

GLOBAL HEALTH

Vulnerability, Human Health & Well-Being
Rutgers University
New Brunswick, NJ

Edward J. Bloustein School of Planning and Public Policy:

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Office Hours: Mondays 8-9 p.m. (Online)

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Required Text:

Global Health 101, 3rd Edition, Richard Skolnik

Handouts/videos uploaded to the course site

COURSE DESCRIPTION

This course examines how biology, behavior, society and the environment in the context of low- and middle-income countries shape human health and wellness within global contexts that include poverty, inequality, human rights, socio-economic development, urbanization and public policy. There is a particular focus on women, children, the displaced, ethnic minorities and other vulnerable populations.

Students will receive an overview of the determinants of health and how health status is measured and understood. 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. The course will cover key concepts and frameworks. The content of 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.

There are no prerequisites for this course and is being taught online. Students should expect a fast-paced course with multiple assignments each week.

COURSE LEARNING OBJECTIVES

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

- 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;
- Analyze the key issues in global health from the perspective of a number of
- Outline the determinants of health and risk factors for conditions of importance to global health;
- 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;

- Assess key issues in equity and inequality, as they relate to the health of low-income people in low- and middle-income countries;
- Use key analytical tools and concepts to determine how critical health issues might be addressed in cost-effective, efficient, and sustainable ways;
- Outline the key actors and organizations in global health and the manner in which they cooperate to address critical global health issues;
- 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.

THIS SYLLABUS

This course considers global health issues in real time. On occasion, that may mean that the content will shift if there is a pressing global health event. Students should expect articles and videos from the mass media to supplement course readings.

REQUIRED TEXTS

Skolnik, R. (2016). *Global Health 101* (3rd Ed.) Burlington MA: Jones & Bartlett Learning. This is a brand new edition. *You do NOT want to use the first edition of Skolnik, Essentials of Global Health or Global Health 101(2n edition)*. Both are completely out of date and lacks case studies that you are expected to read.

All other readings for this course will be posted on the Sakai site under Resources: Course Readings or will be accessible via the Internet.

DATES AND DEADLINES

The assignments for the week is/are due Wednesday and Saturday as posted. Both are due by 1159 p.m. Major projects are posted on the course site. Students are advised to submit their assignments on time as late submissions are penalized.

COURSE GRADING AND EVALUATION CRITERIA

This course is out of 100 points and is broken down as following:

20 points: Written responses. There are 10 written responses each worth 2 points.

50 points: Case Studies (5x10)

15 points: Project I. Details to follow.

15 points: Project II. Details to follow.

Grades represent the level of quality of the student's performance measured against standards of knowledge, skill, and understanding as evaluated by the instructor. Grades are reported to the university registrar at the end of the semester by the following symbols: A 100–90, B+ 89–87, B 86–83, B- 82–80, C+ 79–77, C 74–72, C- 73–70, D 69 – 60, F Below 60 Failing

Grading Criteria for Class Participation and Posted Assignments This course is designed to encourage lively discussion about numerous aspects of global health. Your participation is an essential part of your engagement in the learning process and all students should demonstrate a grasp of the readings and an ability to apply them in class and on-line discussions.

The posted assignments have been developed to engage your thinking as well as provide material for group discussion. A portion of each week's activities will be devoted to discussion of the readings and reference countries, so it is important to discuss them.

COURSE POLICIES AND EXPECTATIONS Students are expected to submit their course assignments on time. See late policy for more information.

Observance of religious holidays listed in the University calendar is recognized as an excused absence, but please let me know in advance if you require accommodations. Excused absences include those unavoidable absences due to observance of religious holidays listed in the University Calendar, illness, family emergencies, or academic opportunities, cleared in advance with the instructor, that conflict with class. Please report absences, preferably in advance, through the university's self-reporting absence system, accessed at <https://sims.rutgers.edu/ssra/>. Please note: Reporting your absence in advance does not "excuse" you, unless you have received permission from the instructor.

Longer periods of absence. If you anticipate missing more than one week of classes for serious illness, confidential, or sensitive personal reasons, you should also consult with a New Brunswick Dean of Students who will help to verify your extended absences from classes.

Absences due to illnesses. If your absence is due to illness, visit University Health Services for information about campus health services, including information about: how to make an appointment, self-care advice for colds/flu, mental health and counseling options, and how to access the "After Hours Nurse Line" for medical advice. In order for an absence due to illness to count as an excused absent, you will need to furnish the instructor with a note from the medical center or a health provider.

Academic Integrity Policy

This course adheres to the university's Academic Integrity Policy and infractions are taken seriously. All students are required to review this policy, which has been posted to the Sakai site under 'Resources/Administration'. Disability Accommodation Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodation, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with me and discuss the accommodations you need as early in the course as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Schedule

The following focuses on topics, readings and assignments. As mentioned earlier in the syllabus, additional items may be posted according to need.

Part I: Principles, Measurements and the Health-Development Link

Week 1 January 16-21

Syllabus questionnaire, assignment posted

- Skolnik, Chapters 1-2

- World Health Organization (2016), *World health statistics*. Indicators. Geneva: Author. See URL at: http://www.who.int/gho/publications/world_health_statistics/2016/en/.

Each year, the World Health Organization issues a compendium of indicators that it uses to measure health and well-being. The compendium defines the indicator and explains how the indicator is actually measured. Any time (and particularly anytime in this course) that you intend to use a measure, you should understand what it is and how it is derived. The WHO Indicator Compendium is extremely useful for this purpose. You do not have to read this document in detail but be sure to read and learn the indicator definitions for the following: 1) adult mortality rate, 2) life expectancy at birth, 3) literacy rate among adults 4) maternal mortality ratio, 5) per capita government expenditure on health, 6) total fertility rate, 7) under-five mortality rate, and 8) general government expenditure on health as a % of total expenditures on health.

Written assignment: Choose a country that you would like to follow during the course of the semester. The country that you choose should be outside of the U.S. Popular examples in the past have included India, China, Brazil and Mexico, but you are welcome to choose any country that interests you. Introduce yourself to the instructor. Review the syllabus and academic codes of honesty. Your response should be 350 to 400 words and include the country you are selecting and why.

Week 2 January 23-29

Project 1 guidelines distributed

- Skolnik, 3
- International Conference on Primary Health Care (1978). Declaration of Alma-Ata, USSR, 6-12 September, 1978. [Sakai]
- *The mountain man and the surgeon: The poor*. Economist, Dec. 24, 2005
- Murray, et al. (2015). Global regional, and national disability-adjusted life years (DALYs) for 306 diseases and injuries and healthy life expectancy (HALE) for 188 countries, 1990-2013: Quantifying the epidemiological transition.
- Lancet, published on line August 27, 2015. [http://dx.doi.org/10.1016/S0140-6736\(15\)61340-X](http://dx.doi.org/10.1016/S0140-6736(15)61340-X) Review this; it is not necessary to read this article in its entirety, but please pay attention to the charts.
- Health-related Millennium Development Goals. Geneva: Author. [pdf on Sakai or via web http://www.who.int/gho/publications/world_health_statistics/2015/en/]

Discussion: How well has your reference country done in achieving the Millennium Development Goals? Go to:

<http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Data/snapshots.htm> Enter your country's name under the dropdown for "Country Progress Snapshot". Click on "View" to the right of the entry. 1) Prepare 350-400 words that describe the MDG with its sub-goals and compare and contrast your country to those goals.

Week 3: January 30-February 5

Student-Instructor meetings for Project 1
Case Study due

- Audio: Selim Jahan, Director of Human Development Report Office. What is human development. (6:08 minutes). <https://soundcloud.com/hdro-web/what-is-human-development>
- Audio: Martha Nussbaum on Creating Capabilities. (9:40 minutes). <https://youtu.be/AoD-cjduM4o>
- United Nations (2015). The Millennium Development Goals Report 2015. [posted on Sakai or on line at <https://sustainabledevelopment.un.org/index.php?page=view&type=400&nr=1903&menu=35>] Read pgs. 1-13.
- Health-related Millennium Development Goals. Geneva: Author. [pdf on Sakai or via web http://www.who.int/gho/publications/world_health_statistics/2015/en/]

Homework: Consider the countries in the g7+ (Countries such as Yemen, Somalia, Guinea, Afghanistan or Guinea-Bissou. Write 350-400 on their most pressing challenges (health, social, political) to achieving the MGDs.

Part II: Cross-cutting Global Health Themes

Week 4: February 6-12

Discussion items, assignments and readings posted on the 'Assignments Tab'.

- Skolnik, 4
- Office of the United Nations High Commission for Human Rights, Fact Sheet 30: The United Nations Human Rights Treaty System, pp. 1-21 (link provided on 'Assignments' Tab.)
- UN Office of the High Commission on Human Rights. A human rights-based approach to health. 4 pp. (link provided on 'Assignments' Tab.)
- UN General Assembly (Aug. 2015). Draft outcome document of the United Nations summit for the adoption of the post-2015 development agenda (link provided on 'Assignments' Tab.)

Homework: Take the UN Global Survey for a Better World, found at <http://vote.myworld2015.org/>. Post your impressions and responses in 300 to 350 words.

Week 5: February 13-19

- Skolnik, 5-6
- WHO, (2010). Key components of a well-functioning health system, pp. 1-2
- Frenk, J. (2010). The global health system: Strengthening national health systems as the next step for global progress. *PLoS Medicine*, 7:1. E1000089.
- Video: Rwandan President Paul Kagame talks to NOW's David Brancaccio <http://www.pbs.org/now/shows/537/kagame-health-care.html>
- Scrimshaw, C. (2012). Culture, behavior, and health. In M. H. Merson, R. E. Black, and A. J. Mills (Eds.) *Global health: Diseases, programs, systems, and policies* (3rd Ed.). Burlington, MA: Jones & Bartlett learning. 43-69.

Homework: Do some research on cultural norms in your reference country. Identify one cultural practice in particular that you think does a good job of explaining a particular

disease/condition statistic in your country (e.g. “70% of adult males in China smoke 10 Each year, 2.2 million men and women in China die of cancer, according to the World Health Organization (WHO), with lung cancer being the leading cause among cancer deaths.”)

Write 300 to 350 words describing the cultural norm and the disease statistic. Please include a reference list (in APA style) so that it is clear from where you got your material. One good site for world cultures by country is <http://www.everyculture.com/>; alternatively you might Google “your country” and “culture”. Please provide references, in APA style, at the end of your written work.

Part III: The Burden of Disease

Week 6: February 20-26

- Skonik, 7-8
- Managing the health effects of climate change [Executive Summary: A special report by Lancet and University College London Institute for Global Health Commission]. Lancet, 373, 1693-1697. [Sakai]
- New England FAO, IFAD and WFP. (2015). The State of Food Insecurity in the World 2016. [Sakai]
- Epstein, P. R. (2005). Climate change and human health. New England Journal of Medicine, 353, 1433-1436. [Sakai]

Homework #1: Watch the following Ted Talk: Josette Sheeran, Ending Hunger Now. http://www.ted.com/talks/josette_sheeran_ending_hunger_now and respond in 300 to 350 words regarding the content of the video.

Homework #2: Go to the WHO Nutrition Landscape Information System (NLiS) at <http://apps.who.int/nutrition/landscape/report.aspx>. It should open to ‘Afghanistan’. Choose your country from the drop-down menu. Read through the indicators and answer the following questions: 1. What is the % of low birthweight babies born in your country (% , year) 2. What % of the people in your country use improved drinking water sources (% , year) 3. What % of your country’s population lives on less than \$1 per day (% , Year) 4. How does your country score on the Global Hunger Index (Yr., Value) Which, if any, of the Maternal, Infant and Child Nutrition programs recommended by WHO/GAIN (listed under ‘Program title and actions’) has your country started following and in what year did their participation in each begin? Please provide a reference in APA style at the end of your post. Your response should 300-350 words.

Week 7: February 27-March 5

- Skolnik, 9
- World Health Organization (2009). Women’s Health: Today’s Evidence, Tomorrow’s Agenda [Executive Summary]. Geneva: Author. Pp. 1-10. [Sakai]
- Wolfensohn, G. (2016). Gender assessment of the refugee and migration crisis in Serbia and FYR Macedonia. Istanbul: UN Women, Europe and Central Asia Regional Office. [Read Executive Summary: pg. 1-5]

- Birth is deadly for Guatemalan Women
<https://www.youtube.com/watch?v=wABpYPaerhw> • No woman should die giving birth: Maternal mortality in Sierra Leone
<https://www.youtube.com/watch?v=oHjwc4a57Vo>

Optional References

- UNFPA (2014). State of the World Population. Motherhood in childhood: Facing the challenge of adolescent pregnancy. NY: Author. 116 pp. [Sakai]
- World Health Organization (2009).
- Women's Health: Today's Evidence, Tomorrow's Agenda [Full Report]. Geneva: Author. 109 pp. [Sakai]
- WHO, (2014). Trends in maternal mortality, 1990 to 2013. WHO, UNICEF, UNFPA, and World Bank Estimates, Geneva: WHO. 68 pp. [Sakai]

Homework: Consider one areas of women's health in your chosen country (other than maternal health) and share it with the class in 300 to 350 words.

Week 8: March 6-10

- Skolnik, 10-11
- Each year UNICEF publishes a State of the World's Children report that focuses on a particular aspect of child health. To see the current and past years' reports, visit <http://www.unicef.org/sowc/> The 2015 Report is posted on <http://sowc2016.unicef.org/report/part-1/>
- UNICEF (2014). State of the World's Children 2015: Executive Summary. New York: Author, 1-26.

Homework: Identify how your country is doing in child welfare. Consider data for specific ages and focus on one. Your response should be 300 to 350 words.

Week 9: March 20-26

Students receive guidelines for Project 11.

- Skolnik, 12
- Kaiser Family Foundation (2015) The Global HIV/AIDS Epidemic, 1-4.
- World Health Organization Media Centre (2015). HIV/AIDS. Fact sheet n. 360. 1-6
- World Health Organization, Key facts about malaria. <https://www.youtube.com/watch?v=h8TdV3q4C1k>
- Ted Talk: Seth Berkeley: HIV and flu – The vaccine strategy. [20:58 minutes] https://www.ted.com/talks/seth_berkeley_hiv_and_flu_the_vaccine_strategy
- Ted Talk: Sonia Shah. 3 reasons why we still haven't gotten rid of malaria. http://www.ted.com/talks/sonia_shah_3_reasons_we_still_haven_t_gotten_ri_d_of_malaria?language=en
- Viruses and parasites: Eradicating disease. (October 10, 2015). *The Economist* [print edition].
- Malaria eradication: Breaking the fever. (October 10, 2015). *The Economist* [print edition]

- Video: TED TALK by Seth Berkley: The troubling reason why vaccines are made too late ... if they're made at all.
https://www.ted.com/talks/seth_berkley_the_troubling_reason_why_vaccines_are_made_too_late_if_they_re_made_at_all [7:17 minutes]

Homework: Write 300 to 350 words on your country and how communicable diseases have impacted it. Your response should include references to the TED Talks, readings and chapter. Remember to write in APA.

Week 10: March 27-April 1

- Skonik, 13
- World Health Organization (2014). Global status report on non-communicable diseases 2014. Geneva: Author. [Read Intros and Executive Summary pp xi – xvii ONLY.]
- World Health Organization (2014). Infographic on NCD Global Action Plan.
- Geneva: Author. World Health Organization (2015) Non-communicable Disease Fact Sheet <http://www.who.int/mediacentre/factsheets/fs355/en/#>
- World Health Organization & Mental Health and Poverty Project (2010). Mental health and development: targeting people with mental health conditions as a vulnerable group. Geneva: Author. [Read Executive Summary, xxiii-xviii.]
- Video: Vikram Patel: Mental health for all by involving all. (TedGlobal 2012)
https://www.ted.com/talks/vikram_patel_mental_health_for_all_by_involving_all?language=en

Discussion: In 300 to 350 words, post a response that provides information about a non-communicable disease in your country. Be sure to mention the nature and prevalence of the disease in that country, providing data on mortality and morbidity, and distribution of disease burden by age, gender, or region. Who is most affected by this disease or condition? Why is this group the most vulnerable? Remember to write your response in APA style and cite as well.

Part IV: Working Together to Improve Global Health

Week 11: April 2-April 7

Case Study posted.

- Skolnik, 15-16

Week 12: April 9-14

Skolnik, 17

Week 13: April 15-21

- Skolnik, 14
- World Health Organization (2015). Global status report on violence prevention 2014. Geneva: WHO [Executive Summary only].
- World Health Organization (2015). Global and regional estimates of violence against women: Prevalence and health effects of intimate partner violence and non-partner sexual violence. {Read pages 9-15, 28-37}

- Topping, A. & Borger J (10 February 2015). Angelina Jolie opens UK centre to fight warzone violence against women. The Guardian. <http://www.theguardian.com/uk-news/2015/feb/10/angelina-jolie-opens-london-centre-to-combat-warzone-violence-against-women>.

Homework: In 300 to 350 words, post a response on the impact conflict has on health. Your response can use the readings and tie it into a current event. Remember to cite in APA style.

Week 14: April 22-28

- Skolnik, 18
- Optional: Skonik, 19

Discussion: Consider your own career trajectory. What have you learned about global health? How will this course impact your career choices? Your response should be 400 to 450 words.

Week 15: April 29-May 4

Project 11 Due

Recommended Web Sources

Demographic and Health Surveys
<http://www.measuredhs.com>

Disease Control Priorities Project, 2nd Edition
<http://www.dcp2.org>

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

Global Health Council
<http://www.globalhealth.org>

The Global Fund
<http://www.theglobalfund.org/en>

The Kaiser Family Foundation-online health policy resource
<http://www.kaiseredu.org/>

The Lancet
<http://www.thelancet.com>

The Population Reference Bureau www.prb.org for country-level data check
<http://www.prb.org/DataFinder.aspx>

The World Bank
<http://www.worldbank.org>

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

UNAIDS
<http://www.unaids.org>

UNICEF
<http://www.unicef.org>

UNICEF –
Statistics <http://www.childinfo.org>

United Nations Development Program
<http://www.undp.org>

USAID
<http://www.usaid.gov>

US Centers for Disease Control and Prevention
<http://www.cdc.gov>

