

Syllabus Module – 101

Module 101	Introduction to Global Health
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Dates	September 7-9, 2020
Credits/ECTS	3 ECTS for the whole module (the six days in September and May)
Duration or Course Format	6 days of 6 hours = 36 hours
Location	EHESP 20 Avenue George Sand 93210 LA PLAINE ST DENIS
Description	The M1 introductory global health course is taught in two parts: 3 days at the beginning of the year and 3 days at the end. This first part will describe the foundations of global health from the perspectives of epidemiology, geography, politics, and development organizations. The second half will address common interventions in global health and how to evaluate them. This syllabus is for the first half of the course only.
Prerequisites	None
Course learning objectives	Students who successfully complete this course will be able to: <ol style="list-style-type: none"> 1. Describe how health outcome priorities vary by country and provide some reasons for the differences. 2. Describe a health outcome in a selected country. 3. Describe the key actors in global health and their respective roles. 4. Describe how health systems vary by country
Structure (Session titles)	(September) Session 1: Global health trends Session 2: geographical and historical determinants Session 3: Measures of population health Session 4: Global health actors Session 5: Comparative health systems
Resources	All readings and materials will be posted on REAL. Recommended books: Birn AE, Pillay Y, Hotz TH. <u>Textbook of Global Health</u> . New York: Oxford University Press, 2017. Packard RM. <u>A History of Global Health</u> . Baltimore: Johns Hopkins Press, 2016.
Course requirement	Attend all lectures and seminars Read and write discussion posts for selected papers Participate in the class discussions Contribute substantially to the group project
Grading and assessment	Answers to questions posted on REAL (40%) Group project, paper + presentation (60%)
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: - 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 and to the MPH program coordinating team explaining their absence prior to the scheduled class date. All supporting documents are provided to the end-of-year panel. . 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. 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) Maximum absences authorized & penalty otherwise

	<p>Above 20% of absences will 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 has the right to 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/pages 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>
Group project	<p>Students will be randomly assigned into groups of about 5. Each group will select a health outcome and country to research and describe. The course lectures will inform students of relevant concepts and resources for their research, including how to describe the population occurrence of a health outcome, the factors that contribute to the occurrence, organizations that are addressing the health outcome, and relevant health care system components. The students will summarize their findings in a 5 page double-spaced paper and present their findings in a 15 minute presentation on the last day of the course.</p>

Session 1	Course introduction
Speaker	Jim Thomas
Session Outline	<p>Overview of the syllabus Introductions Description of the course project</p>
Learning Objectives	By the end of the session, students should form into groups and identify a health outcome in a particular country to research for the course presentation.
Duration	1 hour
Training methods	Screen share and discussion
Readings	None

Session 2	Global health trends
Speaker	Jim Thomas
Session Outline	Presentation of global health trends and contributing factors Discussion of the trends
Learning Objectives	Describe how causes of death vary between country income levels Identify three factors affecting the variations in country health outcomes
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Readings	Visit http://www.healthdata.org/results/country-profiles For the country your group selected, write a summary in 100 words or more on the major health trends; post your summary on the REAL site discussion page.

Session 3	Geographical and historical factors
Speakers	Jim Thomas
Session Outline	Presentation of geographical and historical factors Discussion of the factors
Learning Objectives	Explain the concept of geographical determinism Give an example of how geography has contributed to country health differences
Duration	1 hour 15 minutes
Training methods	PowerPoint presentation and discussion
Reading	Chapter 10 from <u>Guns, Germs and Steel</u> , "Spacious Skies and Tilted Axes" pp 176-191 Write one observation and one question you have from reading the chapter. Post them to the REAL site discussion board.

Session 4	Actors in global health
Speaker	Jim Thomas
Session Outline	Watch the PowerPoint presentation on global health actors Read the Chapter Visit the website of a selected actor Post a summary to the discussion board
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	PowerPoint presentation and discussion
Reading	Read chapter 4 in <u>A Textbook on Global Health</u> , "Global Health Actors and Activities" pp 141-192 Select an actor, visit its website, and describe what it is doing for the health outcome you selected. Post a summary (100 words or more) on the REAL discussion page,

Session 5	Measures of population health
Speaker	Jim Thomas
Session Outline	PowerPoint presentation on measures of population health Read CDC web page on mortality measures Calculate cause specific mortality, post to REAL
Learning Objectives	Write the equations for three difference measures of mortality
Duration	1 hour 30 minutes
Training methods	PowerPoint presentation and discussion
Reading	Principles of Epidemiology in Public Health Practice, Third Edition An Introduction to Applied Epidemiology and Biostatistics; Mortality frequency measures. https://www.cdc.gov/csels/dsepd/ss1978/lesson3/section3.html Calculate the cause-specific death rate for your selected health outcome in your selected country. Post it to the REAL discussion board.

Session 6	Health care systems
Speaker	Jim Thomas
Session Outline	PowerPoint presentation on health care systems Discuss health care systems
Learning Objectives	Describe the country factors that shape its health care system Describe major differences in health care systems
Duration	1 hour 15 minutes
Training methods	PowerPoint presentation and discussion
Reading	Mills A. Health Care Systems in Low- and Middle-Income Countries. <i>New England Journal of Medicine</i> . 2014; 370: 554-557. Write one observation and one question you have from reading the paper. Post them to the REAL site discussion board

Session 7	Group presentations
Speakers	Presentations: Students Moderator: Jim Thomas
Session Outline	Students will present their information on the selected health outcome in the selected country. Each group will have 15 minutes to present. Each presentation will be followed by questions from the other students.
Learning Objectives	Appreciate the differences in the health outcomes in the countries selected and presented by the other student groups
Duration	3 hours
Training methods	To be determined by students
Reading	None