

Syllabus Module – 101

Module 101	Introduction to Global Health
Coordinator	<p>Jim Thomas, MPH, PhD Professor Emeritus of epidemiology and ethics Gillings School of Global Public Health, University of North Carolina Adjunct Professor, EHESP Jim.thomas@unc.edu; www.jcthomas.org</p>
Dates	4-14 September, 2023
Credits/ECTS	3 ECTS
Duration or Course Format	7 days of 6 hours each = 42 hours
Location	EHESP 20 Avenue George Sand 93210 LA PLAINE ST DENIS and online
Description	<p>The health of populations around the world is uneven. In this introduction to global health, we will learn how to interpret data on population health trends and explore the causes of inequities as well as the actors and programs trying to address them. The course will conclude with an introduction to program evaluation. As a course project, each student will research a public health job of interest.</p>
Prerequisites	None
Course learning objectives	<p>Students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> 1. Describe common concepts in global health 2. Describe the social forces affecting global health 3. Apply systems thinking 4. Describe common interventions 5. Assess a job position and personal qualifications
Resources	<p>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. Bertrand JT, Solis M. <u>Evaluating HIV/AIDS Prevention Projects: a Manual for Nongovernmental Organizations</u>. MEASURE Evaluation, 2004.</p>
Structure (Session titles)	<ul style="list-style-type: none"> • Measures of population health • Global health trends • Using data: <u>Our World in Data</u> • Geography and states • Political and economic origins of global inequality • Actors in global health • Using data: <u>Gapminder</u> • Introduction to systems thinking • Theories of change • National health care systems • Job hunting in public health • Public health ethics and climate • Responding to unethical actions • Global health interventions post WW2 • Comparison of two interventions • Humanitarian aid • Intervention ethics • Intervention evaluation • Evaluation of network strengthening • Project presentations
Course requirements	<p>Attend all lectures Read selected chapters, papers, and websites Post summaries of readings on REAL (those specifying this step) Complete course quizzes Participate in the class discussions Complete the individual project</p>

Grading and assessment	<p>Participation in class discussions (20%)</p> <p>Online essays (20%)</p> <p>Course quizzes (20%)</p> <p>Individual project (40%)</p>
Course policy	<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.</p> <p>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).</p> <p>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.</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 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: All cell phones/pages MUST be turned off during class time. 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>
Individual project	<p>Students will research online organizations that conduct the type of work they are interested in. They will select one and describe its history, mission, countries in which it works, and the types of interventions it conducts. The student will identify a job available at the organization – one they would be interested in having; then assess their qualifications for the job (their strengths and weaknesses). The project report will be a 7-minute presentation with 3 minutes of class discussion.</p>

Monday, 4 September

Session 1	Introductions to each other and the course
Speaker	Jim Thomas
Session Outline	Overview of the course Meet fellow students Description of the course project
Learning Objectives	How to independently research job announcements, assess the characteristics of the organization funding the position, and assess one's own qualification for the job.
Duration	1 hour 30 minutes
Training methods	In-person presentation and discussion
Readings	None

Session 2	Measures of population health
Speaker	Jim Thomas
Session Outline	Calculation of disease measures Commonly used rates Comparing national health statistics
Learning Objectives	Write the equations for three different measures of mortality
Duration	1 hour 30 minutes
Training methods	In-person presentation and discussion
Assignment	Read Section 3: Mortality frequency measures , In: Principles of Epidemiology in Public Health Practice, 3 rd Ed. Centers for Disease Control and Prevention. For a disease of your choice, in a country of your choice, calculate the cause-specific death rate. Post it to REAL.

Session 3	Global health trends
Speakers	Jim Thomas
Session Outline	Country health comparisons Country economic comparisons Online global health data resources
Learning Objectives	Describe how causes of death vary between country income levels
Duration	1 hour 15 minutes
Training methods	In-person presentation and discussion
Assignment	None

Session 4	Using data: Our World in Data
Speaker	Jim Thomas
Session Outline	Demonstration and exploration of Our World in Data website
Learning Objectives	<ul style="list-style-type: none"> • Access data from Our World in Data website • Construct a narrative using (selecting) three different graphs or charts
Duration	1 hour 30 minutes
Training methods	Group demonstration and independent exploration of a website
Assignment	Using Our World in Data , select a health outcome, create a narrative that is illustrated in three or more charts. Write a summary of the narrative (>100 words) and post it on REAL

Tuesday, 5 September

Session 5	Geography and states
Speaker	Jim Thomas
Session Outline	<ul style="list-style-type: none"> • Geographical determinism • The emergence of states • The state's story of itself.
Learning Objectives	<ul style="list-style-type: none"> • Explain the concept of geographical determinism • Give an example of how geography has contributed to country health differences • Trace the origin of states
Duration	1 hour 30 minutes
Training methods	In-person presentation and discussion
Assignment	None

Session 6	Political and economic origins of global inequality
Speaker	Jim Thomas
Session Outline	<ul style="list-style-type: none"> • The negative nature of states • Extracting from within the state • Extracting from outside the state • After the revolution
Learning Objectives	<ul style="list-style-type: none"> • Describe three ways that states extract resources from their own populations • Describe three ways that states extract resources from other states
Duration	1 hour 15 minutes
Training methods	In-person presentation and discussion
Assignment	None

Session 7	Actors in global health
Speakers	Jim Thomas
Session Outline	<ul style="list-style-type: none"> The institution types engaged in global health The roles of institutions addressing the global HIV/AIDS epidemic
Learning Objectives	Name the institutions, institution types, and their respective roles in addressing the global HIV/AIDS epidemic
Duration	1 hour 30 minutes
Training methods	In-person presentation and discussion
Assignment	Recommended: Read Chapter 4, Global health actors and activities. In Textbook of Global Health, 4 th Ed. by AE Bim, et al. (available on REAL)

Session 8	Using data: Gapminder
Speaker	Jim Thomas
Session Outline	Demonstration and exploration of a website
Learning Objectives	Access data from Gapminder website
Duration	1 hour 15 minutes
Training methods	Group demonstration and independent exploration of a website
Assignment	Select an interactive graphic from Gapminder and describe what it shows (>100 words). Post on REAL.

Wednesday, 6 September

Session 9	Systems thinking
Speaker	Jim Thomas
Session Outline	<ul style="list-style-type: none"> How systems thinking differs from traditional epidemiology System characteristics System methods
Learning Objectives	Describe three characteristics of a system Explain how systems thinking differs from a reductionist perspective
Duration	1 hour 30 minutes
Training methods	In-person presentation and discussion
Assignment	None

Session 10	Theories of change
Speakers	Jim Thomas
Session Outline	<ul style="list-style-type: none"> How policy change occurs Logic models and theories of change Causal loop diagramming
Learning Objectives	<ul style="list-style-type: none"> Identify five means commonly used to attempt social change Describe three steps in a group process of systematically identifying a theory of change
Duration	1 hour 15 minutes
Training methods	In-person presentation and discussion
Assignment	None

Session 11	Optional one-on-one meetings with Dr. Thomas
Duration	15 minutes each
Sign-up	On the paper form in the classroom
Learning Objectives	Determined by the student

Thursday, 7 September

Session 12	National health systems
Speaker	Jim Thomas
Session Outline	<ul style="list-style-type: none"> The main components of a national health care system Health systems of three countries The factors that determine the shape and effectiveness of a national health care system
Learning Objectives	<p>Describe the country factors that shape its health care system</p> <p>Describe major differences in health care systems</p>
Duration	1 hour 30 minutes
Training methods	In-person presentation and discussion
Assignment	None

Session 13	Job hunting in global health
Speaker	Jim Thomas
Session Outline	<ul style="list-style-type: none"> Demonstration and exploration web-based information on employers in global health
Learning Objectives	Accessing information on opportunities in global health
Duration	1 hour 15 minutes
Training methods	Group demonstration and independent exploration of a websites
Assignment	<p>Identify two jobs posted on the web that are of interest to you.. Record the urls, briefly describe the job, and explain why it is of interest to you in ≥100 words, post on REAL To watch before Session 13: Public health ethics versus medical ethics: https://youtu.be/FoFrq_IOC2k Considerations in the ethical practice of public health: https://youtu.be/-M4GImOzl3o</p>

Session 14	Optional one-on-one meetings with Dr. Thomas
Duration	15 minutes each
Sign-up	On the paper form in the classroom
Learning Objectives	Determined by the student

Monday, 11 September

Session 15	Public health ethics and climate (I) – reading in class
Instructor	Jim Thomas
Session Outline	<ul style="list-style-type: none"> The causes and issues in climate migration A public health ethics perspective
Learning Objectives	Identify two public health ethics applications to climate migration
Duration	1 hour 30 minutes
Training methods	Online reading and reflection
Reading	<p>Politico: Where will everyone go? https://features.propublica.org/climate-migration/model-how-climate-refugees-move-across-continent/</p> <p>APHA Code of Ethics : https://www.apha.org/-/media/Files/PDF/membergroups/Ethics/Code_of_Ethics.ashx</p>

Session 16	Public health ethics and climate (II) - discussion
Speakers	Jim Thomas
Session Outline	<ul style="list-style-type: none"> What are the ethical issues in climate migration? How does public health ethics apply to climate migration?
Learning Objectives	How to apply public health ethics perspectives to a critical issue
Duration	1 hour 15 minutes
Training methods	Discussion of key questions pertaining to the readings in in Session 13
Assignment	None

Session 17	Responding to unethical actions
Speaker	Jim Thomas
Session Outline	<ul style="list-style-type: none"> Kinds of unethical action Unfavorable responses Favorable responses Whistle blowing
Learning Objectives	Describe types of humanitarian challenges, programs and ethical issues
Duration	1 hour 30 minutes
Training methods	In-person presentation and discussion
Assignment	None

Session 18	Self-directed project work
Instructor	Jim Thomas
Duration	1 hour 15 minutes

Tuesday, 12 September

Session 19	Global health interventions post WW2
Speakers	Jim Thomas
Session Outline	<ul style="list-style-type: none"> • Preserving new stability • Cold War • Non-aligned alternatives • Medical vs economic models • Declining influence of WHO
Learning Objectives	Describe the political motivations for public health interventions in history. Describe how the priorities in public health interventions have changed over time
Duration	1 hour 30 minutes
Training methods	In-person presentation and discussion
Assignment	None

Session 20	Comparison of two interventions
Speakers	Jim Thomas
Session Outline	<ul style="list-style-type: none"> • Zambia's National Malaria Control Program • Thailand's Universal Coverage Scheme • Discussion of approaches, actors, and roles
Learning Objectives	Describe the pros and cons of vertical and horizontal health interventions
Duration	1 hour 15 minutes
Training methods	In-person presentation and discussion; simultaneous online participation
Reading	<p>To read before Tuesday's class:</p> <ol style="list-style-type: none"> 1. One Mosquito at a Time: Zambia's Malaria Control Program. In: Millions Saved (posted on REAL) 2. Health Access for All: Thailand's Universal Coverage Scheme. In: Millions Saved (posted on REAL)

Session 21	Humanitarian aid
Speaker	Jim Thomas
Session Outline	<ul style="list-style-type: none"> • Types of foreign aid • Humanitarian situations • Humanitarian organizations • Ethical challenges
Learning Objectives	Describe types of humanitarian challenges, programs and ethical issues
Duration	1 hour 30 minutes
Training methods	In-person presentation and discussion

Assignment	To read before Wednesday's class: Nature article on the PATH malaria project
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Session 22	Self-directed project work
Instructor	Jim Thomas
Duration	1 hour 15 minutes

Wednesday, 13 September

Session 23	Intervention ethics
Speaker	Jim Thomas
Session Outline	<ul style="list-style-type: none"> • Ethics guidance • Political-economic ethics • Decolonizing ethics • Acting within corrupted systems
Learning Objectives	Identify sources of guidelines for the ethical conduct of public health interventions
Duration	1 hour 30 minutes
Training methods	In-person presentation and discussion
Assignment	None

Session 24	Intervention evaluation
Speaker	Jim Thomas
Session Outline	<ul style="list-style-type: none"> • Types of evaluation • Sustainable development goals • Health information systems • Trends in evaluation
Learning Objectives	Describe the types of evaluation methods by which public health interventions are assessed.
Duration	1 hour 15 minutes
Training methods	In-person presentation and discussion
Assignment	None

Session 25	Evaluation of network strengthening
Speakers	Jim Thomas
Session Outline	<ul style="list-style-type: none"> • The network strengthening project • Evaluation structure • Evaluation findings
Learning Objectives	<ul style="list-style-type: none"> • Describe the components of an organizational network • Explain the meaning of network density • Identify one measure of process evaluation in the study, and one measure of intervention outcome
Duration	One hour 30 minutes
Training methods	In-person presentation and discussion

Assignment	None
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Session 26	Self-directed project work
Instructor	Jim Thomas
Duration	1 hour 15 minutes

Thursday, 14 September

Sessions 27-30	Project presentations and discussion
Instructor	Jim Thomas
Duration (total)	5 hours 30 minutes