

### Course Information

#### Time and Location

Carruthers Hall, room 311

Fridays 9:00-12:00 starting September 9, 2022.

#### Instructor

Dr. Colleen M. Davison

Email: [davisonc@queensu.ca](mailto:davisonc@queensu.ca)

### Land Acknowledgement

This course is taught at Carruthers Hall on Queen's University campus. Queen's is situated on traditional Anishinaabe and Haudenosaunee Territory. We acknowledge this traditional territory and recognize its longer history, one predating the establishment of the earliest European colonies. We acknowledge the territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and we recognize the need for continued journeys of truth and reconciliation.

### Course Prerequisites

This is an elective course available first to Master of Public Health students, there is no formal prerequisite. If spaces are available, the course may be of interest to other graduate students including in other Public Health Sciences programs, or in Kinesiology and Health Studies, Global Development Studies, Policy Studies, Nursing, Rehabilitation Sciences among others.

### Description

Global health is the area of study, research and practice that places a priority on improving health and achieving equity in health for all people - internationally, nationally, and locally. The course uses case studies, an embedded novel study and inquiry-based learning approaches. Learning starts with the posing of questions, problems or scenarios and learning is constructed through reflection, discussion, and the connection of new material to pre-existing conceptual structures that the students already have. Active participation of the students in their own learning is key.

Students will be exposed to examples of global public health initiatives in areas such as maternal and child health, infectious disease, Indigenous Peoples' health, global health innovation, and health systems strengthening. Students will be asked to think critically about why specific global health initiatives and organizations exist, how they function and the impacts they are having on health and health equity in sub-populations in Canada and globally. In addition to becoming oriented to global health terminology, concepts, actors and initiatives, more generally throughout the course, students will develop global health competencies and skills including country-level population health assessment, stakeholder assessment and advocacy.

## A Note about the Material

There are some aspects related to the topics covered in EPID829 that students may find disturbing, including discussions of extreme poverty, slavery, trauma, colonialism, violence, oppression and discrimination. While we do our best to provide appropriate context and time for moderated discussion, students may wish to have supports in place (e.g., family members or friends to discuss with) prior to engaging with these topics. Queen's Student Wellness Services - <https://www.queensu.ca/studentwellness/mental-health> provides mental health services and referrals if needed. If you are unable to engage with a particular reading, video, or lecture, please let the instructor know and we will find an alternative.

## Learning Objectives

The learning objectives of this course are for students to:

1. Build understanding around the historical foundations of current global health disparities;
2. Become familiar with underpinning values and theories prominent in global health work;
3. Become familiar with global health actors and interventions at different levels;
4. Increase knowledge about substantive areas of global health concern;
5. Strengthen skills in critical thinking, writing, knowledge translation, health status reporting, stakeholder assessment and advocacy;
6. Discuss global health issues and possible solutions in an informed and practical way;
7. Consider their own role in global public health.

## Texts & Materials

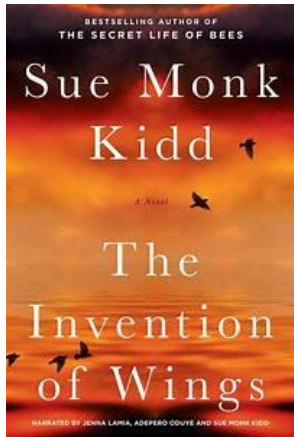
Students are required to obtain a copy of "Invention of Wings" by Sue Monk-Kidd. This can be ordered through Novel Ideas (Princess Street) or online. The novel study will begin in week 4 of the course. Additional weekly course material will be available for download from the course OnQ site, there is no other specific textbook. Links to supplemental audio-visual and textual material will be provided as needed.

## Assessment

Novel Study Reflection Posts (4 x 5% each; weeks 6,8,10,12)	20%
Country Profile (due by class time week 5)	20%
Stakeholder Mapping Assignment (due by class time week 9)	20%
Seminar Extensions (sign up for one week between weeks 4-12)	10%
Health Equity Impact Assessment (due one week following the last class)	20%
Attendance and Weekly "Nugget" (max of 10, 1% each)	10%

*\*Grading rubrics or checklists for each assessment component are provided in OnQ.*

### Novel Study Reflection Posts (written or video) (20%)



In this course we construct learning through reflection and interaction with the fellow students in the class. Students will be reading the novel *Invention of Wings* by Sue Monk Kidd. The novel touches on some of the historic roots of racial and gender disparities in North America. It outlines experiences of discrimination based on race, class, gender, age, religion, and disability status and speaks to emancipation and uprooting structures of power imbalance. Students will spend time in small groups in class discussing sections of the novel between weeks 4-12. Question prompts will be provided. Students are required to submit a written or video reflection of no more than 250 words (or 3 minutes speaking) every two weeks after these group discussions. There will be 4 reflections worth 5% each (due weeks 6,8,10,12). Students will use the ICE approach to guide their discussions and reflections (i.e., review specific ideas in the novel, provide connections between the novel and other aspects of the course, provide extensions between the novel and other aspects of the student's experience or outside knowledge).

### Country Profile (20%)

For this assignment, students will select a low- or middle-income country and complete a population health profile using common global health indicators. This assignment gives students the opportunity to become familiar with types and sources of global health data and ways to present data in a concise and effective format. Students will be provided an assignment template and detailed directions in class and in OnQ.

### Stakeholder Mapping Assignment (20%)

A key skill in effective global health work is to be able to identify and connect with the myriad of stakeholders associated with a particular topic or issue. Following the country profile, students will select one health disparity that was identified in their country (or a similar country) and create a stakeholder map around this issue/context. The process for doing the map will be explained in class.

### Health Equity Impact Assessment (20%)

The Canadian government wishes to invest in tourism development projects nationally and internationally. Conduct a "desk HEIA" to assess the potential differential impacts of tourism development in a specific location of your choice. You can find more about Health Equity Impact Assessment here: <https://www.porticonetwork.ca/web/hea/webinars/past-webinars/using-heia> and further details about this assignment will be provided in class and in OnQ.

### Seminar Extensions (10%)

Building on the strengths of inquiry-based learning, students will sign up (during week 2) to delve further into the case study material and theme for one of the weeks from weeks 4-12. The job of these students each week is to provide the class with additional learning connections and extensions. Further information and a rubric will be provided in class and in OnQ.

### Attendance and Weekly "Nugget" (10%)

Regular attendance and participation in the weekly classes (Fridays 9:00-12:00) is expected. Students will be asked to record a short "nugget" of learning each week on the back of their name cards. Students will earn 1% for each nugget complete up to a maximum of 10%.

## Grading

Marked assessments for this course will each receive a numeric grade. The course final grade will be converted to a letter grade according to Queen's Official Grade Conversion Scale (see following).

**Queen's Official Grade  
Conversion Scale**

<b>Grade</b>	<b>Numerical Course Average (Range)</b>
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

## Course Policies

### Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available on the University website (see for example <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>) and from the instructor of this course.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

### Accessibility

Queen's is committed to an inclusive community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. Resources for this course can be made available in a variety of accessible formats or with appropriate communication supports upon request. Please contact the instructor to request these kinds of accommodations.

### Accommodations - Overall

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/> . Please also inform the instructor of any necessary accommodations as soon as possible.

### Accommodations – Emergency Situations / Lateness of Assignments

Assignments should be handed in on time. Most assignments will be uploaded to OnQ. Assignments have a due date and time and the OnQ dropbox will close after this time. If students miss this window, they should email the assignment to the instructor. Late assignments will be deducted 5% for each day, or partial day, late without an approved accommodation.

It is acknowledged that sometimes emergency situations arise and students are not able to submit assignments on time. The instructor encourages students to communicate about these situations as soon as possible so that alternative plans can be made for submissions. Queen's University has a process for academic consideration in extenuating situations and periods of brief absence. More information can be obtained here:

<https://www.queensu.ca/studentwellness/home/policies-and-procedures/academic-considerations-students-extenuating-circumstances>. This is also where you will find a link to the Self-Declaration for Brief Absence Form, this should be used if your absence will impact your assessments in the course, so that an excused absence will not negatively affect your grade in the course.

### Attendance

It is expected that students will be present at class each week, however, it is understood that this might not always be possible given illness or other unforeseen circumstances. If a session/meeting is missed, it is up to the student to gather and understand the missed information and complete any coursework or assignments that took place during the session. Make up is ideally done in time for the next session. It is appreciated for students to inform the instructor when they are going to be away, this is required if the absence results in missing an assessment component. Attendance is taken each week and 10% of a students' grade will be attributed to their attendance and participation, further information about this is provided during class in weeks 1 and 2.

### Cell Phones, Tablets and Laptops

Students will need access to a laptop, tablet, smart-phone or Chromebook to participate fully in the class. Students should avoid using their cell phones or computers for checking/sending emails, watching videos or checking social media while participating in class. All course materials and links will be provided to students within OnQ. Students with technology-specific accommodations should make these known to the instructor as soon as possible.

### Copyright

Materials generated by the instructor of this course may not be posted to commercial course material sites without permission. However, they may be used and adapted, with attribution, for noncommercial purposes. This material is designed for specific use during this course at Queen's University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement. Find out more about copyright here:

<http://library.queensu.ca/copyright>

### Emailing the Professor.

The instructor will strive to respond to student emails within 24 hours not including weekends. Emails should be professionally written. In addition, emails about an assignment within 24 hours of the due date will not be answered in time for submission so please plan ahead. In cases of emergency or the need for last minute accommodations, students should inform the instructor where possible but they should also follow the suggestions provided under "Accommodations – Emergency Situations / Lateness of Assignments".

### Food and Drink

Students are permitted to eat/drink while in class meetings but are asked to be respectful while doing so.

### General Class Etiquette

We aim for this course to be a safe space for discussion, deliberation and possible dissent. The material can be challenging for many students to work through and there is a need for general principles of engagement:

***Be consistently respectful of each other.*** Treat your instructor and your fellow students with respect. Understand that we may disagree and that exposure to other people's opinions is part of the learning experience.

***Continually strive to be anti-discriminatory.*** We all contribute to the creation of anti-discriminatory learning environment where we value engagement, inclusion, and diversity of backgrounds, experiences, and identities. We will avoid propagating negative and harmful stereotypes. In discussing health disparities, we should focus on groups' differential access to power and privilege and other structural factors which lead to health disparities rather than focusing on individual traits or behaviours, for example.

***Expect and respect diversity of all kinds.*** Some of your classmates could be returning to school for the first time in twenty years, while others have just graduated from their undergraduate degree. We are from many different places geographically, culturally, socially and intellectually. Some students will be from outside the Department of Public Health Sciences. Welcome to all of you, we are glad to have you join us.

***The professor is an active moderator and will address problematic content.*** This includes (but is not limited to) racist, sexist, violent and homophobic content, profanity (even the mildest forms), any content deemed hateful, ignorant, any plagiarized material or copyright

infringements, and anything that might incite hostility or discomfort among other students and thus interfere with the learning process.

Please let the professor know, confidentially, if you experience any breaches of this general class etiquette and we will address them.

#### Lateness for Class

Students should be respectful of the instructor, fellow students and guests and arrive on time at the beginning of each session. It is appreciated for students to inform the instructor if they are going to be late for class.

#### Physical Distancing, Masks etc.

We will follow Queen's Health Sciences and KFL&A public health directives at all times. (updated 31 Aug. 2022):

*Vaccination* – QHS students, staff, residents and faculty who do not have in-person interaction with patients or clients as part of their education or research are not required to be vaccinated, but it is strongly recommended.

*Masking* – Students, staff, residents, faculty and volunteers are not required to wear masks but masking is recommended in all other settings on campus. In small group settings and private offices where physical distancing cannot be maintained, masking is strongly recommended and may be requested by instructors.

*Screening and absences* – Students, staff and faculty are required to continue to use the province's [self-assessment tool](#) before coming to campus. Students who have symptoms of COVID-19, are required to isolate, or do not pass the self-assessment tool should not come to campus, and should follow their program's protocol for reporting absences and following up after an absence.

#### Preferred Pronouns and Name

Please include your preferred name and pronouns on your class name card. If needed, you can change your preferred name in OnQ and through SOLUS: Log into SOLUS (click on 'Personal Information', 'Names', and 'Add New Name'; select 'Preferred' from the 'Name Type' dropdown menu; enter in your preferred name; and click 'Save'. It may take 24-48 hours for this preferred name to register in the system.

#### Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism. In its service contract with Queen's, Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. As a student, you have the right to opt out of Turnitin. You must notify the instructor by the end of week 3 of the term, and make arrangements for additional work or alternative strategies to ensure the integrity of the work.

## Course Schedule

Week	Theme	Readings	Focus of reflection
<b>Week 1</b> Sept 5-9	<b>Overall introductions and orientation</b>  A broad introduction to global health issues and the course.  <u>Lecture</u> : Defining global health.		Introductions and appreciating personal perspectives.  <i>Get your copy of the novel.</i>
<b>Week 2</b> Sept 12-16	<b>Historical and political-economic roots of global health and development issues.</b>  A look at the <i>causes of the causes</i> of ill-health.  <u>Lecture</u> : Major global health meetings and events over the past century.	Colonial Medicine and its Legacies by Greene, Thorp-Basilico, Kim and Farmer.  Colonisation – It’s bad for your health: The context of Aboriginal health by Juanita Sherwood.	Colonial legacy in an international and Canadian perspective.  <i>Sign up for Seminar Extensions.</i>
<b>Week 3</b> Sept 19-23	<b>Working in global health - considerations and critiques.</b>  A critical review of global health jobs and career pathways.  <u>Lecture</u> : Beyond working at the World Health Organization.	The coin model of privilege and critical allyship: Implications for health by S. Nixon.  Encounters with discomfort : How do young Canadians understand (their) privilege and (others’) poverty in the context of an international volunteer experience? by Schwarz, KC.	Your ideas about working in the field of global health.  <i>Novel study introduction.</i>
<b>Week 4</b> Sep 26-Sep 30	<b>The social determinants of health in a globalized context.</b>  <b>Case study</b> - Curbing tobacco use in Poland.  <u>Lecture</u> : A review of SDOH models and frameworks.	The social determinants of health: It's time to consider the causes of the causes by Braveman P, Gottlieb L.  Health for All: Competing theories and geopolitics by Basilico M, Weigel J et al.	The causes of the causes of health issues and health disparities.
<b>Week 5</b> Oct 3-7	<b>Global health disparities and higher risk groups.</b>	Socioeconomic positions – chapter by J. Lynch and G. Kaplan.	Stigma and global health issues.



	<p><b>Case study</b> – Preventing HIV/AIDS and Sexually Transmitted Infections in Thailand.</p> <p><u>Lecture</u>: Health as a human right.</p>	<p>The social and cultural matrix of health and disease – chapter by E. Corin.</p>	<p><i>Novel study discussion #1.</i></p> <p><i>*Country Profile Due.</i></p>
<p><b>Week 6</b> Oct 10-14</p>	<p>FALL BREAK No class</p>		
<p><b>Week 7</b> Oct 17-21</p> <p><b>Online activities</b></p>	<p><b>Evidence-based global health intervention and global health research.</b></p> <p><b>Case study</b> - Saving Mother's Lives in Sri Lanka.</p> <p><u>Recorded Lecture</u>: CCGHR principles of global health research</p>	<p>CCGHR Principles for Global Health Research.</p> <p>How to define and measure health by M. Seear and O. Ezezika.</p>	<p>Opinions about Melinda Gates' TED talk on universal access to contraception</p> <p><i>*No seminar extensions this week.</i></p>
<p><b>Week 8</b> Oct 24-28</p>	<p><b>Women's health and development.</b></p> <p><b>Case study</b> - Punjab's Female School Stipend Program</p> <p><u>Lecture</u>: Education for boys and girls as a determinant of health.</p>	<p>Promoting Women's Empowerment for Better Health Outcomes for Women and Children: Strategy brief by the Partners in Population and Development.</p> <p>The Determinants of Women's Health in Northern Rural and Remote Regions by the BC Centre of Excellence for Woman's Health.</p>	<p>How essential are vital statistics?</p> <p><i>*Novel study discussion #2.</i></p>
<p><b>Week 9</b> Oct 31 - Nov 4</p>	<p><b>Universal Health Coverage and Innovative Health Insurance Schemes</b></p> <p><b>Case study</b> - Thailand's Universal Coverage Scheme</p> <p><u>Lecture</u>: Alma Ata, primary health care and the essential basket of services.</p>	<p>Ghana's Journey towards Universal Health Coverage: The Role of the National Health Insurance Scheme by Kipo-Sunyehzi, Ayanore et al.</p> <p>Comparing Cash and Voucher Transfers in a Humanitarian Context: Evidence from the Democratic Republic of Congo by J. Aker.</p>	<p>Cash transfers – the silver bullet?</p> <p><i>*Stakeholder mapping assignment due</i></p>
<p><b>Week 10</b> Nov 7-11</p>	<p><b>Global health campaigns and communication</b></p> <p><b>Case study</b> - Preventing diarrheal deaths in Egypt</p>	<p>Emphasizing "communication" in health communication by R. Parrott.</p> <p>International organizations and</p>	<p>Annie Leonard and the Story of Stuff project.</p> <p><i>*Novel study</i></p>

	<p><u>Lecture</u>: WHO principles for effective global health communication.</p>	<p>human rights: Realizing, resisting or repackaging the right to water? by Russell.</p>	<p><i>discussion #3.</i></p>
<p><b>Week 11</b> Nov 14-18</p>	<p><b>Health Systems in an International Context</b></p> <p><b>Case study</b> - Controlling Tuberculosis in China.</p> <p><u>Lecture</u>: The building blocks of a health system</p>	<p>Introduction to health systems by JA Johnson and CH Stoskopf.</p> <p>The Global Health System: Strengthening National Health Systems as the Next Step for Global Progress by J Frenk.</p>	<p>Health human resource concerns in global health.</p>
<p><b>Week 12</b> Nov 21-25</p>	<p><b>Social and technological innovations in global health.</b></p> <p><b>Case study</b> - Reducing fertility in Bangladesh.</p> <p><u>Lecture</u>: The story of solutions.</p>	<p>Sustainability: The elusive dimension of international health projects by Edwards &amp; Roelofs.</p> <p>Engaging religious leaders in global health by UNICEF.</p>	<p>What gives you hope in global health?</p> <p><i>*Novel study discussion #4.</i></p>
<p><b>Week 13</b> Nov 28 – Dec 2</p>	<p><b>Vaccination and Reaching the Last Mile</b></p> <p><b>Case Study</b> - Eliminating Polio in Haiti.</p> <p><u>Lecture</u>: Conceptualizing the “last mile”.</p> <p><i>*HEIA due one week following the last class.</i></p>	<p>Working together to improve global health - chapter by Skolnik R.</p>	<p>Overall reflections on learning in the course and next steps.</p>