

EPID829 – Foundations of Global Health

Course Information

Time and Location

Online course

Synchronous class 2:00-3:30pm Wednesdays

Office hours: 3:30-5:00pm Wednesdays (by appoint with instructor or TA)

Instructor

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Teaching Assistant

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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 students in other graduate programs including students in Kinesiology and Health Studies, Global Development Studies, Policy Studies, Epidemiology, Nursing, Rehabilitation Sciences among others.

Description

This course is a review of some of the *foundational concepts and skills used in global health*. 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 worldwide- this is abroad as well as locally. The course is taught from a constructivist perspective, where student learning is not a stimulus-response phenomenon. It requires self-regulation and the building of conceptual structures through reflection and abstraction. The sessions are based on active participation by students in problem-solving and critical thinking, whereby they are “constructing” their own knowledge, by making sense of their experiences and integrating them with pre-existing intellectual constructs. To this end, the course is designed using an inquiry-based learning approach. Inquiry-based learning is a form of active learning that starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. The inquiry-based learning process in EPID829 is facilitated by the instructor but the active participation of the students in their own learning is key.

Students will be exposed to examples of global health initiatives in areas such as maternal and child health, infectious disease, globalization and health, 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 mapping, advocacy.

Learning Objectives

The learning objectives of this course are for students to:

1. Build understanding around the foundational aspects of global health including its underpinning values and theories;
2. Become more familiar with global health actors at different levels;
3. Increase knowledge about substantive areas of global health concern;
4. Strengthen skills in critical thinking, writing, knowledge translation, health status reporting and stakeholder assessment;
5. Discuss global health issues and possible solutions in an informed and practical way;
6. Consider their own role in global health.

Texts & Materials

Weekly course material will be available for download from a course OnQ site, there is no specific textbook. Links to supplemental audio-visual and textual material will also be provided where appropriate.

Basic Weekly Schedule

- Monday (every week) 9:00am EST– opening of material for the week in OnQ.
- Each week will include:
 - Learning outcomes
 - One recorded mini-lecture
 - One case study (only for weeks 4-12)
 - Two mandatory readings
 - Questions and directions for the online discussion forum
 - Reminders about any zoom class meetings
 - Reminders and information about the summative assessment tasks
- Wednesdays 2:00-3:30 – Class Zoom meeting
- Wednesdays 3:30-5:00 – Office hours (request a meeting time by email). Dr. Davison and/or TA.

Assessment

Weekly Reflection Posts (due each week by the beginning of the next class)	20%
Country Profile (due by class time week 5)	20%
Stakeholder Mapping Assignment (due by class time week 8)	20%
Seminar Leader (sign up for one week between weeks 4-12)	15%
Attendance and Participation in Zoom Meetings	10%
Advocacy Letter (due by class time week 12)	15%

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

Weekly Reflection Posts (written or video) (20%)

In this course we construct learning through reflection and interaction with the fellow students in the class. In the online format, we have to work hard to ensure we have this interaction in order to enhance our learning. Each week a question prompt will be posted and students are asked to post a brief (maximum 250 word written or under 2 minute video) reflection. Students are required to post at least once in the first week the discussion is open (this is graded). Students are also encouraged to respond to the posts of their peers and the discussions will remain open throughout the course for interactive purposes.

Country Profile (20%)

For this assignment, students will select a country and complete a health profile using common global health indicators for this country. Students will be provided a reporting 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 and create a stakeholder map around this issue/context. The process for doing the map will be explained in class.

Seminar Leader (15%)

Building on the strengths of inquiry-based learning, small groups of students will be randomly assigned and asked to delve further into the case study and theme for one of the weeks from weeks 4-11. The job of these students is to provide the class with learning connections and extensions. This teaching will make up a maximum of one hour of the zoom meeting time. Any necessary resources or required readings must be made available to the class 48 hours prior to the session. A brief teaching/activity plan must be sent by email to the course instructor 48 hours prior to the teaching. Within 24 hours of the teaching being complete, each team member should submit a maximum 200 word summary outlining their individual contribution. Further discussion of expectations will be provided in class. Small groups will be assigned and will be able to sign-up for topics during the second week of the course.

Attendance and Participation in Zoom Meetings (10%)

Regular attendance at and participation in the weekly zoom meetings (Wednesdays 2:00-3:30) is expected.

Advocacy Letter (15%)

After learning about effective health communication and advocacy, students will each have the opportunity to choose a recipient and topic of interest and construct a well written advocacy letter. Advice and instructions will be provided in class.

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**

Grade	Numerical Course Average (Range)
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). 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 one letter grade (A+ to A to A- etc) for each day, or partial day, late without an approved accommodation.

Wherever possible please try to avoid late assignments as handing assignments in on time (or even early) is a professional skill that Public Health trainees are encouraged to develop. However, 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

Attendance will be taken at synchronous (live) class meetings. It is expected that students will be present, 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 and TA when they are going to be away, this is required if the absence results in missing an assessment component.

Audit Policy

The instructor does not encourage auditing of this class.

Cell Phones, Tablets and Laptops

Students will need access to Zoom on a laptop, tablet, smart-phone or Chromebook to participate in the class and small group meetings. Each student should register for a free zoom account and should sign into the course meetings with their own name. A microphone and web-camera will be required so that students can contribute orally and see each other when "in class". Students should avoid using their cell phones or computers for sending emails, watching videos or checking social media while participating in class and small group meetings. All course materials and links will be provided to students within an OnQ webspace that is provided

through Queen's University. Students with technology-specific accommodations or difficulties should make these known to the instructor as soon 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>

Food and Drink

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

Lateness for Class Meetings

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 and TA if they are going to be late for class.

Netiquette

The course semester is fully online and we must all remember that our online classroom is still a classroom. Something that would be inappropriate in a traditional classroom is also inappropriate in an online classroom. What follows is a netiquette guide for participating in the online community for this class. Network etiquette refers to the evolving rules for considerate behaviour in online communities.

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.

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. 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 at Queen's.

The professor is an active moderator on the onQ forums and will censor all 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. If your contributions are removed from OnQ, do not repost. Instead, expect to receive an email from your professor. Repeated problematic behaviour on onQ results in your posting privileges being removed and this can affect your grade related to the discussion forums. If you see something online you feel violates these community guidelines, let the professor know, confidentially.

Emailing the Professor and TA. The TA and instructor will strive to respond to your emails within 24 business hours. 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”.

Course Schedule

Week	Theme	Readings	Focus of reflection
Week 1 Sept 7-11	Overall introductions and orientation <u>Zoom meeting</u> : A broad introduction to global health issues and the course. <u>Pre-recorded mini-lecture</u> : Defining global health.	Opening our eyes to global health: A philosophy of universal values by Wass, V. Health for All: Competing theories and geopolitics by Basilico M, Weigel J et al.	Introductions and appreciating personal perspectives.
Week 2 Sept 14-18	Historical and political-economic roots of global health and development issues. <u>Zoom meeting</u> : A look at the <i>causes of the causes</i> of ill-health. <u>Pre-recorded mini-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.
Week 3 Sept 21-25	Working in global health - considerations and critiques. <u>Zoom meeting</u> : A critical review of global health jobs and career pathways. <u>Pre-recorded mini-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.
Week 4 Sep 28-Oct 2	The social determinants of health in a globalized context. Case study - Curbing tobacco use in Poland. <u>Pre-recorded mini-lecture</u> : A review of SDOH models and frameworks.	The growing impact of globalization for health and public health practice by Labonté, Mohindra, & Schrecker, T. The social determinants of health: It's time to consider the causes of the causes by Braveman P, Gottlieb L.	The causes of the causes of health issues and health disparities.
Week 5 Oct 5-9	Global health disparities and high risk groups. Case study - Preventing HIV/AIDS and Sexually Transmitted Infections in Thailand.	Socioeconomic positions - chapter by J. Lynch and G. Kaplan. The social and cultural matrix of health and disease - chapter by E.	Stigma and global health issues.

	<p><u>Pre-recorded mini-lecture</u>: Health as a human right.</p> <p>*Country Profile Due.</p>	Corin.	
<p>Week 6 Oct 12-16</p>	<p>Women's health and development.</p> <p>Case study - Punjab's Female School Stipend Program</p> <p><u>Pre-recorded mini-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>What do you think about Melinda Gates' TED talk on universal access to contraception?</p>
<p>Week 7 Oct 19-23</p>	<p>Evidence-based global health intervention and global health research.</p> <p>Case study - Saving Mother's Lives in Sri Lanka.</p> <p><u>Pre-recorded mini-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>How essential are vital statistics?</p>
<p>Week 8 Nov 26-30</p>	<p>Universal Health Coverage and Innovative Health Insurance Schemes</p> <p>Case study - Thailand's Universal Coverage Scheme</p> <p><u>Pre-recorded mini-lecture</u>: Alma Ata, primary health care and the essential basket of services.</p> <p>*Stakeholder Assessment Due.</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>Week 9 Nov 1-6</p>	<p>Global health campaigns and communication</p> <p>Case study - Preventing diarrheal deaths in Egypt</p> <p><u>Pre-recorded Mini-Lecture</u>: WHO principles for effective global health communication.</p>	<p>Emphasizing "communication" in health communication by R. Parrott.</p> <p>International organizations and human rights: Realizing, resisting or repackaging the right to water? by Russell.</p>	<p>Annie Leonard and the Story of Stuff project.</p>
<p>Week 10 Nov 9-13</p>	<p>Health Systems in an International Context</p> <p>Case study - Controlling Tuberculosis in China.</p> <p><u>Pre-recorded mini-lecture</u>: The</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</p>	<p>Health human resource concerns in global health.</p>

	building blocks of a health system	Global Progress by J Frenk.	
Week 11 Nov 16-20	<p>Social and technological innovations in global health.</p> <p>Case study - Reducing fertility in Bangladesh.</p> <p><u>Pre-recorded mini-lecture</u>: The story of solutions.</p>	<p>Sustainability: The elusive dimension of international health projects by Edwards & Roelofs.</p> <p>Engaging religious leaders in global health by UNICEF.</p>	What gives you hope in global health?
Week 12 Nov 23-27	<p>Vaccination and Reaching the Last Mile</p> <p>Case Study - Eliminating Polio in Haiti.</p> <p><u>Pre-recorded mini-lecture</u>: Conceptualizing the “last mile”.</p> <p>*Advocacy Letter Due.</p>	<p>A Covid-19 Vaccine Will Need Equitable Global Distribution by R Weintraub, P Yadav, S Berkley</p> <p>Working together to improve global health - chapter by Skolnik R.</p>	Overall reflections on learning in the course and next steps.