Course Number and Title: HSM 210, Introduction to Global Health

Number of Credits: 3 semester hours

Meeting Schedule: Tuesday/Thursday;
01: 10:00-11:15 am
02: 11:30-12:45 pm
Mundelein Center, Room 603 (01) and 605 (02)

Faculty: C. B. (Katie) Clarke, PhD, RN

Faculty Contact Information: Phone: 847.204.6140
Email: cclarke2@luc.edu
Office: BVM Hall, Room 1012
Hours: By appointment

Pre-requisites: None

Co-requisites: None

Course Description: This course explores the effects of culture, politics, and institutions that relate to the distribution of health and disease among various populations, both nationally and globally. The course includes an in-depth discussion of the book *The Spirit Catches You and You Fall Down* as well as an exploration of the cultural understandings and health mores of specific world populations. Key concepts include understanding and measurement of health status, burden of disease, key epidemiological concepts, health systems worldwide, and cost-effectiveness of these systems. The course focuses on an understanding of the impact of culture on health, health beliefs, and health practices. These understandings form the basis for structuring health care decisions by and for these populations, especially
when these people enter the US health system. Analysis of the rationale for and the modes of intervention to improve the health of global populations is achieved by exploring high profile topics such as HIV/AIDS, maternal/infant health, the influence of nutrition, the role of key players, the lack of trained healthcare workers, and the financial issues associated with healthcare on a global basis. Comparisons of the quality of healthcare will be discussed in relation to multiple global regions. Knowledge from multiple academic disciplines, such as public health, economics, politics, sociology, and anthropology, will assist in providing a comprehensive perspective.

Course Outcomes: At the end of the course, the student will be able to

1. Compare and contrast cultural determinants of health and health behaviors both nationally and globally.
2. Assess the roles of governments, NGOs, and private/public partnerships on lessening disease burden and eradicating disease nationally and globally.
3. Analyze the principles of ethics and social justice in respect to their influence on healthcare provisions for immigrant and naturalized populations within the US healthcare system.
4. Evaluate the cultural accuracy of applied social and behavioral interventions for target populations.
5. Analyze the impact of globalization on the US healthcare system, including the introduction of new diseases and the influence of social migration on disease management from one region to another.
6. Understand the roles of various healthcare providers and consumers in driving change in the availability of culturally appropriate, acceptable and quality healthcare.

Teaching Methods: Lecture, case study analysis, use and discussion of published and audiovisual materials, and interactive application exercises will be used to help students achieve the course outcomes.

Evaluation: Class Participation 5%
<table>
<thead>
<tr>
<th>Course Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Disease Overview</td>
<td>10%</td>
</tr>
<tr>
<td>• Outline (individual 5%)</td>
<td></td>
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<tr>
<td>• Presentation (group 5%)</td>
<td></td>
</tr>
<tr>
<td>Analysis of Country or Region of Interest</td>
<td>25%</td>
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<tr>
<td>• Paper (individual 20%)</td>
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<tr>
<td>• Presentation (group 5%)</td>
<td></td>
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<tr>
<td>International Organization Overview</td>
<td>20%</td>
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<tr>
<td>• Paper (individual 15%)</td>
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<tr>
<td>• Presentation (group 5%)</td>
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<tr>
<td>Book Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Service Learning Project (team)</td>
<td>25%</td>
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<tr>
<td>Final Examination</td>
<td>10%</td>
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</tbody>
</table>

Late assignments will affect your grade. Late assignments will receive a deduction of 1/2 point (1 point = 1%) per day until the assignment has been submitted.

**Required Course Materials:**


Readings as assigned by faculty

**Recommended Course Materials:**

**Course Evaluation Expectation:**
It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement.
Academic Integrity Statement: Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml (Undergraduate)

Attachments to the syllabus include:

Course Content and Schedule (Dates will probably change due to the class’ ability to deal with the specific elements)

<table>
<thead>
<tr>
<th>DATE (projected)</th>
<th>CONTENT</th>
<th>READINGS</th>
<th>IN-CLASS ACTIVITY</th>
<th>DELIVERABLE/ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14 &amp; 16</td>
<td>Course Introduction/Review of Syllabus</td>
<td></td>
<td>Discussion on challenges of group work</td>
<td></td>
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<td></td>
<td>Review of Reference Requirements</td>
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<td>Sign-up for book chapters</td>
<td></td>
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<tr>
<td></td>
<td>Contract for group work</td>
<td></td>
<td>Sign-up for Disease Overviews</td>
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<td></td>
<td></td>
<td></td>
<td>Discussion of culture</td>
<td></td>
</tr>
<tr>
<td>1/21 &amp; 23</td>
<td>Global health and health transitions</td>
<td>Jacobsen, chpt 1</td>
<td>Book chapters 1 &amp; 2</td>
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</tr>
<tr>
<td>1/28 &amp; 30</td>
<td>Burden of disease</td>
<td>Jacobsen, chpt 2</td>
<td>Disease Overview presentations</td>
<td>Disease outlines due 1/30</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Book chapter 3</td>
<td></td>
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<tr>
<td>2/4 &amp; 6</td>
<td>Research and global health</td>
<td>Jacobsen, chpt 3</td>
<td>Disease Overview presentations</td>
<td>Book chapters 4 &amp; 5</td>
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<tr>
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<td>Disease outlines due 2/6</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter(s)</td>
<td>Additional Activities</td>
<td>Text(s)</td>
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<tr>
<td>2/11 &amp; 13</td>
<td>Socioeconomic determinants of global health</td>
<td>Jacobsen, chpt 4</td>
<td></td>
<td>Book chapters 6 &amp; 7</td>
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<tr>
<td>2/18 &amp; 20</td>
<td>Health of children</td>
<td>Jacobsen, chpt 5</td>
<td></td>
<td>Book chapters 8 &amp; 9</td>
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<tr>
<td>2/25 &amp; 27</td>
<td>Health of adults</td>
<td>Jacobsen, chpt 6</td>
<td></td>
<td>Book chapters 10 &amp; 11</td>
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<tr>
<td>3/4 &amp; 6</td>
<td>Spring Break</td>
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<tr>
<td>3/18 &amp; 20</td>
<td>Environmental effects on health</td>
<td>Jacobsen, chpt 8</td>
<td></td>
<td>Book chapters 14 &amp; 15</td>
</tr>
<tr>
<td>3/25 &amp; 27</td>
<td>Infectious diseases</td>
<td>Jacobsen, chpt 9 &amp; 10</td>
<td></td>
<td>Book chapters 16 &amp; 17</td>
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<tr>
<td>4/1 &amp; 3</td>
<td>Nutrition</td>
<td>Jacobsen, chpt 11</td>
<td></td>
<td>Book chapters 18 &amp; 19</td>
</tr>
<tr>
<td>4/8 &amp; 10</td>
<td>Global health players</td>
<td>Jacobsen, chpt 12</td>
<td>Presentations on International Organization overview</td>
<td></td>
</tr>
<tr>
<td>4/15 &amp; 17</td>
<td>Globalization and health</td>
<td>Jacobsen, chpt 13</td>
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<tr>
<td>4/29</td>
<td>Final exam</td>
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**Class Participation**

Participation in class is critical to demonstrate an understanding of the theory from class and its applicability and implications in the current healthcare environment. Class participation demonstrates an awareness of the current healthcare environment. Class participation is both individual and group centered. Failure to engage in group activities may influence an individual’s grade. Attendance will be assessed as part of class participation. If a student is found “signing in” another student on the class attendance sheet, this will be considered an offense under the University’s Academic Integrity Policy.
Students are encouraged to bring articles to class that deal with applicability to global health management, especially those that are related to healthcare.

**Book Presentation**
Students are encouraged to read the entire book, *The Spirit Catches You and You Fall Down* by Anne Fadiman. Knowing that this book is lengthy, one or two students will present a short synopsis of each chapter. Students must be sure to include information from “Notes and Sources” at the end of the book that help to explain the chapter content. Student presentations should involve the key content of the chapter as well as information as to how this might relate to class topics.

**Disease Overview**
Students will research a specific disease from the list provided. An outline of no more than 2 pages will include the following information:

- Name of disease, common and formal
- Organism responsible
- Symptoms
- Disease burden
- Common course of the disease
- Morbidity/mortality globally
- Treatment of choice
- Socio/economic ramifications of disease

Diseases and comorbidities for review include:

- Tuberculosis
- Malaria
- Diphtheria
- HIV/AIDS
- Measles
- Tetanus
- Malnutrition
- Alcoholism
- *E. Coli*
- Scurvy
- Cholera
- Anthrax
- Small pox
- Meningitis
- Gonorrhea
- *Salmonella*
- Hepatitis A, B, or C

Students choosing the same country/region will collaborate to provide a cohesive presentation for the class on their individual and/or mutual findings.
Analysis of Country or Region of Interest
This assignment allows the student to select a country or region of interest and then, research information about the area, the population, and the health information available. Once approved by faculty, each student will be responsible for producing a 5 page paper that includes the following information:

- Name, location, and geography of the selected country or region
- Demographics
- History including government
- Economy
- Educational level and systems
- Food and agriculture
- Health status and challenges to health
- Healthcare delivery systems
- Available government, NGO, and private resources available to healthcare
- Any additional information of interest

Students choosing the same country/region will collaborate to provide a cohesive presentation for the class on their individual and/or mutual findings.

International Organization Overview
Each student will select an organization that influences health domestically and internationally. A 3 page paper will be required to demonstrate evidence of the research and will include the following information:

- Name of the organization
- Description of the organization including its mission
- Type of organization eg relief, philanthropic etc
- Description of the health related activities in the country, including disease focus, if applicable
- Funding for the organization and description of how funds are disseminated in the region/country of interest
- Partner or collaborative agencies
- Historical perspective, positive and negative, related to health initiatives
- Any additional information that would add to a better understanding of this agency

Students choosing the same agency/organization will collaborate to provide a cohesive presentation for the class on their individual and/or mutual findings.

The following organizations are approved for investigation, but should a student wish to investigate a different organization, the choice must be approved by faculty.

- American International Health Alliance
• CARE International
• Center for Policy Analysis on Trade and Health
• Doctors without Borders
• Fogarty International Center
• Global Health Council
• International Red Cross
• Office of Economic Cooperation and Development
• Partners in Health
• People’s Health Movement
• Project HOPE
• Rotary International
• The Commonwealth Fund
• UNICEF
• USAID
• World Food Program
• World Health Organization

Service Learning
The Service Learning Project will be developed in concert with the Center for Experiential Learning. Information and specific details will be provided at a later date.

Requirements for Paper Presentations
All papers are to be typed in Times New Roman, 12 point type, and double spaced.

Referencing should follow APA style for formatting. All external references or textbook references must follow APA style. For references from class materials, utilize the following format within the text (concept x, slide #, and bullet #). For your bibliography/reference list format as follows

Clarke, concept x slide #, bullet #.

For additional guidance, please refer to the following websites.

http://apastyle.apa.org
http://www.turnin.com/research_site/e_what_is_plagiarism.html

The student’s name or the individual group names must be on the first page of the assignment.

Assignments must be labeled as a doc/docx document as follows: Student’s first initial followed by last name_assignment name. No PDFs. Failure to provide this format will incur a penalty.

Rubrics will be provided and should be consulted to ensure that all aspects of the assignment have been addressed.
University policy on integrity must be followed. The mechanism for submitting assignments will be provided in class. If it appears that the paper has been submitted for another class or the text is cited without references, serious consequences may result.

Wikipedia is NOT considered a legitimate reference.

**Evaluation Method**

Students will be evaluated by grades on tests, papers, and oral presentations. Rubrics are utilized to assist the student in understanding the grading for the framework of the assignments. Course grades are based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>92-93</td>
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<tr>
<td>B+</td>
<td>89-91</td>
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<tr>
<td>B</td>
<td>86-88</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>78-79</td>
</tr>
<tr>
<td>C-</td>
<td>76-77</td>
</tr>
<tr>
<td>D+</td>
<td>73-75</td>
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<tr>
<td>D</td>
<td>69-72</td>
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<tr>
<td>F</td>
<td>68 &amp; below</td>
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</tbody>
</table>

**Course Policies**

All readings should be done prior to class. References to the theory presented in class and/or from the texts will be required in written assignments.

Please come to class with the lecture slides, which are posted on Sakai. This will make note-taking easier. Lecture material may be supplemented with other materials that are reflective of current practice or related subjects. You are responsible for all material covered in class, including discussion related to change in due dates etc.

Students are expected to check their e-mail prior to class for communications.

Students are encouraged to seek help if needed. Please contact me if there is an issue. Students are encouraged to ask questions. A hallmark of a healthcare leader is to continue to expand one's knowledge base. If the professor is unable to answer a question, a student can volunteer to research and answer the question.

Healthcare Project Management is a profession. As a professional, healthcare leaders need to learn how to communicate with one another, other healthcare professionals, and management. To exemplify this concept, students will demonstrate mutual respect to fellow students and faculty (see also Academic Integrity). Faculty will demonstrate mutual respect by being available to meet with students, answering questions in-person or over e-mail, and responding to suggestions with explanations. Students who have a concern about student behavior should speak to the student with whom they are having difficulty. In addition, if students have a question or concern with the faculty member, students should first speak with the faculty member in question. If you are unclear about an assignment or are having difficulty, you should seek faculty advice or clarification before the deadline of the assignment.