GLOBAL HEALTH

PBH 330 – Fall 2017
Thursday 1:00-3:45 P.M, WRI C237

Instructor Information

Course Instructor:  Dr. Jennifer Pharr  
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Email:  jennifer.pharr@unlv.edu  
Telephone:  702-895-2006

Office Hours:  MONDAY 2:30PM – 4:00PM, THURSDAY 10:30-12:30 (additional times available by request)

Textbooks & Required Reading

Required Text:

Additional Resources:
Millions Saved: New Cases of Proven Success in Global Health. Case studies:  
http://millionssaved.cgdev.org/#case-studies

Course Description & Objectives

Catalogue Description:  The course will introduce students to the main concepts of the public health field and the critical links between global health and social and economic development. Students will get an overview of the determinants of health and how health status is measured. Students will also review the burden of disease, risk factors, and key measures to address the burden of disease in cost-effective ways. The course will cover key concepts and frameworks, but be very practical in orientation. The course will be global in coverage, but with a focus on low- and middle-income countries and on the health of the poor.

Course Objectives:  By the end of the course, students will be able to:

- Describe 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.  
(UULO 1.1, 1.2, 1.3)
- Synthesis the social, cultural, economic and political determinants of health and their importance to global health. (UULO 1.1, 1.2, 2.3, 4.1, 5.1)
- Synthesis the social, cultural, economic, and political 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. (2.4, 4.3)
- Describe the relationship between the physical environment and the health of nations. (4.6, 5.4)
- Identify how health care systems vary across countries. (4.3, 5.1, 5.2)
- Utilize fundamental analytical tools needed to make a critical assessment of the health status of people in various countries, the determinants of their health, and how key health issues might be addressed in cost-effective, efficient, and sustainable ways. (2.3, 2.4, 5.4)
- Identify key actors in global health and the manner in which they can cooperate to address critical global health issues. (5.1, 5.2, 5.4)

**Course Evaluation & Grading**

**Evaluation Methods:** It is assumed that each student has the capacity to garner a grade of 100% (A) in this course through the development of the following assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4) Exams (50 pts. each)</td>
<td>200 points</td>
</tr>
<tr>
<td>(2) Infographics (45 pts. each)</td>
<td>90 points</td>
</tr>
<tr>
<td>(1) Case Study</td>
<td>20 points</td>
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<tr>
<td>Global health career – recruitment video</td>
<td>50 points</td>
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<tr>
<td>Class Participation</td>
<td>40 points</td>
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</tbody>
</table>

Total Possible Points 400 points

**Dr. Pharr reserves the right to modify the schedule and adjust requirements for this course. Announcements regarding changes to the syllabus and/or class assignments made during scheduled lectures are the students’ responsibility. All assignments are due at the start of class or as specified. Assignments completed for this course may be used as evidence of student learning in accreditation reports. Students who do not wish their work to be used for accreditation purposes must inform the course instructor in writing by the end of late registration. Your participation and cooperation are appreciated.**
Exams – 50 points each/200 points total: Four exams will be administered during the Global Health course. These exams, in multiple choice and short answer format, are designed to assess the students’ ability to retain information gleaned from class discussion, text, and activities.

Infographics – 45 points each/90 points total: There will be two infographic assignments in the course. Each infographic will focus on a developing country or low- or middle-income countries, as that is the focus of the course. A detailed description of each infographic will be provided.

The infographic topics will address:

- Infographic 1 – Will summarize, for a low- or middle-income country of your choice, the key nutrition issues faced by the country, who they most affect, key risk factors, their link with health and economic development, and what might be done to address them in cost-effective ways.

- Infographic 2 – Will summarize, for a low- or middle-income country of your choice, a key issue in women’s health, who is most affected, key risk factors, the links between these issues with social and economic development, and what might be done to enhance the health of women in the poorest countries in cost-effective ways. This info will focus on an issue other than nutrition.

Case Study – 20 points: Teams will be assigned and each team will be responsible for presenting an assigned case study. The team will develop a Power Point presentation that highlights the following information: (1) background, (2) program rollout (3) impact, (4) cost, (5) reasons for success, 6) implications. The team will be graded as a whole and each member of the team must present part of the information. The case study presentation should be 10 minutes followed by a discussion of the case with the class. Case studies are found at: http://millionssaved.cgdev.org/

Global health career video - 50 points: A team of 2 will create a recruitment video for a Global Health Organization for a Global Health job. Students will select a real-world job title and description related to Global Health and portray the job, as though currently recruiting to fill the position, the educational requirements for new hires, the expected work outcomes, challenges, and rewards of the position. Successful videos will provide the class a complete understanding of potential career opportunities available in Global Health. (Additional Reading: Career Opportunities in Global Health)

Class Participation – 40 points:
Participation: This class is structured in order to maximize an ongoing dialogue about culture and health. The class participants need to have an opportunity to learn from the variety of perspectives reflected in the classroom and from guest speakers. Discussion and input in class activities is a critical component of PBH 330. No relevant contributions to class discussions will lower a final grade. Lack of contribution in a positive, sensitive, and relevant manner will result in a lower class participation grade and, ultimately, in a lower final grade. Disruptions,
outbursts, and/or side conversations will also result in lowering of the class participation grade for a student who engages in such behavior.

**Preparation:** After the first session, there will be a required reading assignment for every class meeting. Please come to class prepared to discuss the reading and world events related to the subject matter. Additional small activities and assignments will be given from time to time. Please complete these activities and assignments as well and be prepared to discuss your work.

**Instructor Comments**

- No makeup exam will be given unless the following criteria have been met:
  - You must telephone the instructor before the exam and explain your situation.
  - You must be able to provide a legitimate excuse, as specified by the University.
- Students are required to be on time and present for all scheduled exams. Late students will NOT be permitted to take the exam after a student has _completed and left the room_. NO EXCEPTIONS!!
- Work handed in late will lose ten (10) percentage points for each day that it is late. Work will not be accepted after 4 days.
- All work is to be typed.
- Any work can be handed in early. Due dates are indicative of last day an assignment will be accepted without penalty.

**Instructional Methods:** The course methodology includes but is not limited to: lecture; discussion; role playing; large and small group work; demonstrations; the use of overheads, videotapes, and other multimedia; debates, and guided discovery activities. The instructor encourages participation of all students in the learning process.
**Outline of Course Activities and Content:**
The following table is designed to provide the student with an overview of the content to be covered in the class as well as the sequence of presentation of materials. The table is a tentative outline for the semester. Dr. Pharr reserves the right to make modifications to this timeline.

<table>
<thead>
<tr>
<th>Date</th>
<th>Content/ Activity</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thur. 08/31</td>
<td>The Principles and Goals of Global Health</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Thur. 09/07</td>
<td>Health Determinants, Measurements, and Trends</td>
<td>Chapter 2</td>
<td></td>
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<tr>
<td>Thur. 09/14</td>
<td>Health, Education, Poverty, and the Economy</td>
<td>Chapter 3</td>
<td>EXAM #1</td>
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<tr>
<td>Thur. 09/21</td>
<td>Ethical and Human Rights Concerns in Global Health</td>
<td>Chapter 4</td>
<td>Case study #1</td>
</tr>
<tr>
<td>Thur. 09/28</td>
<td>An Introduction to Health Systems</td>
<td>Chapter 5</td>
<td>Case study #2</td>
</tr>
<tr>
<td>Thur. 10/05</td>
<td>Culture and Health</td>
<td>Chapter 6</td>
<td>EXAM #2</td>
</tr>
<tr>
<td>Thur. 10/12</td>
<td>The Environment and Health</td>
<td>Chapter 7</td>
<td>Case study #3</td>
</tr>
<tr>
<td>Thur. 10/19</td>
<td>Career Day Presentations</td>
<td></td>
<td>Career Day Presentation Due</td>
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<tr>
<td>Thur. 10/26</td>
<td>Nutrition and Global Health</td>
<td>Chapter 8</td>
<td></td>
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<tr>
<td>Thur. 11/02</td>
<td>Women’s Health &amp; Child Health</td>
<td>Chapters 9 &amp; 10</td>
<td>EXAM #3</td>
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<tr>
<td>Thur. 11/09</td>
<td>APHA – No Class</td>
<td></td>
<td>Case study #5</td>
</tr>
<tr>
<td>Thur. 11/16</td>
<td>Communicable Diseases</td>
<td>Chapter 11</td>
<td>Infographic #1 Due</td>
</tr>
<tr>
<td>Thur. 11/23</td>
<td>THANKSGIVING – NO Class</td>
<td></td>
<td>Case study #6</td>
</tr>
<tr>
<td>Thur. 11/30</td>
<td>Non communicable Diseases</td>
<td>Chapter 12</td>
<td></td>
</tr>
<tr>
<td>Thur. 12/07</td>
<td>Unintentional Injuries</td>
<td>Chapter 13</td>
<td>Case study #7</td>
</tr>
<tr>
<td>Thur. 12/14</td>
<td>FINAL EXAM</td>
<td>Chapters 6 – 13</td>
<td>Exam #4</td>
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**Case Study #1** – Kenya’s Social Cash Transfer Program  
**Case Study #2** – Thailand’s Universal Coverage Scheme  
**Case Study #3** – Vietnam’s Comprehensive Helmet Law  
**Case Study #4** – Indonesia’s Total Sanitation and Sanitation Marketing Program  
**Case Study #5** – South Africa’s Child Support Grant  
**Case Study #6** – Botswana’s Mass Antiretroviral Therapy Program  
**Case Study #7** – Thailand’s Campaign for Tobacco Control
Additional Items

Fall 2017

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the
discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Library Resources**—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: [https://www.library.unlv.edu/contact/librarians_by_subject](https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at [https://www.library.unlv.edu/](https://www.library.unlv.edu/).

**Rebelmail**—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: [http://catalog.unlv.edu/content.php?catoid=6&navoid=531](http://catalog.unlv.edu/content.php?catoid=6&navoid=531).

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: [https://www.unlv.edu/provost/teachingandlearning](https://www.unlv.edu/provost/teachingandlearning)

[https://www.unlv.edu/provost/transparency](https://www.unlv.edu/provost/transparency)

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit [http://www.unlv.edu/asc](http://www.unlv.edu/asc) or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: [http://writingcenter.unlv.edu/](http://writingcenter.unlv.edu/).