; 977-3484) or by going to: [www.slu.edu/success](http://www.slu.edu/success)  
Appointment can be made online at: <https://www.slu.edu/student-success-center>

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 977-3484 or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

### Writing Services

Students are strongly encouraged to take advantage of the writing services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with any kind of writing project, multimedia project, and/or oral presentation. They offer one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. To learn more about the writing center, call 977-3484 or visit: <http://www.slu.edu/academic-support/university-writing-services>

## Course Calendar

Class Meeting (optional)	Date	Course learning objectives	Topics	Readings	Other Assignments
1	9/2 T	----	I. Introduction & Overview	Course Syllabus Introductions: "Writing a Resume" Setting the scene: <a href="http://www.youtube.com/watch?v=C6Bxp1S2rbo">http://www.youtube.com/watch?v=C6Bxp1S2rbo</a>	Think about something you'd like to contribute in this course...
2	9/4 R	#1, #9, #10, #11	II. Framing the course: Global Health Education	Frenk, J., et al. (2010). Health Professionals for a New Century: Transforming education to strengthen health systems in an interdependent world. <i>Lancet Commission on Global Education. The Lancet</i> , 6736(10), 61854-5.	Think about how you can use this course to become a transformative agent.
3	9/9 T	#1, #5, #9	III. Conceptualizing global Health	"The principles and goals of global health". Skolnik, Richard. <i>Essentials of Global Health</i> "Introduction: A biosocial Approach to Global Health". Farmer, Paul. <i>Reimagining Global Health: An introduction.</i> Koplan et al, Toward a Common Definition of Global Health, <i>The Lancet</i> , Vol. 373, Issue 9679, pages 1993-1995	Identify a global health issue in the media and scientific literature
4	9/11 R	#4, #5, #8	IV. Globalization and health	Mittleman. <i>Globalization: An ascending paradigm?</i> Huyien, M., Martens, P., and Hilderick, H. (2005). The health impacts of globalization: a conceptual framework	Think about what is your global health priority

				Martens, P., Akin, S., Huynen, M, Raza, M. (2010). Is globalization healthy?	Select a service learning setting
5	9/16 T	#4, #7, #9	IV. Global Health priorities and the Millennium Development Goals	<p><i>"Global Health Priorities for the early 21<sup>st</sup> Century"</i>. Farmer, Paul. Reimagining Global Health: An introduction.</p> <p><i>Health in the post-2015 Agenda</i>. Report of the Global Thematic Consultation on Health. April 2013. The World we want. United Nations (2013).The Millennium Development Goals Report. <a href="http://www.un.org/millenniumgoals/">http://www.un.org/millenniumgoals/</a></p>	Prepare leading discussion
6	9/18 R	#1, #4, #7, #8, #9	V. Global Health Governance	<p>Frenk, J. (2013). Governance Challenges in Global Health.</p> <p>Lee, K. (2009). Bridging the divide: global governance of trade and health</p> <p><i>"Health for all? Competing theories and geopolitics"</i>. Farmer, Paul. Reimagining Global Health: An introduction.</p>	Prepare leading discussion
7	9/23 T	#1, #6, #7, #9	VII. Health Systems	<p><i>"An introduction to health systems"</i>. <i>Skolnik, Richard</i>. Essentials of Global Health Everybody's business. Strengthening Health Systems to improve health outcomes. WHO's Framework for action</p> <p>Reynolds, S. "I wish I had AIDS"- Three periods in Uganda Health Systems</p> <p><i>Alma-Ata Declaration</i></p> <p><i>Cueto, M. (2004)</i>. The ORIGINS of Primary Health Care and SELECTIVE Primary Health Care</p>	Prepare leading discussion
8	9/25 R	#1, #2, #3, #8	VIII. Epidemiological transition Measuring health status	<p>McKeown, R. E. (2009). The Epidemiologic Transition: Changing Patterns of Mortality and Population Dynamics.</p> <p>Meyrowitsch, D. W. (2007). Global burden of disease – a race against time</p> <p>Murray, C.J (2013). Measuring the Global Burden of Disease</p>	Prepare leading discussion

				<p>Murray, C.J, et al. (2012). Disability-adjusted life years (DALYs) for 291 diseases and injuries in 21 regions, 1990—2010: a systematic analysis for the Global Burden of Disease Study 2010</p> <p>“Critical perspectives on metrics of disease”. Farmer, Paul. Reimagining Global Health: An introduction.</p>	
9	9/30 T	#1, #2, #3, #8	IX. The social determinants of health	<p>The Report of the WHO Commission on the Social Determinants of Health – led by Michael Marmot, World Health Organization</p> <p><a href="http://www.who.int/social_determinants/thecommission/finalreport/en/index.html">http://www.who.int/social_determinants/thecommission/finalreport/en/index.html</a></p>	Prepare leading discussion
10	10/2 R	#6, #9	X. Social approaches for Global Health	<p>Kleinman, A.(2010). Four Social Theories for Global Health. <i>Lancet</i> 375(9725), 1518-9.</p> <p>“Unpacking Global Health: Theory and Critique”. Farmer, Paul. Reimagining Global Health: An introduction.</p>	Prepare leading discussion
11	10/7 T	#10, #11	XI. Ethics and Human Rights in Global Health	<p>Farmer, P. (2005). Rethinking health and human rights: Time for a paradigm shift. Pathologies of power: Health, human rights, and the new war on the poor (pp 213-256). Berkley, CA: University of California Press.</p> <p>Ethical and Human Rights Concern in Global Health. Skolnik, Richard. Essentials of Global Health</p> <p>The Right to Health. WHO.</p> <p>Values and Global Health. Farmer, Paul. Reimagining Global Health: An introduction.</p>	Prepare leading discussion
12	10/9 R	#5, #9	XII. Culture and Global Health	<p>Culture and Health. . <i>Skolnik, Richard</i>. Essentials of Global Health</p> <p>Bhopal, R., Donaldson, L. (1998). White, European, Western, Caucasian, or what? Inappropriate labeling in research on race, ethnicity, and health. <i>American Journal of Public Health</i>, 88(9).</p> <p>Cultural adaptation of birthing services in rural Ayacucho, Peru Sabina Gabrysch,</p>	Prepare leading discussion

				Claudia Lema, Eduardo Bedriñana, Marco A Bautista, Rosa Malca, Oona MR Campbell & J Jaime Miranda. This is in the Bulletin of the World Health Organization, 2009	
13	10/14 T		Midterm Exam		<b>Midterm Exam</b>
14	10/16 R	#4, #5, #9	XIII. Global Health and population development	Health Education, Poverty and the Economy. <i>Skolnik, Richard</i> . Essentials of Global Health Other readings: TBD. Guest speaker: Adhi Wongkhieo	Prepare leading discussion
15	10/21 T	#4, #7, #8	XIV. Environmental Health and Climate Change	<i>The environment and Health. Skolnik, Richard</i> . Essentials of Global Health Cairncross, S. et al. (2010). Water, sanitation and hygiene for the prevention of diarrhea.  WHO. Preventing Disease through healthy environments: Towards an estimate of the environmental burden of disease.  Summary for Policymakers. In: <i>Climate Change 2013: The Physical Science Basis. Contribution of Working Group I to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change</i> [Stocker, T.F., D. Qin, G.-K. Plattner, M. Tignor, S.K. Allen, J. Boschung, A. Nauels, Y. Xia, V. Bex and P.M. Midgley (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.	Prepare leading discussion  <b>Reflection paper due</b>
16	10/23 R	#5, #9	XV. Nutrition, Food security and Global Health	Nutrition and Global Health. <i>Skolnik, Richard</i> . Essentials of Global Health <i>APHA. Toward a Healthy, Sustainable Food System</i> FAO Basic definitions of Hunger  FAO. (2013). The State of Food Insecurity in the World.	Prepare leading discussion

				The growing problem. 2010. Nature	
17	10/28 T	#1, #2, #8	XVI. Infectious Diseases	Communicable Diseases. <i>Skolnik, Richard. Essentials of Global Health</i> 2012 Global Report on the Global AIDS Epidemic WHO. 2012. World Malaria Report The challenge of emerging and re-emerging infectious diseases, Morens, Folkers, and Fauci, Nature Volume 430, 8 July 2004, <a href="http://ih.stanford.edu/emerging%20diseases%20-%20nature.pdf">http://ih.stanford.edu/emerging%20diseases%20-%20nature.pdf</a>	Prepare leading discussion
18	10/30 R	#6	XVII. Critical Thinking in Global Health Issues	Workshop: Finding sources. Global Health Websites. In-Class exercise: Refining the research topic.	<i>Mini-research paper part: Topic of interest</i>
19	11/4 T	#1, #2, #8	XVIII. Non-Communicable Diseases	<i>Non-Communicable Diseases. Skolnik, Richard. Essentials of Global Health</i>  Demaio, A.R. (2013). Exploring knowledge, attitudes, and practices related to alcohol in Mongolia: a national population-based survey.  Bonita, R. (2013). Country actions to meet UN commitments on non-communicable diseases: a stepwise approach.  Alleyne, G. (2013). Embedding non-communicable diseases in the post-2015 development agenda.  WHO. Global status report on noncommunicable diseases 2010 <i>Description of the global burden of NCDs, their risk factors and determinants</i>	Prepare leading discussion
20	11/6 R	#6	XVII. Critical Thinking in Global Health Issues (cont.)	Workshop: Essential notions on critical thinking.  In-Class exercise: Identifying positions on a global health issue. Consider possible approaches to your topic.	<i>Mini-research paper part: Background and</i>

					<i>Significance</i>
21	11/11 T	#1, #5, #10, #11	XIX. Mental Health and Disabilities	<p>Grand challenges in global mental health. 2011. Nature.</p> <p>Drew, N. et al. (2011). Human rights violations of people with mental and psychosocial disabilities: an unresolved global crisis.</p> <p>United Nations (2006). Convention on the Rights of Persons with Disabilities.</p> <p>WHO (2002). Towards a Common Language for Functioning, Disability and Health. ICF. WHO Press: Geneva.</p>	Prepare leading discussion
22	11/13 R	#6	XVII. Critical Thinking in Global Health Issues (cont.)	<p>Workshop: Assessing evidence: credibility and relevance</p> <p>In-class exercise: Forming a thesis statement</p>	<i>Mini-research paper part: Objectives and Thesis statement</i>
23	11/18 T	#1, #5, #10, #11	XX. Sexual and Reproductive Health	<p>Women's Health. Child Health. . Skolnik, Richard. <i>Essentials of Global Health</i></p> <p>Thaddeus S, Maine, D. (1994 ). Too Far to Walk: Maternal Mortality in Context. <u><i>Soc Sci Med.</i></u>, 38(8):1091-110.</p> <p>Ronsmans, C., Graham, W.J.(2006). Maternal mortality: who, when, where and why. Lancet; published online Sept 28. DOI:10.1016/S0140-6736(06) 69380-X</p> <p><i>Robert E Black, Saul S Morris, Jennifer Bryce (2003). Where and why are 10 million children dying every year?</i></p> <p>Flenady, V. (2011). Stillbirths: the way forward in high-income countries</p>	Prepare leading discussion
24	11/25	#6	XVII. Critical	Workshop: Assessing arguments	<i>Mini-research</i>

	R		Thinking in Global Health Issues (cont.)	In-class exercise: Structure of an academic paper	<i>paper part: Obstacles to overcome the global health issue and implemented measures attempting to overcome the global health issue.</i>
25	11/27 T	#1, #5, #7, #10, #11	XXI. Migration and Refugees	<p>Sexual Violence and Migration. 2010. Medecins Sans Frontiers MSF (2013)Violence, Vulnerability and Migration.</p> <p>Steel, Z. (2006). Impact of immigration detention and temporary protection on the mental health of refugees</p> <p>Ruiz Beltran. (2001). THE SOCIO-ECONOMIC AND CULTURAL IMPEDIMENTS TO WELL-BEING ALONG THE US-MEXICO BORDER</p> <p>Toole, M.J. and Waldman, R.J. (1997). The public health aspects of complex emergencies and refugee situations. <i>Annual Review Public Health, 18, 283-312.</i></p> <p>Leve, B.S. Levy and Sidel, V.W. (2009). Health Effects of Combat: A life-course perspective. <i>Annual Review Public Health, 30, 123-33.</i></p>	Prepare leading discussion
26	12/2 R	#6	XVII. Critical Thinking in Global Health Issues (cont.)	<p>Workshop: Developing your own arguments</p> <p>In class exercise: building a conclusion</p> <p>In-Class exercise: 1<sup>st</sup> draft peer-review.</p>	<i>Mini-research paper part: Conclusion</i>

27	12/4 T	#1, #5, #7, #10, #11	XXII. Injuries and Emergencies	Unintentional Injuries. Skolnik, Richard. <i>Essentials of Global Health</i>  Gunnel, D. (2007). The global distribution of fatal pesticide self-poisoning: Systematic review  WHO. 2013. Global Status Report on Road Safety.  Farmer, P. (2011) Haiti After the Earthquake.	Power point presentation due  Prepare leading discussion
28	12/9 R	#6, #10, #11	Students' presentations	----	
29	12/11 T	#6, #10, #11	Students' presentations	----	
30	12/16 R	Exams			Final paper submission
31	12/18	Exams			

\*\*\*\*\* This syllabus is subject to change with notice \*\*\*\*\*