



SAINT LOUIS UNIVERSITY
MADRID

PUBH 2100 M01: Introduction to Global Health
Fall 2017

Class Days and Time: TR, 2:30-3:45

Classroom: PRH-10

Prerequisite(s): TTT

Credit(s): 333

Instructor: Elvira Pérttega Andía

Instructor's Email: elvira.pertega@slu.edu

Instructor's Campus Phone: 91 554 58 58, ext. 216

Office: PAH-301

Office Hours: TR, 1:45-2:30; 3:45-4:00

Course Description:

This course introduces students to the concepts of public health by tracing its historical evolution. By using classic public problems and their resolutions, the philosophy, values and mission of public health are examined. The trends in global health such as epidemic responses, disease-specific programs, funding mechanisms, and capacity-building are discussed.

Course Goals and Student Learning Outcomes: At the end of the course, students will:

- 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
- Understand determinants of health and risk factors for conditions of importance to global health.
- 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.
- Identify future challenges in dealing with the unfinished agenda in global health.
- 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.
- Recognize the key actors in global health and the manner in which they can cooperate to address critical global health issues.
- Recognize the multi-directional links between health and social and economic factors
- Understanding the relation between health and equity.
- A global perspective to embrace the interconnectedness of health across countries and disciplines.
- An understanding of the importance of addressing inequities in health
- An understanding of their own responsibility and ability to improve public health.

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose anonymized representative examples of student work from all courses and programs is kept on file, such as assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises.

Thus, copies of student work for this course, including written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes. If students prefer that Saint Louis

University - Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.

Required Texts and Materials:

Reading for a particular class should be completed before coming to class. All articles will be available through Blackboard Learn.

Attendance Policy:

Course Requirements and Grading Rationale/System:

1. Course engagement

Participation in class discussion and activities is essential for meeting the objectives for this course. We are all teachers and learners in this course. Articulating your ideas and both giving and receiving feedback on ideas allows students to synthesize and interpret information as well as critically reflect on topics discussed in class. 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. The course uses the notion of students as a “community of learners” as its foundation. As such, each class member (including the instructor) is expected to participate in learning, teaching, and project planning as the semester unfolds. This not only assumes pre-preparation, but also active engagement. Each student is responsible for filling a “participation diary”, so each day of class the student will write on a notebook the following: date, attendance, punctuality, readings prepared, assignment submitted (if applicable), use of cell phone, questions, comments, problematic issues, action to solve the problem. The participation diary will be used to grade the “class engagement” component and will be submitted to the instructor on the Midterm Exam date and Final Exam date.

a. Assignments for discussions (reflective notes)

Each week participants will be expected to have read the readings and respond to the assigned questions to be prepared to discuss them in class from their “reflective notes”. In their notes, students should include short arguments based on the readings and at least two new questions to discuss in class. Students should give a hard copy of their notes to the instructor at the beginning of every class session. Students’ reflective notes will be graded using a “check-minus,” “check,” or “check-plus” format. Reflective notes receiving a “check-minus” are those that appear to be written hastily, without much thought given to the course readings and set a self-explanatory question. Reflective notes receiving a “check” are those that review course readings and set a pertinent question. Reflective notes receiving a “check-plus” are those that review course materials and set a debatable question. 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 10-20 minutes and the presentation should include an introduction of the selected global health topic, critical arguments, original thoughts, reflections and questions to discuss in class. Therefore, the presentation should not just summarize the readings. The format is free. 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. Students should meet with the instructor during office hours at least once a week prior to the leading discussion.

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. An analysis of the observed activities and service institution in light of a theoretical approach explored in class.
- c. 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
- d. A critical analysis that connects your experience with theoretical approaches of global health. Please devote particular attention to explaining the structural and historical context that affects the areas you are working in and be creative in choosing the language you use to describe the issue. Please also propose policy level changes that would help address the issues you are working with. For example:
 - i. Explain how does this experience connect to the social determinants of health or human rights approach
 - ii. Make an argument for how this experience connects to larger issues at the state, federal, or global level (e.g., resource allocation)?
- e. Any examples that you have seen thus far which connect global health concepts with your experience in the community

The reflection should be submitted on Blackboard. Please name the document Lastname_Firstname_Reflection.doc.

3. Mid-Term exam

All questions will be short answer. Those who do the readings, pay attention during the discussion, and do a moderate amount of studying will be sufficiently prepared to take this exam. Material that comes up during class discussion but was not covered in the required readings may appear on the exam.

4. Final paper

The Final Paper is each student's chance to explore an important issue regarding global health. The primary emphasis of the paper should center on the topic's relation to the global context.

The process of writing the paper will be emphasized in this course. The process will be 5 steps:

a) Topic selection

Students are expected to think of at least two topics that are of interest to them that fit with the subject of the course. Students are then expected to set up a meeting with the professor to discuss the potential topics. Students should come to the meeting with at least two topics in mind and be ready to discuss why those particular topics are of interest to them.

The deadline for this assignment is **Tuesday, October 17th**.

b) Annotated bibliography

Students will construct an annotated bibliography for their assignment. Appropriate sources include books, scholarly articles, professional essays, and periodicals. There should be at least 7 sources and annotations should be 3-5 sentences in length. They must indicate the general theme of the work and its relevance to the selected topic. References for each source should be in APA format.

This document should be saved as Lastname_Firstname_Bibliography.doc. It is due at 5:00 pm on **Thursday, November 16th**. Please submit it through SLU Blackboard Learn.

c) Outline

Students will construct a detailed outline for their paper. The outline must demonstrate a) a grasp of the specific issues that will be examined, b) structure which presents information clearly and fairly, and c) an understanding of the topic's justice-related themes. The outline should give a clear indication that the student knows where the paper is going before he/she begins writing. The outline should not exceed one single spaced page.

The suggested outline for the paper includes all of the required elements:

- Identification/description of your topic
 - Why is this topic a Public Health issue?
 - Why is this topic a Social Justice issue?
- Description of current information available about the topic and what sources this information comes from (e.g., public health articles vs ethics articles vs media sources vs policy articles vs information you have gained through social networks).
- Identification of potential biases and gaps in the currently available information and a description of how you *would* pursue additional information about the topic (e.g., community needs assessment, exploration of other data sources, key informant interviews, etc.). You are not expected to pursue these additional sources of information for this paper. However, if you have chosen a topic that is of long-term interest to you, this portion of the paper may be helpful to you in the future as a work plan.
- Description of what kind of leadership role *you could play* in the future regarding this issue. Speak in detail to your personal leadership strengths, characteristics, and skill sets. You may also speak to your goals for personal growth and development related to your leadership and vocational pathway. Be realistic but bold. Or as we say in the professional world, set a “stretch goal.”
- Description of the kind of team you would need to work with to address this issue with a focus on complementary leadership strengths, characteristics, and skill sets.
- Any concluding observations or next steps.

This document should be saved as Lastname_Firstname_Outline.doc. It is due at 5:00 pm on **Tuesday, November 7th**. Please submit it through SLU Blackboard Learn.

d) Draft with peer review

The instructor will create groups of 3 students. Each student will complete their own draft AND review the other two students' papers. Drafts are due on **Thursday, November 23rd** at 5:00 pm. Please submit it through SLU Blackboard Learn and distributed directly to your peer reviewers. This document should be saved as Lastname_Firstname_Draft.doc.

Peer reviewers will provide constructive feedback to the author via the “comments” function in Microsoft Word that specifically identifies the name of the reviewer or in a one page document of comments. Feedback should focus on the substance of the paper. Feedback needs to be specific. Peer reviewers will be assessed on the quality of their review. This document should be saved as Lastname_Firstname_PeerReview.doc. Each student should turn in his/her peer reviews on Blackboard and provide them to the author. This assignment is due **Thursday December 7th by 5PM**. If a student is late completing and distributing their draft, that student will have points taken off the final paper. Peer reviewers will still need to complete a review, but the degree of time constraint will be taken into account.

e) Final paper

The final paper is to be no more than 6 pages **not including** the title page and endnotes (double-spaced, 12-point font, 1-inch margins). Students should use endnotes in APA format. The paper should have a title page and should contain topic headings.

This document should be saved as Lastname_Firstname_FinalPaper.doc. It is due on **Monday, December 18th by 3pm**. Please submit it on Blackboard.

Final Presentation

Each participant will be responsible for giving about the global health issue with an emphasis on social justice that he/she has been researching throughout the course. 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.

Grade	Range	GPA	Grade	Range	GPA
A	92-100	4.0	C+	77-79	2.3
A-	90-91	3.7	C	72-76	2.0
B+	87-89	3.3	C-	70-71	1.7
B	82-86	3.0	D	60-69	1.0
B-	80-81	2.7	F	<60	0.0

Grade distribution (Assignments as percent of final grade):

Class engagement	10%
Reflective notes	10%
Leading Discussions	10%
Reflection paper	15%
Midterm exam	20%
Final Paper	20%
Final Presentation	15%

E-mail: Campus and course announcements will often be handled by e-mail. Students should check their “@slu.edu” e-mail regularly.

University Statement on Academic Integrity: Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office [website](#) at:. Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

University Title IX Statement: Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multiplettherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-

1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

Students with Special Needs: 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 Academic Dean's Office (San Ignacio Hall) or by going to <https://www.slu.edu/madrid/academics/student-resources>.
- Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

(IF APPLICABLE): Mandatory Trips/Activities: Students enrolled in this class must participate and make payment for all mandatory trips/activities. The prices posted on the web are approximate; and the final price will be based on the number of students enrolled on the last day of the Add/Drop period. All students, including those who withdraw from the class after this date, are required to pay these fees, which are non-refundable, unless the trip is cancelled due to low enrollment. Please review SLU-Madrid's trip policies, available on-line.

Fall 2017 Course Schedule:

Tuesday, September 5	Introduction to concepts of public health
Thursday, September 7	Education for global health in the 21 st Century
Tuesday, September 12	Conceptualizing global Health
Thursday, September 14	Essential concepts and measures in global health
Tuesday, September 19	Historical roots of Global Health
Thursday, September 21	From Alma-Ata to MDGs until SDGs
Tuesday, September 26	Global health governance and Philantropiccapitalism
Thursday, September 28	Social determinants of health
Tuesday, October 3	Social approaches to GH
Thursday, October 5	Health Care Systems-Universal Health Coverage
Tuesday, October 10	Values in Global Health
Tuesday, October 17	Midterm Exam
Thursday, October 19	Critical Thinking in GH Issues Workshop: Finding sources. Global Health Websites Midterm Grades Due.
Tuesday, October 24	Urbanization, water and sanitation* Nutrition and food security*
Thursday, October 26	Critical Thinking in GH Issues II Workshop: Essential notions on critical thinking.
Tuesday, October 31	Infectious diseases: Neglected tropical diseases, HIV/AIDS, Malaria and TBC*
Thursday, November 2	Critical Thinking in GH Issues III Workshop: Assessing evidence: credibility and relevance Spring Registration Opens!
Tuesday, November 7	Non-communicable diseases and double burden of disease*

Thursday, November 9	University Closed
Tuesday, November 14	Guest Speaker: Francisco Amaro (TBC)
Thursday, November 16	Critical Thinking in GH Issues V Workshop: Developing your own arguments
Tuesday, November 21	Mental Health and Disabilities *
Thursday, November 23	Sexual and reproductive health and rights*
Tuesday, November 28	Migration, Refugees and Internally displaced populations*
Thursday, November 30	Disasters and emergency health*
Tuesday, December 5	Maternal and Child Health*
Thursday, December 7	Aging populations and Elderly Care*
Tuesday, December 12	Indigenous populations and health*
Monday, December 18	Final Exam- 12:00-15:00