

Syllabus Module 101	
Module #101	Introduction to Global Health
Coordinator	Florence Bodeau-Livinec (in collaboration with Judith Mueller) METIS Department (Quantitative methods in Public Health) Ecole des Hautes Etudes en Santé Publique (EHESP, School of Public Health, France) florence.bodeau-livinec@ehesp.fr
Dates	September 11, 12, 14, 18, 19 and 21
ECTS	3 ECTS
Duration	4 days of 6 hours and 2 days of 3 hours
Location	Grande sale, MSH-EHESP 20 Avenue George Sand La Plain St Denis
Description	This course will introduce students to global health to enable them to recognize the main burden of diseases affecting both developed and developing countries, and to understand how they affect their population. Lectures and tutorials will explore global health in relation to several disciplines: epidemiology,, history, anthropology, health economics, geography and international law.
Prerequisites	None
Course learning objectives	Students who successfully complete this course will be able to: 1. Describe the burden of diseases 2. Understand key concepts in Global Health 3. Describe the key actors in this field
Structure (details of sequences : title /speaker/date/duration)	Ten sessions 1. Introduction to global health. 2. International Public Law 3. International Health regulation and emerging infectious diseases 4. Financing and organization of health systems in resource poor countries. 5. Actors in the Global Health field 6. Urbanization and Global Health 7. How has HIV/AIDS changed Global health? 8. Group presentations 9. Feedback on presentations
Resources	Books All readings and materials will be posted on REAL.
Course requirement	Attendance in lectures, which will be as interactive as possible, is required. Attendance and active participation in tutorials and discussions are essential. If you have to miss a tutorial, please notify your tutor in advance. All absences must be justified to the class instructor. All supporting documents are provided to the end-of-year panel. Students who are more than 10 minutes late may be denied access to a class. Repeated late arrivals may be counted as absences.
Grading and assessment	Exam Group work (including presentation and peer work group evaluation) Note also that students will complete a questionnaire that assesses their own and their teammates' contributions to group work. All team members will receive the same grade except if it is clear that a student has not participated effectively (attended and contributed to meetings; made timely, helpful contributions; been constructive, etc.). In that case, the student's grade will be lowered accordingly.
Course policy	Attendance & punctuality Regular and punctual class attendance is a prerequisite for receiving credit in a course. Students are expected to attend each class. Attendance will be taken at each class. The obligations of attendance and punctuality cover every aspect of the course: -

	<p>lectures, conferences, group projects, assessments, examinations, as described in EHESP Academic Regulations http://mph.ehesp.fr EHESP Academic Regulation Article (3).</p> <p>If students are not able to make it to class, they are required to send an email to the instructor explaining their absence prior to the scheduled class date. All supporting documents are provided to the end-of-year panel.</p> <p>Students who miss class are responsible for content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts and assignments. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who have missed class.</p> <p>Lateness: Students who are more than 10 minutes late may be denied access to a class. Repeated late arrivals may be counted as absences (See http://mph.ehesp.fr EHESP Academic Regulation Article. 3 Attendance & Punctuality)</p> <p>Maximum absences authorized & penalty otherwise Above 20% of absences may be designated a fail for a given class. The students will be entitled to be reassessed in any failed component(s). If they undertake a reassessment or they retake a module this means that they cannot normally obtain more than the minimum pass mark (i.e. 10 out of 20)</p> <p>Exceptional circumstances Absence from any examination or test, or late submission of assignments due to illness, psychological problems, or exceptional personal reasons must be justified; otherwise, students will be penalized, as above mentioned. Students must directly notify their professor or the MPH academic secretariat before the exam or before the assignment deadline. Before accepting the student's justification, the professor or the MPH academic secretariat may request either a certificate from the attending physician or from a psychologist, or from any other relevant person (See http://mph.ehesp.fr EHESP Academic Regulation Article 4 Examinations).</p> <p>Courtesy: <u>All cell phones/pagers MUST be turned off during class time.</u> Students are required to conduct themselves according to professional standards, eating during class time is not permitted during class time, such as course or group work.</p>
Valuing diversity	<p>Diversity enriches learning. It requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity. Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to "diversity of presence," including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation and social position.</p>
Course evaluation	<p>EHESP requests that you complete a course evaluation at the end of the school year. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.</p>

Session A.1	Introduction to the Global Health module. Indicators in Global Health
Speakers	<p>Florence Bodeau-Livinec, MD, PhD Department of Quantitative Methods in Public Health EHESP School of Public Health Florence.bodeau-livinec@ehesp.fr</p>

Learning Objectives	At the end of the session, the students should be able to: Understand the concepts related to the Global Burden of Disease and understand the results of this project, describe indicators in Global Health.
Duration	2 hours
Training methods	2 hours of lecture followed by four hours of group work for preparing students presentations.

Session A.2	Actors in Global Health field. The example of immunization
Speakers	Antoine Durupt
Learning Objectives	At the end of the session, the students should be able to: Name the key actors, financing and its consequences in the field of Global Health, and more specifically in immunization.
Duration	2 hours
Training methods	2 hours of lecture preceded by one hour of group work for preparing students presentations.

Session A.3	International Public Law and Global Health
Speakers	Feriel Ait-ouyahia Herlaut
Learning Objectives	At the end of the session, the students should be able to: grasp introductory concepts of in international public law in relation to Global Health.
Duration	2 hours
Training methods	2 hours of lecture

Session A.4	International Health regulation and emerging infectious diseases
Speakers	Judith Mueller
Learning Objectives	At the end of the session, the students should be able to: describe the international health regulations and understand key concepts in relation to Emerging infectious diseases.
Duration	2 hours
Training methods	2 hours of lecture preceded by one hour of group work for preparing students presentations.

Session A.5	Financing and organization of health systems in resource poor countries
Speakers	Mohammad Abu-Zaineh
Learning Objectives	At the end of the session, the students should be able to: describe the financing and organization of health systems, and understand the consequences in resource-constraint settings.
Duration	3 hours
Training methods	3 hours of lecture

Session A.6	Urbanization and Global Health
Speakers	Bertrand Lefebvre
Learning Objectives	At the end of the session, the students should be able to: understand key concepts in geography in relation to Global Health and give examples.

Duration	2 hours
Training methods	2 hours of lecture preceded by one hour of group work for preparing students presentations.
Session A.7	How has HIV/AIDS changed Global health?
Speakers	Justine Bettinger
Learning Objectives	At the end of the session, students should be able to: understand key concepts and challenges in HIV/AIDS with specific reference to global health.
Duration	2 hours
Training methods	2 hours of lecture
Session A.8	Students presentations
Speakers	Florence Bodeau-Livinec and Shukrullah Ahmadi
Learning Objectives	Presentation of student's work and questions from lecturers. At the end of the session, students will be able to criticize presentations, select relevant information.
Duration	6 hours
Training methods	Group work presentations
Session A.9	Feedback on students' presentations
Speakers	Florence Bodeau-Livinec and Shukrullah Ahmadi
Learning Objectives	Presentation of student's work and questions from lecturers. At the end of the session, students will be able to evaluate presentations, improve their presentation skills and better understand global health issues.
Duration	1 hour
Training methods	Discussion and feedback on group presentations and lecture.