

**Mel and Enid Zuckerman College of Public Health
University of Arizona**

CPH 433: Global Health, Course Syllabus – Spring 2013

Time & Location: Friday, 9:00am – 11:50am, Roy Drachman Hall, RmA114

Instructor: Karen A. Heckert, PhD, MPH, MSW
Health Promotion Sciences Division & Global Health Institute
kheckert@email.arizona.edu (520)-626-3877 (office)
Office Hours: Thursdays 10:30am-12:00pm, Room A212 – 2nd Floor Drachman Hall
Students are requested to email the instructor to make an appointment.

MPH Student TAs: Raquel Bravo-Clouzet, rbravo1@email.arizona.edu, Desk #4, 2nd Floor
Office Hours: Wednesday 3:00-4:00pm
Lauren Holcomb, lholcomb@email.arizona.edu, Desk #3, 2nd Floor
Office Hours: Mondays 12:30-1:30pm

Required Prerequisites: CPH 200, CPH 309, and CPH 350

Required text: Global Health 101, Richard Skolnik, August 2011, Essential Public Health, Series Editor:
Richard Riegelman, Jones & Bartlett Publishers
Available at the UA Bookstore or on Amazon.com

Other Required readings: Peer reviewed journal publications & documents from Global Health organizations such as the World Health Organization are posted on D2L for each weekly reading assignment.
<http://d2l.arizona.edu/> Other required readings may be shared in class or posted on D2L.

Supplemental readings: Additional readings are posted on D2L and labeled 'supplemental'.

Course Objectives: Upon successful completion of this course students will be able to:

1. Present the history, trends and organization of global health.
2. Know the eight global MDGs and 15 global targets.
3. Describe the social, political, economic factors, e.g. social determinants of health as well as community development factors that support and/or inhibit population health in developing country environments.
4. Identify the effects of gender, race, ethnicity and culture on beliefs, attitudes and behaviors related to health, access to health services & the distribution of health resources.
5. Outline the basic demographic & epidemiologic tools used to assess health status and to determine health priorities.
6. Describe the delivery of primary health care, access to services in different parts of the world and the impact of health care systems in the developing world.
7. Know the significance of the collection, utilization and dissemination of health information and data, including the importance of evaluation for effective planning, decision making and service delivery.
8. Discuss the factors that promote (and prevent) infection, parasitism and/or clinical disease.
9. Describe evidence-based strategies that 'work' to prevent and control disease vectors & other infectious diseases.

10. Describe evidence-based strategies that 'work' to prevent risk factors associated with non-communicable or chronic disease.
11. List and describe methods used to assess child growth and development.
12. Describe factors that affect the health and well-being of women and children in resource limited environments.
13. Demonstrate near-expert knowledge of 1 country's population health, the country's health system, and the country's prospects for meeting (or exceeding) the Millennium Development Goals (MDGs).

Course Description:

This course introduces and examines major health & health-related challenges of developing, resource-constrained and emerging nations, and discusses how individual countries and global health partners are finding solutions to address these challenges. Students will study and analyze a variety of health priorities among different populations, cultural settings and health systems in relation to global health goals and partnerships. Global health as an area of study has grown tremendously in recent years. Formerly the primary focus in international health of industrialized nations was to assist 'poor' countries address their health care challenges. Today, there is a new range of global health threats and challenges with implications far beyond national boundaries. As advances in medicine and public health increase life expectancy in countries throughout the world, all populations increasingly share common risks of heart disease, diabetes, cancers, mental and neurological illness in addition to emerging and re-emerging infectious diseases. Global Health reflects the notion of shared health problems as well as shared health solutions. Indeed, issues of global health are interconnected with the most demanding cultural, socio-economic, physical and biological stressors of our time. These issues lie at the nexus of achieving and sustaining social, human and economic development, and health equity requiring the best of interdisciplinary, multidisciplinary and trans-disciplinary methods and evidence-based strategies, including vigilance in cultural competence.

Mel & Enid Zuckerman College of Public Health MPH Competencies:

This course addresses the discipline-specific competencies of the Association of Schools of Public Health (ASPH) for undergraduate training in public health listed below. This course also addresses a number of **global health competencies** that include Capacity Strengthening, Collaborating and Partnering, Ethical Reasoning and Professional Practice, Health Equity and Social Justice, Program Management, Socio-cultural and Political Awareness and Strategic Analysis <http://ssph.fiu.edu/docs/DomainsandCompetenciesOnly.pdf>

BSPH Major in Public Health competencies (CPH433 addresses 9 of the 15 core competencies):

1. Describe the historical development of public health systems and their role in society.
2. Use epidemiological principles to describe and analyze causes of disease and illness.
3. Appropriately incorporate determinants of health (environmental, social, cultural, behavioral and biological) when studying the causation of disease and access to health services.
4. Provide a biological description for the major causes of communicable diseases and their pathology.
5. Provide an environmental description for the major causes of communicable and non-communicable diseases and their pathology.
6. Write appropriately for an entry level position in the field of public health.
7. Analyze how personal health, community health and sexuality are related.
8. Describe and compare health care issues between low-income, middle-income and high-income countries.
9. Identify individual and community behavioral health theories and their use in public health practice.

Course Format:

The course will be presented in lecture and discussion format and includes guest lectures, selected videos, case studies and regional team group activities. Students are expected to read all assigned Chapters in the Skolnik textbook - **Global Health 101 PRIOR to every class session**. Students are also expected to select & read other required readings listed on D2L to fulfill the course writing assignments, including the Analysis Papers and the Country & Regional Group Work assignments.

Students should be prepared to thoughtfully discuss the content of the required Skolnik chapters in class and during the graded Regional Group Work sessions. ALL class assignments are based on information from the Skolnik chapters, the other required readings in D2L, the power point presentations by the Instructor and Guest Lecturers, student presentations, video selections, and the Regional Group Work exercises.

Please NOTE: Students are required to read D2L ‘news’ regularly. The instructor posts weekly updates on D2L ‘news’ often more than once a week. If students do NOT read D2L ‘news’ they will miss important announcements that will affect their grades.

Student Performance Expectations/Assignments ~ Point System:

Student learning will be assessed using several different performance outputs to accommodate variations in individual learning styles. In addition, all students may elect to earn BONUS points; 1) on the mid-term exam, 2) by presenting in class and 3) by winning the final Country Poster Competition at the end of the semester. The midterm exam will be an in-class on-line examination. The ‘final assignment’ is a Country & Regional Portfolio, see details below. Students are responsible for checking their points for each assignment as they are entered on D2L. After points are entered onto D2L, students have **seven days** to verify the accuracy of their points with the instructor. **Once 7 days have passed, the points entered are considered final.**

Points	Assignments
80	(1) ONE 2-page Country Background & Analysis Paper – WEEK 2 – ALL STUDENTS (20 points) (2) FOUR 1-page Analysis Papers: 4 analysis papers (15 points each x 4 papers = 60 pts)
20	(3) Multiple Choice Questions: 1 MCQ question x 10 classes (2 pts x 10 weeks)
60	(4) Country & Regional Group Work: 5 group activities (30 pts individual + 30 pts regional team) Individual Country pre-class work - 6 points (5 activities x 6 pts = 30 pts total individual) Regional Team in-class work – 6 points (5 activities x 6 pts = 30 pts total team)
40	(5) Pop Quizzes: 2 quizzes @ 20 points each (20 points x 2 quizzes)
80	(6) Midterm: 2 hrs in class, multiple choice & short answer & long-answer formats (on-line)
50	(7) Final Assignment: Country & Regional Portfolio (1. Country poster - 20 pts, 2. Regional Team ppt & in-class presentation - 20 pts, 3. MSWord doc - 4 analysis papers 10 pts)
Total: 330	Grades: A ≥ 90%; B 80%-89%; C 70%-79%; D 60%-69%; E ≤ 60%
Bonus Points	<ol style="list-style-type: none"> 22 Class Presentations: 10 points – 2 students each week (2 x 11 wks) Social Justice Symposium: 10 points – Personal & Professional Reflection Up to 10 bonus points for extra long-answer question on the mid-term. Country Poster competition winners! # of bonus points to be announced

Class Attendance - All students are required to attend all scheduled classes – **the entire class session.**

Students with more than 1 absence (excused or unexcused) will be penalized with a reduction of **five percentage points** from their final grade for each additional absence. In other words, no more than 1 excused or unexcused absence. After 1 absence, students start to lose points. (Example: Final grade earned is 90. If the student has 2 unexcused absences, the grade changes; 90 (A) - 4.5 (5%) = 85.5 (B). A student could lose an entire letter grade! We do not want this to happen and neither do you! Students who are not in class, who are not excused prior to class and who miss a pop quiz or miss in-class group activity or who do not submit their analysis paper by 9am or their MCQs by 9am because she/he is absent will not receive points for these performance outputs. Students with ONE excused absence must submit their MCQs to their TA before class & their AP by 9am for the class for which they are excused. Attendance will be verified each week. **Please NOTE: Students risk missing critical information if they arrive late or leave early from class.**

WEEK ONE: Friday, January 11th: SIGN-UP!

TA Assignments: Each student will be assigned to 1 of the 2 TAs for the duration of the course to facilitate access & communication. All students are welcomed to also email and/or meet with the instructor.

Country & Regional Assignments: Students will be assigned to a country & one of 7 regions. Each student will become an ‘expert’ in his/her country throughout the semester as they write their Analysis Papers, prepare pre-class country work and work with their regional teams on group work exercises.

Analysis Papers Sign-up: There are 9 Global Health topics from Weeks 3 – 13 from which students will select to write FOUR Analysis Papers.

BONUS Points:

Class Presentations Sign-up: (up to 10 points) We would like to schedule TWO student presentations per week for Weeks 2-8 & Weeks 11,13,& 14.(11 class sessions) There are ONLY 22 opportunities to provide a class presentation!! First come! First Serve!! Sign up on WEEK 1. The **5 slide** – 7 minutes timed PowerPoint presentations will be based on ONE Analysis Paper selected by the student and presented on the same week as the selected topic. The class presentation will summarize a required reading selected for the Analysis Paper and will follow the same grading rubric as for the Analysis Papers. SEE ANALYSIS PAPER Grading Rubric below. Remember, the Analysis Papers all include country-specific information. ADD 1 more peer reviewed article about your country (e.g. cite at least 2 peer reviewed articles on your country when you prepare your power point IN ADDITION to the 1 required reading selected for your analysis paper.)

Social Justice Symposium Reflection Sign-up: (up to 10 points) Available for students who do NOT sign up for the class presentation (a student cannot sign up for both)! This is a thoughtful 1-page personal and professional reflection of either the KEYNOTE speaker's presentation or ONE of the break-out sessions. At least one of the required readings posted on D2L Content should be cited.

Mid-Term Exam: All students will have the option of completing one BONUS long-answer question.

Country Posters: All students will compete in the Annual Country Poster competition. The Country Posters will be judged by faculty and MPH and doctoral students at the end of the semester. Winners earn Bonus Points.

Student Performance Expectations/Assignments: (6 different types of assignments)

1. Multiple Choice Questions - (10 questions x 2 points = 20 points)

Within the first 5 minutes of every class session each student will compose one multiple choice or definition-based question on the reading material assigned for that day. (No TRUE/FALSE questions & NO questions written in 'the negative'. The questions should NOT be specific to the students' countries. See Sample MCQs on D2L) For each question 4 or 5 possible answers should be provided. The correct answer should be clearly identified. Each question is worth up to 2 points; 0 points for no question or incorrect answer, 1 point for effort but not sufficiently challenging, 2 points for a question that is acceptable & challenging. **Students will begin to write & submit MDQs on Week 2, January 18.**

2. Analysis Papers – 1 Country Background & Analysis Paper (5 pts country background + 15 points per AP rubric = 20 points) & 4 Analysis Papers (4 APs x 15 points = 60 pts) (20pts + 60 pts = 80 pts)

The First Country Background & Analysis Paper for ALL students is due Week 2, January 18, 2013. This is a TWO-page paper. Page 1 should provide an overview of the student's assigned country, including a brief summary of key social, economic, political, and demographic factors, the Millennium Development Goals specific to your country and progress to-date, and a brief overview of the country's health care system (5 pts). Page 1 should follow the grading rubric instructions below for the Analysis Papers (15 pts). Writing should be concise, direct and to the point, include real (non-hypothetical) information and **always** relate the topic and summary to the chosen country. Samples will be posted on D2L. Remember, it is often more difficult to write a strong 1-page paper than to write a strong 5 page paper. **Students are encouraged to schedule a meeting with the TAs &/or instructor during student office hours to review a printed DRAFT of their analysis paper for feedback & suggestions, BEFORE final submission.**

Analysis Paper Grading Rubric: 4 papers @ 15 points each = 60 points

Summary of main point (3 pts) – Select & read AT LEAST ONE required reading for the specific week and summarize the main point, preferably synthesizing key points from MORE THAN ONE required reading. (Skolnick chapters can be cited IN ADDITION to one peer reviewed required reading)

Country-specific analysis (3 pts) - Search, analyze & briefly present information from other academic source(s) (Wikipedia, CIA, & other similar sites are NOT 'academic sources'!!) about your country relevant to the class session's topic and relative to the status of the appropriate MDGs (e.g. peer reviewed journal articles, required readings from other class sessions, grey documents and/or website for prominent global health organization).

Viable interventions/solutions to achieve improvement (3 pts) - Identify workable interventions and/or solutions from the readings that are being successfully applied in your country and/or other countries (or that should be) AND articulate your own thoughts about what can be done to make improvements based on your own analysis from your readings.

Conclusions: (3 pts) - Write a brief summary of the current or anticipated effects of the intervention on the health problem. Offer concrete recommendations for the way forward, and/or make a future projection based on your analysis of the readings and the health problem.

Conventions: (3 pts) – Cite at least 3 references, including the required reading being analyzed, at least one country-specific peer reviewed reference either from the required readings or another source and one current published document from a global health source (such as WHO, USAID, World Bank, UN organizations, International NGOs, etc. See websites at end of syllabus. DO NOT CITE the CIA FACT BOOK and other Fact Book-type sites! These are not sufficiently 'academic'!)

ADDITIONAL NOTE: Each paper should be typed with ½ inch margins, double spaced or 1 ½ spaced lines and 11 or 12 point font with NO spelling or grammatical errors. This format typically averages 300 words per page. Spelling, punctuation, capitalization, grammar, paragraphing, and APA reference style. Do not MIX two different referencing styles. Be consistent throughout the paper. Use a good mix of academically sound sources in addition to the required readings, (e.g. refereed journal articles, other reading from other class sessions, grey document or website from prominent global health organization) **IMPORTANT NOTE:** The CIA World Fact Book and Wikipedia are **not** academic sources). Use quotations appropriately. **HOWEVER**, since this is a short paper long paragraph quotations should definitely be avoided or points will be lost. Avoid copying from an online reference guide to eliminate the inevitable spelling errors. Note date retrieved for website references. (MLA and APA brief guides are posted on D2L under Week 1/Unit 1 with the reading.) link:<http://owl.english.purdue.edu/owl/resource/560/01/> APA guidelines indicate - list all authors' names and initials, both in the reference list and in the first in-text citation.

3. **Country & Regional Team Group Work** – (5 group work sessions; 5 country pre-class exercises – 6 points per student) and 5 regional in-class exercises – 6 points per regional team)

There are 5 regional team group work sessions throughout the semester that will be graded. SEVEN regional teams will be formed at the beginning of the semester according to the World Bank regions of the world. These regional groups will become experts in the countries in their regions as well as experts in regional issues and solutions. Other class sessions may also feature group work which will not be graded. The group work instructions will be posted on D2L at the beginning of the respective week. Students are required to read the group work instructions and prepare material BEFORE class to maximize the educational benefit of the group exercises during the five 45 minute group work sessions. Each student will receive up to 6 points for individual effort on the pre-class country exercise (PART I) and up to 6 points for the team effort on the in-class regional team exercise (PART II).

4. **Pop Quizzes** – (2 quizzes x 20 points = 40 points total)

As long as students read the Skolnik chapters EACH WEEK and select a required reading for their Analysis Papers, prepare their country & regional team group work and review the power point presentations by the instructor and the guest lecturers, students will be prepared for the TWO Pop quizzes.

5. **Mid-term Examination** - (20 multiple choice questions @ 2 points/each (40 points) + 8 long and short answer questions x 5 points/each (40 points) = 80 points total)

The on-line exam consists of multiple choice questions and short & long answer questions. **There will be no make-up examinations without a valid excuse pre-approved by the instructor at least two full weeks prior to the midterm scheduled for March 22.** A 'valid' excuse is documented illness and/or hospitalization. If illness or hospitalization occurs documentation must be submitted to the instructor before or immediately upon the student's return to class. (The end of the semester is too late.) Having another event scheduled the same time as this course exam is not a valid excuse. An examination will be rescheduled at the instructor's discretion if a make-up is absolutely required.

6. **Country & Regional Portfolio (3 parts)** – (MSWord file with 4 APs - 10 points) + (Country Poster - 20 points) + (Regional Team Presentation - 20 points) = 50 points

Over the course of the semester each student will become an 'expert' in ONE country and the country's region. This means each student will become very knowledgeable of his/her country's health status, the country's progress achieving the country MDGs and the global Millennium Development Goals (MDGs), and be well-informed about the health programs and global issues that affect the country's population health and well-being. The Country Portfolio worth 50 points will contain current health data, economic data, political data, examples of public health programs that are currently implemented in the country, current events, photographs, cultural materials, maps, country priorities most of which will come directly from the 4 one-page papers and the class presentation. (sample posters provided in D2L) Students are requested to submit the THREE files for their final Country Portfolio to the respective Drop Box by 11:59pm Friday, April 26.

THREE files;

- 1) 1 MSWord file containing 4 one-page Analysis Papers, HIGHLIGHTING all country-specific text in YELLOW & corrections for improvement to regain points to ONE paper,
- 2) 1 Country Poster in power point format.
- 3) 1 ppt file containing the Regional Power Point (prepared by the members of the regional team – ONE student from the TEAM must submit the TEAM power point to the Drop Box. The PPT must have ALL students' names on the TITLE slide.

MSWord file with 4 Analysis Papers (10 points). HIGHLIGHT country-specific text in yellow. Select ONE paper to rewrite to regain points. Label this CORRECTED paper with RED label, "Rewritten Paper"

Country Poster (20 points) (power point format) - Imagine you are preparing your Country Portfolio Poster for presentation at an international conference!!! The poster should include;

- 1) country overview, with socio-demographic data (4 point)
 - 2) updates for at least 4 of the 12 course topics (6 points)
 - 3) a country MDG table with 'baseline' data, MDG targets & indicators **for the country**, country progress as of 2010 and country projections for MDG achievement by 2015 based on readings and your analysis. The MDG table should include explanatory commentary (7 points)
 - 4) other country specific info to help the viewer get to know the country, including references. (3 points)
- Two sample 'posters' appear in the power point instructions on slides 2 and 3 & can be used as a 'template'. Samples from students in SP11 & SP12 & FA12 are posted on D2L. Printed examples are posted on the wall in the instructor's office. The Country Poster will be scored at the Poster Competition on Friday, APRIL 26 by Faculty and MPH student judges for: **Presentation, Content, Creativity. WINNERS will earn BONUS points!!**

Regional Team Presentation (20 points) - This power point presentation (up to 10 slides) will be prepared by EACH REGIONAL TEAM. (7 regional teams). The power point will;

- 1) provide a summary of key social, economic, political, demographic and/or other factors that characterize the region (6 points)
 - 2) select 4 of the 12 global health topics covered in class (by Skolnik chapters) that are important for the region & summarize their current status, including specific information about viable solutions for overcoming the problem area, (6 points)
 - 3) present the overall regional status towards achieving the MDGs (6 points)
 - 4) REFERENCE (2 points) at least 1 required reading, 1 peer reviewed article, 2 country-related references.
- Each Regional Team will have up to 12 minutes to present in class on April 26 following the Country Poster Competition.**

INSTRUCTIONS: In preparation for the Country Poster competition on Friday, April 26th all students are requested to PLEASE print TWO copies of their posters in COLOR on card stock, size 11 x 14 inches. Students can have their poster printed at the main library or the Health Sciences Library 2 floor copy center for a small charge. ONE copy is for the student and ONE copy is for the instructor. PLEASE bring at least ONE copy to class on Friday, April 26 for the competition!!! Students will hang their posters and at 9:15am the Judges will come to the class room. From (9:15am – 9:45am) the Country Posters will be displayed for the Country Poster Competition. Each student will stand by his/her poster while the faculty and MPH student judges review the posters, ask students questions and score each poster. The Judges' score sheets will be tabulated in class. The students receiving the top scores will receive BONUS points. Following the Country Poster Competition, each of the 7 Regional Teams will have up to 12 minutes each to present their power point. The final assessment of the Regional Team presentations will include a peer assessment.

UNIVERSITY POLICIES:

Respectful Behavior & Classroom Etiquette & N-Etiquette: All classroom discussions and email communications should be respectful of other's beliefs and experiences and allow everyone to have an opportunity to contribute. All students are expected to behave respectfully during class. If a student arrives late or must leave early, she/he should quietly take a seat near the door to minimize disruption. Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at <http://web.arizona.edu/~policy/disruptive.pdf> and the Policy on Threatening Behavior by Students found at <http://web.arizona.edu/~policy/threatening.pdf> The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This

information is available at:

<http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines>

Communications: Students are responsible for reading D2L 'news' regularly. The instructor will post 'news' items weekly and often daily! Information, updates, changes, news alerts about the course readings, key events, assignments and other course related topics will be communicated via D2L 'news'. Students are requested to email the instructor with course related questions and to set up an appointment during the instructor's office hours by emailing the instructor - kheckert@email.arizona.edu. The official UA communications policy is at: <http://www.registrar.arizona.edu/emailpolicy.htm>

Cell phones and Computer Use: Students are requested to respect each other. Computers should never be ON during class EXCEPT during the regional team group work exercises. **If a student feels there is a compelling reason to use the computer to take notes please send an email to the instructor to explain.** If appropriate, the instructor will designate an area for these students to sit so the instructor and TAs can easily monitor laptop use. ALL cell phones should be entirely OFF. Any exception must be pre-approved by the instructor, for example in the case of students who are parents of young children. TEXT messaging will not be tolerated. Texting disrupts class and disturbs fellow students and the instructor. **If a student is found to be texting, or on the computer during class, he/she will be invited to leave the class and will lose points for weekly questions & participation.**

POLICY FOR LATE ASSIGNMENTS: It is essential that assignments be submitted on or before the time and date specified. ONLY in unforeseen and extenuating circumstances may the instructor agree to accept a late assignment. Such arrangements should be **made in writing at least one week in advance of the deadline.** Unexcused late assignments will be penalized by a deduction of 2% of the total points for each day the assignment is late.

Academic Integrity: All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online. The official policy found at: <http://deanofstudents.arizona.edu/codeofacademicintegrity> and <http://catalog.arizona.edu/policies/974/acacode.htm>. The College of Public Health takes the Code very seriously. Dishonesty, cheating, computer fraud, clicker fraud and plagiarism will not be tolerated and hurts other students. Students who are aware of cheating or dishonesty are expected to report their suspicions so they can be appropriately addressed according to the Code of Academic Integrity. Students are reminded that all weekly papers are submitted to the drop box in D2L and are automatically screened by TURNITIN.com.

Grievance Policy: Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at <http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy>.

Grade Appeal Policy: <http://catalog.arizona.edu/2008%2D09/policies/gradappeal.htm>

Disability Accommodation: If a student anticipates challenges related to the format or requirements of this course, the student is strongly encouraged to meet as soon as possible with the instructor to help facilitate course participation. If the student determines that formal, disability-related accommodations are necessary, it is very important that the student register with Disability Resources (621-3268; drc.arizona.edu) and notify the instructor of his/her eligibility for reasonable accommodations. Together the instructor and student can then plan how best to coordinate your accommodations. The official policy can be found at <http://catalog.arizona.edu/2008%2D09/policies/disability.htm>

SYLLABUS CHANGES: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change by the instructor with reasonable advance notice, as deemed appropriate.

PLAGIARISM: Students are advised to read and understand the section of the **Student Handbook** concerning academic dishonesty. The minimum punishment in this course for cases of academic dishonesty will be zero points for an assignment. Plagiarism is the misappropriation of the work of others as one's own, whether found in print or electronic media. Plagiarism includes both the direct use and paraphrasing of the words, thoughts or concepts of another without giving proper attribution to the source of the information.

Accepted standards of attribution expected of all students in this College are as follows:

- A direct quotation must always be identified by quotation marks, indentation, and single spaces or use of reduced type/font size of the quoted material.
- A footnote or citation must be used to show the exact source of verbal and quantitative material.
- A quoted passage may range from a single word or phrase to an entire work.
- A paraphrase (the restatement of a text or portion of text for the purpose of simplifying, shortening or reinterpreting information) also requires an exact citation to or the acknowledgment of the original author.

Any paper submitted by a student for formal assessment during the course, must be written by the student in his/her own words, except for quotations from published and unpublished sources, which shall be clearly indicated and acknowledged as such. The incorporation of material from other works or a paraphrase of such material without acknowledgement will be treated as plagiarism, and so will the following:

- The verbatim copying of another person's work without acknowledgement.
- Paraphrasing of another person's work by simply changing a few words or altering the order of presentation, without acknowledgement.
- Quotation of phrases from another person's work without due acknowledgement.

The conscious collaboration, without official approval, between two or more students in the preparation, and production of work which is ultimately submitted for assessment by each student in an identical, or substantially similar form, and/or is represented by each to be the product of his/her individual effort, is not permitted. No student is permitted to enter into unauthorized co-operation with another person in the preparation, and production of work that is presented for assessment as the student's individual work. Working together will not constitute a justification for submitting exactly the same or very similar work, unless in the case of group work where the instructor has specifically permitted submission of the same work by group members. Where the instructor(s) is/are convinced that plagiarism has taken place, he/she shall have the discretion to decide on what happens with respect to the assessment, and whether any marks are awarded at all to the assignment, depending on the gravity and extent of the plagiarism committed. If a student is unsure whether or not she/he is committing plagiarism, the best action is to cite the source(s).

References & appropriate citations are very important and must be complete and accurate. All literature referred to must be listed at the end of your assessed work. References should be listed in a consistent form and style, and must contain sufficient information to enable the reader to identify and retrieve them. There are different styles of citing sources and listing references. The Harvard (author and date) style is widely accepted in scholarly and scientific writings, and so is the Vancouver (numbering) style. Students may choose to use either of these styles. When a student selects the style or conventions the style selected should be used consistently throughout. Consult the instructor if unsure. For information on correct referencing procedures, please consult the following:

American Psychological Association publication manual, 6th edition, <http://www.apastyle.org/manual/index.aspx>. The following web links contain further explanations of the APA format for preparing papers and manuscripts: <http://apaguide.net/> and <http://supp.apa.org/style/PM6E-Corrected-Sample-Papers.pdf>

CPH 433 Spring 2013 - Global Health - Course Schedule – Karen A. Heckert, PhD, MPH, MSW			
Week & Date	Course Content & Required Readings <i>NOTE: See D2L for other Required Readings</i>	Instructor & Guest Lecturers	Performance/ Assignments

CPH 433 Spring 2013 - Global Health - Course Schedule – Karen A. Heckert, PhD, MPH, MSW

Week 1 Jan 11	Principles & Goals of Global Health Measurement of Health & Disease in Populations Millennium Development Goals Required Textbook Readings: <i>Skolnik</i> : Chapter 1, p. 3-15; Chapter 2, p. 17-43	Dr. KA Heckert	
Week 2 Jan 18	Social Determinants & Health Equity Required Textbook Readings: <i>Skolnik</i> : Chapter 2, p. 17-43, Chapter 3, p. 49-68, & Chapter 4, p. 71-86.	Dr. KA Heckert Raquel Bravo-Clouzet, MBBS & MPH student TA Annabelle Nunez, Research & Information Services	MCQ1 CB-AP-ALL 2P-bonus
Week 3 Jan 25	Culture, Gender & Health Behavior Required Textbook Readings: <i>Skolnik</i> : Chapter 6, p. 119-137	Dr. KA Heckert Agnes Attakai, Director, Health Disparities Outreach & Prevtn Ed.	MCQ2 GW #1 AP1 2P-bonus
Week 4 Feb 1	Environmental Health: Water and Sanitation Required Textbook Readings: <i>Skolnik</i> : Chapter 7, p. 141-158	Dr. Eric Lutz, Environmental Health	MCQ3 GW#2 AP2 2P-bonus
Week 5 Feb 8	Health Systems & Primary Health Care Required Textbook Readings: <i>Skolnik</i> : Chapter 5, p. 87-116	Dr. KA Heckert	MCQ4 GW#3 AP3 2P-bonus
Week 6 Feb 15	Nutrition, Breastfeeding and Childhood Growth Required Textbook Readings: <i>Skolnik</i> : Chapter 8, p.161-182; Chapter 10, p.209-234	Dr. Duke Duncan, Health Promotion Sciences	MCQ5 AP4 2P-bonus
Week 7 Feb 22	Chronic/Non-Communicable Diseases & Unintentional Injuries Required Textbook Readings: <i>Skolnik</i> : Chptr 12, p. 279-299; Chapter 13, p.301-309	Dr. KA Heckert Jeff Meer, Public Health Institute, Washington, DC	MCQ6 GW#4 AP5 2P-bonus
Week 8 March 1	Infectious Diseases Required Textbook Readings: <i>Skolnik</i> : Chapter 11, p. 237-275	Dr KA Heckert	MCQ7 AP6 2P-bonus
Week 9 March 8	War, Disasters, Complex Emergencies, Fragile States Required Textbook Readings: <i>Skolnik</i> : Chapter 14, p. 315-333 <i>International Women's Day</i>	Dr KA Heckert Ann Canavan, Director of Public Health Programs, International Medical Corps.	MCQ8 GW#5 AP7 2P-bonus
March 9-15	Semester break		
March 19	Mid-term exam review 5:30-6:30pm	TAs	
Week 10 March 22	Mid-term exam 9am-11am	TAs	
Week 11 March 29	Mental Health & Violence Required Textbook Reading on D2L MMerson, Global Mental Health, Chptr 9, p. 445-471	Dr KA Heckert Chris Garang, The Lost Boys of Sudan	MCQ9 AP8 2P-bonus

CPH 433 Spring 2013 - Global Health - Course Schedule – Karen A. Heckert, PhD, MPH, MSW			
Week 12 April 5	Social Justice Symposium Readings to be assigned	Dr. KA Heckert	Bonus Reflection
Week 13 April 12	Women's Health Required Textbook Readings: <i>Skolnik</i> : Chapter 9, p. 185-206	Dr John Ehiri, Director, Health Promotion Sciences Division	MCQ10 AP9 2P-bonus
Week 14 April 19	International Development & Global Health Required Textbook Readings: <i>Skolnik</i> : Chapter 15, p. 335-363	TBD Peace Corps Panel	AP10 2P-bonus
Week 15 April 26	Country Portfolio Poster Competition 9-10am Regional Team Presentations 10:15-11:50am	Instructor & Judges	
April 26	Country Portfolios (3 docs) due in Drop Boxes by 11:59pm		

Key for Student Performance/Assignments:

AP - Analysis Paper (There are 10 topics. The 2-page paper Country Background & Analysis Paper due Week 2 is required for all students. In addition, students select 4 topics from among the 10 and write 4 one-page Analysis Papers)
 2P – Two ppt Presentations (select ONE Analysis Paper) BONUS POINTS – 22 presentations ONLY
 MCQ – Multiple Choice Questions (10 weeks)
 GW – Country & Regional Team Group Work Exercises (5 activities) (pre-class country due 9am & in-class regional work due 12/noon)
 ??! - Pop Quiz (2)
 MT - Mid-term Exam – March 22
 CRP - Country Poster & Regional Team Presentations – April 26

Useful Web Sites

American Public Health Association, International Health Section <http://www.apha-ih.org/>
 Amnesty International: <http://www.amnesty.org/>
 Center for Development and Population Activities (CEDPA) <http://www.cedpa.org/>
 Centers for Disease Control and Prevention (CDC) <http://www.cdc.gov/>
 Care <http://www.care.org/>
 Doctors of the World <http://www.doctorsoftheworld.org/>
 EngenderHealth <http://www.engenderhealth.org/>
 Family Health International (FHI) <http://www.fhi.org/>
 Global Health Council <http://www.globalhealth.org/>
 GlobalHealth.Gov, US Dept of Health & Human Services <http://www.globalhealth.gov/>
 Health and Child Survival Fellows Program <http://jhuhcsfp.org/>
 Human Rights Watch: <http://www.hrw.org/>
 International Labor Organization <http://www.ilo.org/>
 IPAS <http://www.ipas.org/>
 John Snow Institute <http://www.jsi.com/home.html>
 Management Sciences for Health <http://www.msh.org/>
 March of Dimes http://www.marchofdimes.com/professionals/871_1398.asp
 Office of Global Health, Centers for Disease Control (CDC) <http://www.cdc.gov/ogh/>
 Pan American Health Organization (PAHO) <http://www.paho.org/>
 Pathfinder International <http://www.pathfind.org/site/PageServer>
 Physicians for Human Rights: <http://physiciansforhumanrights.org/>
 Project Hope <http://www.projecthope.org/>
 Public Health Institute: <http://www.phi.org/>
 Save the Children Fund <http://www.savethechildren.org/>
 The Communication Initiative <http://www.comminit.com/vacancies.html>
 United States Agency for International Development (USAID) <http://www.usaid.gov/>
 UNICEF <http://www.unicef.org/>
 United Nations AIDS program (UNAIDS) <http://www.unaids.org/en/>
 United Nations Development Program (UNDP) <http://www.undp.org/>
 United Nations Volunteer Program <http://www.unv.org/>

World Bank - Young Professionals program

<http://web.worldbank.org/WBSITE/EXTERNAL/EXTHRJOBS/0,,contentMDK:20519630~menuPK:64262360~pagePK:64262408~piPK:64262191~theSitePK:1058433~isCURL:Y,00.html>

World Health Organization <http://www.who.int>

World Health Organization – Regional Offices <http://www.who.int/about/regions/en/>

World Health Report 2008 <http://www.who.int/whr/2008/en/index.html>

World Health Report 2007 http://www.who.int/whr/2007/whr07_en.pdf

World Health Report 2006 <http://www.hrw.org/en/reports/2006/01/17/world-report-2006>

World Health Report 2005 <http://whqlibdoc.who.int/whr/2005/9241562900.pdf>

World Health Report 2004 http://www.who.int/whr/2004/en/report04_en.pdf

World Health Report 2003 http://www.who.int/whr/2003/en/whr03_en.pdf

World Health Report 2002 http://www.who.int/whr/2002/en/whr02_en.pdf

World Health Report 2001 http://www.who.int/whr/2001/en/whr01_en.pdf

World Health Report 2000 http://www.who.int/whr/2000/en/whr00_en.pdf

United Nations Association of the United States of America (UNA-USA)

<http://www.unausa.org/site/pp.asp?c=fvKRI8MPJpF&b=260414>

US Government organizations and partnerships <http://www.cdc.gov/globalhealth/partnerships.htm>

US and International Non-Governmental Organizations (NGOs) <http://www.globalcorps.com/jobs/ngolist.pdf>