

**Global Health Perspectives: 10:832:240**

**SYLLABUS**

Rutgers, the State University of New Jersey  
Edward J. Bloustein School of Planning and Public Policy

**Semester Spring 2017 via Online Environment**

**Instructor:** Stephanie Lino, DrPH, MPH, CHES

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**Office Hours:** Can reach me via phone or email. I am in PST zone

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## Course Description

This course presents issues in global health from the viewpoint of many different disciplines, with emphasis on economically less developed countries. Subjects include: recent history of global health; demography and population projections; global water shortage; food supplies and challenges; environmental health; measures of disease burden; social determinants of health; literacy and health; health manpower and capacity development; ethical relativism and cultural norms; women's rights and women's health; setting priorities in health; primary health care systems; community health programs in low resource settings; international organizations funding global health; selected communicable diseases; Emerging and Re-emerging infectious diseases; malaria; vaccines; selected non-communicable diseases-cancer, diabetes and cardiovascular diseases; reproductive health; tobacco-associated disease and its control; the nutritional transition; injuries and their prevention.

Students will get an overview of the determinants of health and how health status is measured. Students will also review the burden of disease, who is most affected by different disease burdens, risk factors, and key measures to address the burden of disease in cost-effective ways. Special attention will be paid throughout the course to health systems issues. The course will cover key concepts and frameworks but be practical in orientation. The course will be global in coverage but with a focus on low- and middle-income countries, the health of the poor, equity, and inequality. Particular attention will be paid throughout the course to the linkages between health and development.

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## Course Prerequisites

There are no prerequisites for Global Health Perspectives.

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## Course Learning Objectives

By the end of the course, students should be able to:

1. Articulate 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. Analyze the key issues in global health from the perspective of a number of disciplines;
3. Outline the determinants of health and risk factors for conditions of importance to global health;
4. Discuss with confidence 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;

5. Assess key issues in equity and inequality, as they relate to the health of low-income people in low- and middle-income countries;
6. Use key analytical tools and concepts to determine how critical health issues might be addressed in cost-effective, efficient, and sustainable ways;
7. Outline the key actors and organizations in global health and the manner in which they cooperate to address critical global health issues;
8. Review key challenges that are likely to arise in the next decade in addressing the health of the poor in low- and middle-income countries.

### **Required Text**

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Skolnik, Richard  
Global Health 101 (third edition)  
Jones and Bartlett Learning  
ISBN-13: 9781284050547  
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Students should expect articles and videos from the mass media to supplement course readings. Other readings (journal articles, websites, book excerpts, etc) are assigned throughout the course and may be found within each week reading list.

### **Highly Recommended Text**

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Publication Manual of the American Psychological Association, Sixth Edition, ISBN-13: 9781433805615, ISBN-10: 1433805618 (**FREE DOWNLOAD** [https://www.hse.ru/data/2013/12/06/1336424472/APA%20Manual%206th%20Edition%20\(1\).pdf](https://www.hse.ru/data/2013/12/06/1336424472/APA%20Manual%206th%20Edition%20(1).pdf))

### **Organization of the Course/Schedule**

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As noted in the detailed course description below, the course is organized into weekly chapters. Each Module is 7 days in length. These take students from the foundations for assessing health status and health issues to thinking about the future of global health.

**All assignments are due by Sunday 11:59 p.m. Eastern Time (ET).** The time stamp in the classroom will reflect Eastern Time (ET), regardless of your time zone. As long as your submission time stamp is no later than 11:59 p.m. Eastern Time (ET), you have submitted on time.

### **Course Readings and Other Assignments**

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1. **Weekly Readings:** For each class session, you will be assigned a section or chapter of the textbook.
2. **Participation in Weekly Discussions:** The exchange of ideas between colleagues engaged in scholarly inquiry is a key aspect of graduate-level learning and is a requisite activity in this course. You are expected to interact frequently and politely with your peers. Please pay attention to grammar and spelling. Poorly written posts are not consistent with graduate-level writing. In grading the required Discussion assignments, your Instructor uses a Discussion Rubric. This

rubric focuses on categories that define and describe the important components of the Discussion. Each category contains a gradation of levels of completion or competence with a score assigned to each level and a clear description of what criteria need to be met to attain the score at each level. All discussions take place in the Discussion Areas. Post your initial discussion post by day **3** of the discussion week. **YOU MUST LOG IN THE COURSE AND POST IN THE DISCUSSION SECTION ON THREE DIFFERENT/SEPARATE DAYS.** For example you can post your initial post on Monday and respond to classmate 1 on Wednesday and respond to classmate 2 on Friday.

3. **Assignments:** The Assignments provide the opportunity to apply the skills and knowledge gained through the Learning Resources. See the **Assignment** area of specific weeks for detailed descriptions of the Assignments. In grading the required Assignments, your Instructor uses an Assignment Rubric when applicable. These rubrics focus on categories that define and describe the important components of written assignments. Each category contains a gradation of levels of completion or competence with a score assigned to each level and a clear description of what criteria need to be met to attain the score at each level. There will be a final term paper due at the end of the course. **All assignments must be in APA format ([http://www.ecu.edu/cs-dhs/laupuslibrary/upload/apa\\_style\\_guide\\_6th\\_ed\\_oct09.pdf](http://www.ecu.edu/cs-dhs/laupuslibrary/upload/apa_style_guide_6th_ed_oct09.pdf))**
4. **Midterm & Final Paper:** The Midterm is an online exam and will consist of multiple choice questions. It is graded on a 100-point scale. The Final will be a 5-page term paper.

### Course Evaluation

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There are **NO** extra credit opportunities for this course. Please do not request extra credit. Course grades/points are based on participation (postings) and completion of assignments listed below.

Percentage	Points	Grades
90-100%	900-1000	A
85-89.9	850-899	B+
80-84.9	800-849	B
75-79.9	750-799	C+
70-74.9	700-749	C
60-69.9	600-699	D
≤59.9	≤599	F

**300 Pts** Discussion Posts  
**200 Pts** Assignments  
**100 Pts** Mid-term  
**400 Pts** Final Term Paper

**\*\*I WILL NOT NEGOTIATE ANY GRADES UNDER ANY CIRCUMSTANCES.\*\***

### REQUIREMENTS FOR THE SUBMISSION OF WRITTEN WORK

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Unless otherwise instructed, all writing assignments must:

1. Typed and have 1-inch margins; be double-spaced, with 12-point font.
2. Include only your name and the date at the top of the page and include page numbers on each page.
3. Be well written – Check, punctuation, spelling, composition, syntax, and grammar will be graded. Up to 25% of the grade for the assignment may be deducted for these errors. Please proofread several times carefully.
4. Correctly cite all information that is not general knowledge using the most current version of APA style. Using someone else's words in a quote/paraphrase without giving proper credit to the author is plagiarism.
5. Be submitted on the due date.

Assignments have

will only be accepted if there is a legitimate (medical verification or military) reason satisfactory to the instructor. **No late work will be accepted.** All work/discussions/papers/exams related to this course cannot be made up.

## **USE THIS AS A CHECKLIST BEFORE SUBMITTING ALL ASSIGNMENTS**

### **Preferred Methods for Delivering Assignments**

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1. All postings need to be made in each module's **Discussion** area of the course. Please do not send copies of postings to the Instructor or students via e-mail.
2. All Assignments must be saved as ".doc" or ".rtf" files and submitted to the appropriate assignment submission link. Assignments are named according to the module in which the Application is submitted. Directions for naming each Application Assignment are in each module's **Assignment** area(s).
3. All e-mail correspondence must contain in the subject line "GPH XX-NAME" (XX is the section number) followed by a brief description of the subject. This subject line convention ensures that your e-mail is easily identified and responded to in a timely manner. It is required that the e-mail contain a signature that matches the official name used in the course.

### **Instructor Feedback & Email**

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The Instructor logs in to the course **at least 3** times during the module to monitor the Discussion area. Feedback is provided via the grade comments, the Discussion area, and/or the Announcements page.

Your weekly assignment grades are posted within one week of a due date. Instructor feedback and explanation is provided whenever full credit is not achieved. Depending on the nature of the feedback, Instructor responses may be posted to the Discussion area or included in the graded comments area. The goal of your Instructor is to act as a discussion and learning facilitator rather than a lecturer. The Instructor does not respond to every posting by every individual, so please feel free to ask your Instructor if you would like some personal feedback on a particular assignment posting or any time you have any questions regarding your assignments or your grade.

Email is the best way to reach me. Please allow 24 - 48 hours to get an email response from me. I check email frequently but I am often bombarded with many emails that might back me up. Please do not expect to receive an immediate response from me but do email again 48 hours after the initial email if I have not yet responded.

## **Academic Integrity**

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All students are required to familiarize themselves with the university's full policy on academic integrity. Visit <http://academicintegrity.rutgers.edu> for more information.

Principles of academic integrity require that every Rutgers University student:

- Properly acknowledge and cite all use of the ideas, results, or words of others.
- Properly acknowledge all contributors to a given piece of work.
- Make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration.
- Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- Uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that:

- Everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- All student work is fairly evaluated and no student has an inappropriate advantage over others
- The academic and ethical development of all students is fostered.
- The reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.
- Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

## **Harassment Policy**

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All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation. Please see <http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf> for details regarding the Student Code of Conduct.

## Students With Disabilities

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Students in this course who have a disability that might prevent them from fully demonstrating their abilities should contact the Rutgers University Office of Disability Services at [dsoffice@echo.rutgers.edu](mailto:dsoffice@echo.rutgers.edu) or at (ph) 848.445.6800 as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

## Computer requirements/On campus Support

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You must be able to communicate via email and navigate the World Wide Web in order to succeed in this class. Having access to a computer and the internet is a **requirement** for taking this course. Please check your Rutgers email **regularly**. This is the main way we will communicate in the course. Should you need help related to technology please contact Rutgers Help Desk at 848-445-HELP (4357) or email at [help@oit.rutgers.edu](mailto:help@oit.rutgers.edu)

Week	Date	Class Topics	Readings & Assignments Due
<b>Global Health Perspectives</b>			
1	1/17	Introduction	Student Introductions
2	1/23	Overview of Global Health	<p><u>-Required Readings:</u></p> <ul style="list-style-type: none"> <li>• Read textbook – Introduction and Chapter 1</li> <li>• Become familiar with the Millennium Development Goals: <a href="http://www.un.org/millenniumgoals/">http://www.un.org/millenniumgoals/</a></li> <li>• Become familiar with the development of the Sustainable Development Goals: <a href="https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals">https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals</a></li> </ul> <p><u>-Recommended Readings:</u></p> <ul style="list-style-type: none"> <li>• Read: Koplan et al, Toward a Common Definition of Global Health, The Lancet, Vol. 373, Issue 9679, pages 1993-1995</li> <li>• Read: Fried et al, Global Health is Public Health, The Lancet, February 13, 2011</li> </ul> <p>-Discussion #1 -Assignment #1</p>
3	1/30	The Determinants of Health and the Social Determinants of Health; Measuring Health Status, and Demography and Health The Burden of	<p><u>-Required Readings:</u></p> <ul style="list-style-type: none"> <li>• Read textbook – Chapter 2</li> <li>• Read – The Executive Summary and <b>scan</b> the rest of: The Report of the WHO Commission on the Social Determinants of Health – led by Michael Marmot, World Health Organization: <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></li> </ul>

		Disease and Risk Factors;	-Discussion #2 -Assignment #2
4	2/6	Health and Economic Development	- <u>Required Readings:</u> <ul style="list-style-type: none"> <li>• Read textbook - Chapter 3</li> <li>• Read the overview/summary of The Report of the Commission on Macroeconomics and Health, pages 21-40 <a href="http://whqlibdoc.who.int/publications/2001/924154550x.pdf">http://whqlibdoc.who.int/publications/2001/924154550x.pdf</a></li> <li>• Read the Executive Summary of <i>Global Health 2035</i> and scan the rest of <i>Global Health 2035</i>, the report of the Lancet Commission: <a href="http://www.thelancet.com/commissions/global-health-2035">http://www.thelancet.com/commissions/global-health-2035</a></li> </ul> -Discussion #3 -Assignment #3
5	2/13	Ethics and Global Health	- <u>Required Readings:</u> <ul style="list-style-type: none"> <li>• Read textbook – Chapter 4</li> </ul> -Discussion #4 -Assignment #4
6	2/20		<b><u>MIDTERM EXAM</u></b>
7	2/27	Culture and Health	- <u>Required Readings:</u> <ul style="list-style-type: none"> <li>• Read textbook - Chapter 6 on Culture and Health</li> </ul> -Discussion #5 -Assignment #5
8	3/6	The Architecture of International Health	- <u>Required Readings:</u> <ul style="list-style-type: none"> <li>• Chapter 16 of the textbook – Working Together to Improve Global Health</li> <li>• Read the Overview and skim the rest of <i>Financing Global Health 2014</i>: <a href="http://www.healthdata.org/policy-report/financing-global-health-2014-shifts-funding-mdg-era-closes">http://www.healthdata.org/policy-report/financing-global-health-2014-shifts-funding-mdg-era-closes</a></li> </ul> -Discussion #6 -Assignment #6
9	3/13	<b>SPRING BREAK</b>	<b>NO READING OR ASSIGNMENTS FOR THIS WEEK</b>
10	3/20	Nutrition, Health, and	- <u>Required Readings:</u>

		Development	<ul style="list-style-type: none"> <li>• Read textbook - Chapter 8</li> </ul> -Discussion #7 -Assignment #7
<b>11</b>	<b>3/27</b>	The Environment and Health	<u>-Required Readings:</u> <ul style="list-style-type: none"> <li>• Read textbook - Chapter 7</li> </ul> -Discussion #8 -Assignment #8
<b>12</b>	<b>4/3</b>	Women's Health	<u>-Required Readings:</u> <ul style="list-style-type: none"> <li>• Read textbook - Chapter 9</li> </ul> -Discussion #9 -Assignment #9
<b>13</b>	<b>4/10</b>	Child Health	<u>-Required Readings:</u> <ul style="list-style-type: none"> <li>• Read textbook - Chapter 10</li> </ul> -Discussion #10 -Assignment #10
<b>14</b>	<b>4/17</b>	Adolescent Health	<u>-Required Readings:</u> <ul style="list-style-type: none"> <li>• Read textbook - Chapter 11</li> </ul>
<b>15</b>	<b>5/3</b>		<b>FINAL TERM PAPER DUE</b>