**Introduction to Global Health**

HCAD 3391 / BIOL 3391  Selected Topics  Section 1  
Fall term 2011  MW 2:30 – 3:45 pm  Chapman 240

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**Course Text:**  
Richard Skolnik  
Jones and Bartlett: Boston  
2012 ISBN 9780763797515

Prof. Skolnik discussing his textbook (12 minutes):  
http://d2jw81rkehrvvy.cloudfront.net/assetsmisc/SFleck/Skolnik_Global_Health_101_Series.mp3

Case Studies in Global Health: Millions Saved (not required but helpful)  
Ruth Levine, 2007  
Jones and Bartlett 0-7637-4620-7  
http://www.amazon.com/Case-Studies-Global-Health-Essential/dp/0763746207/ref=sr_1_1?s=books&ie=UTF8&qid=1314102449&sr=1-1

Additional handouts and case studies will be available. Various documentaries will be used. Several guest speakers, in person and via Skype, will participate in the class.

**Course Description**  
Health is unevenly distributed across human populations. This results in vulnerabilities for specific sub-populations as to life potential and life expectancy. Global health, as a concept, measures the contributions of factors that put populations at risk for morbidity and mortality. Such factors can include: environment, human genetics, culture, health services organization and policy, individual behaviors, world politics, to name but a few.

Global health is about public health. It deals with conditions affecting the health of specific populations. The goal of global health is to understand the causes and remedies for population health, and as such, it concentrates on disease prevention and health promotion. Global health captures the intersection of human nature and nature. Typical health issues of interest to global health practitioners include: maternal and child health, AIDS, TB, malaria, natural disaster, among many.
Objectives of Course

1) A course objective is for students to understand how the World Health Organization's (W.H.O.) definition of health can be thoroughly examined. The W.H.O. health definition is: “...A state of complete physical, mental, and social well-being and not merely the absence of disease of infirmity.” [https://apps.who.int/aboutwho/en/definition.html]

Attainment of this goal requires an examination of various disciplines including: health behavior and health education, environmental health, epidemiology, biostatistics, medical care organization, economics, sociology, biology, and others. More importantly, the students will be able to explore what “good health” is, and how to attain good health on a global community level. This investment in altruism appeals to idealistic principles.

2) Another objective is to follow the history of the realization of the role of Global Health in the life of the world. Beginning with PEPFAR in 2003 and culminating with the Global Health Initiative in 2009, the United States is providing nearly 100 billion dollars to address the issues associated with Global Health. [http://www.pepfar.gov/ghi/index.htm] The Global Fund to fight AIDS, TB, and malaria is directed by the United Nations with almost 22 billion dollars in expenditures. [http://www.theglobalfund.org/en/about/?lang=en] The Institute of Medicine of the National Academies has proposed that “all undergraduates have access to education in public health.” [http://www.ccas.net/i4a/pages/index.cfm?PageID=3351] Major universities have joined the effort through the establishment of CUGH (Consortium of Universities for Global Health). [http://www.cugh.org/] Riegelman and Garr (Acad. Medicine. 2008; 83:321-326) express this interest and approach as well as anyone. “An evidence-based public health framework including curricula such as ‘Public Health 101’ and ‘Epidemiology 101’ was recommended for all colleges and universities by arts and sciences, public health, and clinical health professional educators as part of the Consensus Conference on Undergraduate Public Health Education. [http://www.aacu.org/public_health/index.cfm]

Course Requirements

1) Midterm exam – October 10 (Monday) – 25% of grade. The midterm will be individual focused, open book, open note, and to be completed in a regularly scheduled class period.
2) Two case study presentations – September 26 and October 31 (Mondays) – each 15% of grade. A case study is presented by a group of 2 to 3 students. The format will be 10 minutes oral presentation (supported by PowerPoint) with 5 minutes Q/A. The presentation will be video recorded. A written summary outline of the presentation is required at the time of presentation. Class members will comment in writing about each presented case. Each member of the group will receive the same grade. The second case study may have different group members from the first.
3) Final Project – tentatively due December 15th (Thursday) – 45% of grade. Teams of 2 to 3 members will develop a final project throughout the semester. The project will focus on health issues in Haiti, the US-Border with Mexico, or Latin America. The project should have three subdivisions: a) the history of the health issue, b) the causes of the health issue, and c) a plausible, supported solution to the health issue. The group will have 20 minutes to present the project, supported by a detailed, referenced outline; and a copy of the presentation.
**Additional commentary about assignments**

1) The first case study topic is Obstetric Fistulas. The NOVA presentation “A Walk to Beautiful” will set the background for the case. Examples for case approach could be a) what is the role of the Ethiopian government in destigmatizing OFs; b) why is there only one OF clinic for all of Ethiopia; c) did OF carry the same connotations in the United States 200 years ago when compared to today’s Ethiopia, or d) what factors contribute to OF acquisition?

2) The Final Project could explore the following themes as an example: a) Who was responsible for the outbreak of cholera in Haiti in 2010 - NGOs, the Haitian government, the UN, the earthquake, or just circumstance?; b) Why do a disproportionate number of US citizens along the Texas border seek medical care on the other side of the Rio Grande?; or Is the delivery of health care in South America as disproportionate as it is in the United States?

**Tentative course schedule**

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics</th>
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<tbody>
<tr>
<td>August 24</td>
<td>Introductions</td>
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<tr>
<td>RVB/WCM</td>
<td>Overview of Course</td>
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<tr>
<td>August 29</td>
<td>Principles and Goals of Global Health (Chapter 1)</td>
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<tr>
<td>WCM</td>
<td>Viewing – A Walk to Beautiful</td>
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<td>Guest – Anne Jumonville (library)</td>
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<td>September 5</td>
<td>Health Determinants, Measurements and Trends (Chapter 2)</td>
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<td>WCM</td>
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<td>September 12</td>
<td>Health, Education, Poverty, and the Economy (Chapter 3)</td>
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<td>WCM</td>
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<tr>
<td>September 19</td>
<td>Maternal and Child Health (Chapters 9 &amp; 10)</td>
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<tr>
<td>RVB</td>
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<tr>
<td>September 26</td>
<td>Case study 1</td>
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<td>Developing Final Project theme and approach</td>
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<td>October 3</td>
<td>Spread of Infectious Diseases (Chapter 11)</td>
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<td>RVB</td>
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<td><strong>OCTOBER 10</strong></td>
<td>MIDTERM EXAMINATION</td>
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<td>Extending the vision: establishing CS2 and Final Project</td>
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<tr>
<td>October 12</td>
<td>HIV/AIDS, Malaria, &amp; TB</td>
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<td>RVB</td>
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October 17  
RVB  
Nutrition and Global Health (Chapter 8)

October 24  
WCM  
The Environment and Health (Chapter 7)

October 31  
RVB  
Case Study 2 Presentations  
Health Effects of Environmental Change

November 7  
WCM  
Natural Disasters (Chapter 14)

November 14  
WCM  
Global Health Payers and Players (Chapter 15)

November 21  
Guest Presenter  
Science, Technology, and Global Health (Chapter 16)

November 28  
WVM  
Global Health Priorities (Chapter 17)

December 5  
RVB/WCM  
Summary

December 15  
(tentative)  
Final Project Presentations