

Syllabus Module 101	
Module #101	Introduction to Global Health
Coordinator	Jim Thomas, MPH, PhD Department of Epidemiology Gillings School of Global Public Health, University of North Carolina Jim.thomas@unc.edu ; www.jcthomas.org
Dates	September 10, 11, 13, 17, 18 and 20
ECTS	3 ECTS
Duration	4 days of 6 hours and 2 days of 3 hours
Location	Grande salle, 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. This course will explore contemporary issues in global health through an interdisciplinary approach. 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: <ol style="list-style-type: none"> 1. Understand key concepts and indicators in Global Health 2. Explore contemporary issues in Global Health through an interdisciplinary perspective 3. Describe the key actors in this field and analyze the roles and relationships of these players influencing global health. 4. Analyze existing interventions and propose relevant interventions for a given global health problem.
Structure (details of sequences : title /speaker/date/duration)	Ten sessions <ol style="list-style-type: none"> 1. Introduction to global health. 2. Social Forces Affecting Global Health 3. Actors in the Global Health field 4. International Public Law and Global Health 5. Financing and organization of health systems in resource poor countries. 6. Data sources and data ethics 7. Sustainability in 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 is required. They be as interactive as possible. 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 (30%) Group work (including presentation and peer work group evaluation) (70%) 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.

<p>Course policy</p>	<p>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: - lectures, conferences, group projects, assessments, examinations, as described in EHESP Academic Regulations http://mph.ehesp.fr EHESP Academic Regulation Article (3). 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>
<p>Valuing diversity</p>	<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>
<p>Course evaluation</p>	<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 Global Health
Speakers	Jim Thomas
Learning Objectives	At the end of the session, the students should be able to: start coordinating with other students on a course presentation; and name five issues in global health with reference to the country case study.
Duration	2 hours
Training methods	2 hours of lecture followed by four hours of group work for preparing students presentations.

Session A.2	Social Forces Affecting Global Health
Speakers	Jim Thomas
Learning Objectives	At the end of the session, the students should be able to: describe major trends in global health outcomes over the last 50 years; and provide insights into three social forces shaping the outcomes.
Duration	2 hours
Training methods	2 hours of lecture followed by four hours of group work for preparing students presentations.

Session A.3	Actors in Global Health (The example of HIV/AIDS)
Speakers	Jim Thomas
Learning Objectives	At the end of the session, the students should be able to: name the institutions, institution types, and their respective roles in addressing the global HIV/AIDS epidemic; and describe the insights into organizational coordination provided by organizational network analysis.
Duration	2 hours
Training methods	2 hours of lecture preceded by one hour of group work for preparing students presentations.

Session A.4	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.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	Data sources and data Ethics
Speakers	Jim Thomas
Learning Objectives	At the end of the session, the students should be able to: identify the main sources of data used in public health, non-traditional sources being explored, and ethical issues in public health data.
Duration	2 hours
Training methods	2 hours of lecture preceded by one hour of group work for preparing students presentations.

Session A.7	Student presentations
Speakers	Jim Thomas
Learning Objectives	Presentation of student's work and questions from lecturers. At the end of the session, students will be able to critique presentations and select relevant information.
Duration	6 hours
Training methods	Group work presentations

Session A.8	Sustainability in Global Health
Speakers	Jim Thomas
Learning Objectives	At the end of the session, the students should be able to: describe the purposes of the MDGs and SDGs, how they are measured, and the controversies about them; and describe current concepts of sustainability, strategies for attaining it, and controversies in the concept.
Duration	2 hours
Training methods	2 hours of lecture

Session A.9	Feedback on students' presentations
Speakers	Jim Thomas
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.