

HLth 230 - Global Health: Challenges and Responses

Instructor

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Office Hours: By appointment, generally from 12:45pm to 2:15 pm on Tuesday and Thursdays and from 3pm to 5 pm on Wednesdays. However, the instructor is available by appointment set up by email.

Teaching Fellows: Mr. Jordan Emont, Ms. Shaylen Foley, Ms. Erinma Kalu, Dr. Nirupama Krishnamurthi, Ms. Annabel Tan. Advising hours announced separately.

Course Description

Students will get an overview of the determinants of health and how health status is measured. Students will also review the burden of disease, who is most affected by different disease burdens, risk factors, and key measures to address the burden of disease in cost-effective ways. Special attention will be paid throughout the course to health systems issues. The course will cover key concepts and frameworks, but be practical in orientation. The course will be global in coverage but with a focus on low- and middle-income countries, the health of the poor, equity, and inequality. Particular attention will be paid throughout the course to the linkages between health and development.

There are no prerequisites for this course. However, it is very fast paced and covers an exceptional amount of information, concepts, and frameworks in a small period of time. The course is writing intensive.

Course Learning Objectives

By the end of the course, students should be able to:

- Articulate 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;
- Analyze the key issues in global health from the perspective of a number of disciplines;
- Outline the determinants of health and risk factors for conditions of importance to global health;
- Discuss with confidence the 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;
- Assess key issues in equity and inequality, as they relate to the health of low-income people in low- and middle-income countries;
- Use key analytical tools and concepts to determine how critical health issues might be addressed in cost-effective, efficient, and sustainable ways;
- Outline the key actors and organizations in global health and the manner in which they cooperate to address critical global health issues;
- Review key challenges that are likely to arise in the next decade in addressing the health of the poor in low- and middle-income countries.

Required Text

Skolnik, Richard, Global Health 101 (second edition), Jones and Bartlett Learning, ISBN: 978-0-7637-9751-5

The companion student website for the book includes a list of videos, references, presentations, and interactive learning modules, organized by chapter of the book. <http://www.jbpub.com/essentialpublichealth/skolnik/2e/>

The website also contains model papers for the briefs that you will be assigned.

It is strongly recommended that students review one or two videos related to each class session before coming to class.

Students with a deep interest in any topic are strongly encouraged to consult the reference list for more in-depth readings, review some of the GHEC/CUGH and USAID mini-university presentations that are not assigned, and do the relevant USAID global e-health learning modules on their own. Students with special interests in global health are encouraged to contact the instructor for advice about pursuing those interests.

Highly Recommended Reading

Unless you have spent many years working with the poor in low-income countries, it is strongly recommended that, as early in the term as possible you read: *Poor Economics* by Bannerjee and Duflo, which is available in a variety of formats at a low price. The aim of your reading this is to get a “feel” for how the poor live and think about some key issues, including many we will cover in class.

Other Texts of Relevance

Birn, Pilay, and Holtz, *Textbook of International Health*, 3rd Edition

Levine, Ruth. *Case Studies in Global Health: Millions Saved*. 1st Edition

Jacobsen, Kathryn. *Introduction to Global Health*. 1st Edition.

Markle, William, Fisher Melanie, and Smego, Ray, eds. *Understanding Global Health*. 1st Edition

Merson, Michael, Black, Robert, and Mills, Anne, eds. *International Public Health Diseases, Programs, Systems and Policies*. 2nd Edition

Rosling, Hans, ed. *Global Health: An Introductory Textbook*. 1st Edition

Usdin, Shereen. *No Nonsense Guide to Global Health*. 1st Edition

Organization of the Course

As noted in the detailed course description below, the course is organized into six modules. These take students from the foundations for assessing health status and health issues to thinking about the future of global health.

Course Readings and Other Assignments

For each class session, you will generally be assigned: a section or chapter of the textbook and several journal articles and or a report.

The classes will be completely interactive. You should expect to be called on in class. You are expected to come to class ready to help the class engage in the identification of key problems, who gets them, why, their social and economic consequences, and what can be done in low cost and highly effective ways to address them.

Guidelines for Bibliography and References

Format: AMA - <http://www.apha.org/advocacy/policy/newpolicy/policyAMA.htm>

Class Structure

Each class session will begin with a brief presentation by the instructor, setting the stage for the session on the basis of what has been covered to date. This will be followed by a discussion guided by the instructor that will cover the topic for that class session. The session will end with summary comments by the instructor. These will synthesize the outcomes of the discussion and tie them to the “thread” of the course.

When guest speakers join a class session, that session will normally have a full presentation by the guest, followed by a discussion based on the presentation and the assigned readings. These classes will also end with summary comments by the instructor. Students will be informed via v2 of sessions that will feature guest speakers. Some of the guest speakers will join the classroom session. Others will join the session via Skype.

Many classes will be especially “policy-oriented,” with the instructor playing the role of a Minister of Health, a Minister of Finance, or an internationally notable person in global health who is working with the class to formulate various aspects of health policy for different low- and middle-income countries.

Discussion Sections

Each student must sign up for one of three weekly discussion sections, which will begin the second week of the course. The timing and room assignments for these sessions will be announced on V2.

The preparation/assignment for each section will be given at least a week in advance and will be found in the Discussion Section Folder of the Resources Section of v2.

Notes on the Writing Assignments

There will be three writing assignments in the course. Each of them should be written as a policy brief from you, the Secretary of Health, to the Minister of Finance (through your own Minister, of course). As you write the brief, you must put yourself into the role of the Secretary.

Each paper should be five pages long, double-spaced, in 12-point Times New Roman font. It cannot be longer. ***The paper will be graded down by a point for each fraction of a page it is longer than five pages.***

The paper should be written in a very clear and very crisp manner, with short sentences, short paragraphs, and as few words as possible.

Each paper needs to be written in a manner that will allow the aide of the Minister of Finance to brief him on the contents of the brief in about 3 minutes, since that is what often really happens.

Each paper should be written about a country in a different region of the world. The papers should be written on low- or middle-income countries, since they are the focus of the course. This will allow you to use the papers to explore selected health and development issues in a variety of settings in a manner deeper than you will be able to do only in the classroom.

The paper should answer the following questions:

- What is the nature and magnitude of the problem?
- Who is affected by it?
- What are the risk factors for the problem?
- What are the health, economic, and social consequences of the problem?
- What few priority steps do you recommend be taken to address the problem, at least cost, and what is your rationale for these recommendations?

Write the summary and every topic sentence as if it is the only thing that the Minister of Finance is going to read. Your evidence-based story line should include who gets the disease, why they get it, why I should care, and how the problem can be addressed in the fastest and least cost manner. When you make your argument, give information about the relative cost-effectiveness of your proposal with evidence.

The briefing note should follow the above outline, with one exception. It should start with a single paragraph that summarizes for the Minister all of the points you want to make. That summary paragraph would read something like 5-6 sentences single space:

“About AAA people die every year of TB in our country. The incidence of TB is YYY. About UUU people in our country get drug-resistant TB every year and about HHH% of those who are infected with HIV have active TB disease. TB affects largely the urban and rural poor and stems from poverty, general ill health, and the lack of coverage of our health services. TB causes illness for an extended period, stops people from working, causes them to spend large amounts on health, and leads many families into poverty. DOTs is a low cost approach to TB diagnosis and treatment that we are not using sufficiently. We must immediately expand our DOTs program, starting in the north, where the disease burden is highest. We must increase case detection and treatment success rates. We must also pay special attention to the diagnosis and management of drug-resistant TB and to TB/HIV co-infection.”

Each paper must begin with this “one paragraph tells all” summary, written in single line spacing.

Paper 1 should be submitted to your dropbox on v2 by: October 28, 2014

Paper number 1 will summarize, for a 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.

Paper 2 should be submitted to your dropbox on v2 by: November 13, 2014

Paper number 2 will summarize, for a country of your choice, the key issues in women's OR children's health, who is most affected by them, key risk factors, the links between these issues with social and economic development, and what might be done to enhance the health of women and children in your country in cost-effective ways.

Paper 3 should be submitted to your dropbox on v2 by: December 4, 2014

Paper number 3 will summarize, for a country of your choice, the burden of either a particular infectious disease OR a group of the most important infectious diseases OR a particular non-communicable disease OR group of non-communicable diseases: the people most affected by this disease or diseases, key risk factors, the economic and social costs of the disease(s), and what might be done to address the disease(s) in cost-effective ways.

Grading Scale and Standards

You will submit each paper electronically in WORD via v2. The TFs for the course will review your brief and track comments on them. Professor Skolnik will selectively review the briefs, as well. They will be returned to you electronically with tracked comments and summary comments.

**Please save each paper in the following format so the instructor and the TFs know who wrote them:
“Your Family Name, paper 1, 2, or 3. doc or docx”**

The papers will be graded on the basis of:

- Following the guidelines
- Clarity
- The logic of your argument
- Appropriate use of evidence and data, both about your country and comparative data
- Reasonableness of your conclusions

The Final and Course Grades

For the mid-term examination, which will count 15% of the final grade, you will be given a case and then asked 30 multiple-choice questions. Each question will count for half a point. For the final examination, you will be given a case and then asked 60 multiple-choice questions. Each will count for 2/3 of a point.

Final grades will be equivalent to the following number of points:

A 94 -100, A- 90 – 93, B+ 87 – 89, B 84 – 86,

Class Policy: Late Work

Papers must be turned in by 11:59 pm on the date they are due. *Except for excuses related to force majeure, which must be accompanied by a Dean's excuse, any paper that is late will be graded down by one whole letter grade for each class by which it is late. Professor Skolnik will NOT consider any requests for extensions unless they relate to force majeure.*

Method of Evaluation

Mid-term – 15%, Policy Briefs – 15% each for a total of 45%, Final Examination – 40%

Class Policy: Make-up Exams: Make-up exams can be scheduled where special circumstances preclude the student taking the exam on the normal schedule.

Class Policy: Acceptable levels of collaboration: You may discuss your policy briefs with other students and seek editorial comments. Briefs must substantially be your own work.

Academic Integrity

Please review the following university policies on academic integrity, located at:

<http://yalecollege.yale.edu/content/academic-honesty> and <http://yalecollege.yale.edu/content/cheating-plagiarism-and-documentation>. Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.

You must properly cite all works that you use in your policy briefs, without exception. Do not forget that sloppy citation violates academic integrity, even if it is not intended.

Adverse Weather/Class Cancellation

In the advent of inclement weather or any other emergency, we will follow the guidelines of Yale College. Call the University hotline at 203.432.5830 or check <http://emergency.yale.edu/> for further information.

Meeting the Professor

The professor's official office hours will be on Tuesdays and Thursdays from 12:45pm to 2:15pm and on Wednesday from 3:00pm to 5:00pm. He generally meets people at the Bass Café. The professor's aim is to be exceptionally accessible to his students on all matters related to the class or their global health or professional interests. The Instructor also meets people by phone or Skype at night if they cannot make office hours. If you would like to see the Instructor or speak with him by phone, please set up the appointment by email in advance.

Selected Web References

Demographic and Health Surveys	www.measuredhs.com
Disease Control Priorities Project, 2 nd ed	www.dcp2.org
Gapminder – resource for global health statistics and presentations	http://www.gapminder.org
Global Health Council	www.globalhealth.org
Global Health Education Consortium	www.Globalhalthedu.org
Global Health Facts	http://www.globalhealthfacts.org/
Global Health Supercourse	www.pitt.edu/~super1/
Institute for Health Metrics and Evaluation	http://www.healthmetricsandevaluation.org
Maps of the World	www.embassyworld.com/maps
The Global Fund To Fight Against AIDS, TB, and Malaria	www.theglobalfund.org/en/
The Kaiser Family Foundation-online health policy resource for faculty and students	http://www.kaiseredu.org/
USAID Global Health elearning	www.globalhealthlearning.org
The Lancet Global Health Series	http://www.thelancet.com/global-health
The Lancet Student	http://www.thelancetstudent.com/category/global-health-resources/
The Population Reference Bureau	www.prb.org
The World Bank	www.worldbank.org
The World Health Organization	www.who.int
UNAIDS	www.unaids.org
UNICEF	www.unicef.org
UNICEF – Statistics	www.childinfo.org
United Nations Development Program	www.undp.org
USAID	www.usaid.gov
USAID 2007 Mini-University	http://www.maqweb.org/miniu/sessions.php

Course Module	Session #	Date	Topic
1 Setting the Foundation: Data, Determinants, and the Burden of Disease	1	Thursday, August 28	Overview + Getting Started
	2	Tuesday, September 2	Determinants of Health + Social Determinants of Health
	3	Thursday, September 4	Measuring Health Status + Demography & Health
	4	Tuesday, September 9	Burden of Disease + Risk Factors
2 Health and Development	5	Thursday, September 11	Health and the Economy
	6	Tuesday, September 16	Ethics and Global Health
	7	Thursday, September 18	Equity, Equality, and Inequality in Health
	8	Tuesday, September 23	Culture and Health
3 Health Systems	NO CLASS	Thursday, September 25	NO CLASS
	9	Tuesday, September 30	Health Systems
	10	Thursday, October 2	Health Systems (cont'd.)
	11	Tuesday, October 7	Health Systems (cont'd.)
	12	Wednesday, October 8	The Architecture of International Health
*	13	Thursday, October 9	MIDTERM
4 Cross-cutting Issues on the Environment, Women, and Children	14	Tuesday, October 14	Nutrition, Health, and Development
	15	Thursday, October 16	The Environment and Health
	NO CLASS	Tuesday, October 21	FALL BREAK
	NO CLASS	Thursday, October 23	
	16	Tuesday, October 28	Women's Health
	17	Thursday, October 30	Child Health
	18	Tuesday, November 4	Emerging and Re-Emerging Infectious Diseases and Antibiotic Resistance

5 Burden of Disease	19	Thursday, November 6	HIV/AIDS
	20	Tuesday, November 11	TB and Malaria
	21	Thursday, November 13	Neglected Tropical Diseases
	22	Tuesday, November 18	Non-communicable Diseases
	23	Thursday, November 20	The Tobacco Epidemic, Alcohol and Unintentional Injuries
	NO CLASS	Tuesday, November 25	NOVEMBER RECESS
	NO CLASS	Thursday, November 27	
	24	Tuesday, December 2	Global Mental Health
6 Looking to the Future	25	Thursday, December 4	Future Challenges and How They Might Be Addressed
READING PERIOD BEGINS			
*	*		FINAL EXAM

Course Outline

Class Module 1 – Setting the Foundation – Data, Determinants, and the Burden of Disease

Session 1 – Thursday, August 28, 2014

Topic: Overview of the Course and Getting Started

Outline some of the key concepts and frameworks for thinking about global health issues:

- If you only had \$100 to spend how would you spend it?
- What should your health goals be for low-income countries?
- What should your goals be for high-income countries?
- Why think about these questions as The Minister of Finance – and not just as the Minister of Health?
- What about “cultural relativism,” as you think about key issues in global health?

Readings:

- Read textbook – Introduction and Chapter 1
- Become familiar with the Millennium Development Goals: <http://www.un.org/millenniumgoals/>
- Watch the following presentation on the web, to stretch your imagination about global health and how you present information about it: <http://www.ted.com/index.php/talks/view/id/92>
- Read: Koplan et al, Toward a Common Definition of Global Health, The Lancet, Vol. 373, Issue 9679, pages 1993-1995
- Read: Fried et al, Global Health is Public Health, The Lancet, February 13, 2011

Session 2 – Tuesday, September 2, 2014

Topic: The Determinants of Health and the Social Determinants of Health

We will begin with an excerpt from a video – “Whatever Happened to Baby Nur Husain – Voices from the Cholera Hospital in Dhaka, Bangladesh”

We will use this video to launch a discussion of the determinants of health:

- What are the factors that determine the health of child in the video?
- What are the underlying causes of those factors?
- How would you expect these factors and underlying causes to vary between low- and high-income countries and between poor and better-off people?

We will also discuss the social determinants of health:

- What are the social determinants of health?
- To what do these determinants relate?
- Which of them are amenable to relatively shorter-term actions?
- Which require longer-term actions?

Readings:

- Read textbook – Chapter 2
- Read – The Executive Summary of: The Report of the WHO Commission on the Social Determinants of Health – led by Michael Marmot, World Health Organization:
http://www.who.int/social_determinants/thecommission/finalreport/en/index.html

Discussion Group – The first discussion group will be the week of September 1, 2014.

Session 3 – Thursday, September 4, 2014

Topic: Measuring Health Status, and Demography and Health

- How do we measure health status?
- What are key health gap and health expectancy measures?
- Demographic forces and their impact on health: yesterday, today, and tomorrow
- The demographic transition
- The demographic divide

Readings:

- Review textbook – Chapter 2 - Carefully review the section on demography and health and the demographic transition in Chapter 2
- Review the PRB Population Handbook and become familiar with basic demographic terms:
<http://www.prb.org/pdf11/prb-population-handbook-2011.pdf>
- Review the 2013 Population Data Sheet of PRB:
<http://www.prb.org/Publications/Datasheets/2013/2013-world-population-data-sheet.aspx>

Discussion Group 2 – The week of September 8

Session 4 – Tuesday, September 9, 2014

Topic: The Burden of Disease and Risk Factors

- The concept of “burden of disease”
- Measuring risk factors for the burden of disease
- The burden of disease in different regions and countries
- How the burden of disease changes over time and with changes in development patterns – the epidemiological transition
- The use of burden of disease data for the formulation of public policy

Readings:

- Read page 25 to 41 of the textbook.
- Read the Report Overview of the Global Burden of Disease: Generating Evidence, Guiding Policy. Skim the rest of the report:
<http://www.healthmetricsandevaluation.org/gbd/publications/policy-report/global-burden-disease-generating-evidence-guiding-policy>
- Read the abstracts of the *Lancet* series on the Global Burden of Disease Study 2010. You should read for the main messages. There is no need to master methodological matters to which the articles refer. **The data in these articles is what we will use throughout the rest of the term. Thus, these are absolutely fundamental to the course.** The articles have been posted on v2 in Resources for Session 4.
- “Play around” with the data visualizations on the Global Burden of Disease Study, 2010:
<http://www.healthmetricsandevaluation.org/gbd/visualizations/country>

Course Module 2 – Health and Development

Session 5 – Thursday, September 11, 2014

Topic: Health and the Economy

- What is “Economic Development” and how do you measure it?
- How do countries rank in economic and social terms?
- How can countries be grouped by income and other social indicators?
- How are health and development linked?
- Patterns of economic and social status among countries, which are the “outliers,” and what can be learned from them?
- The two-dimensional relationship between health and economic development
- The economic consequences of ill health
- The links between nutrition, health, disease and productivity
- The economic consequences of some particular health burdens
- What countries spend on health and what they get out of it

Readings:

- Read textbook - Chapter 3
- Read the overview of The Report of the Commission on Macroeconomics and Health, pages 21-40
<http://whqlibdoc.who.int/publications/2001/924154550x.pdf>
- Read the Executive Summary of the 1993 World Development Report:
<http://web.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/0,,contentMDK:20308780~menuPK:604546~pagePK:478093~piPK:477627~theSitePK:477624,00.html>
- Look over the human development indicators in the 2013 UNDP Human Development Report (HDR):
<http://hdr.undp.org/en/reports/global/hdr2013/>
- Very importantly - Read the Executive Summary of Global Health 2035 and scan the rest of Global Health 2035, the report of the Lancet Commission:
<http://www.thelancet.com/commissions/global-health-2035>

Assignments:

- Familiarize yourself with the economic and social indicators from the HDR that best correlate with countries at different levels of development
- Identify some key outlying countries, from HDR data, for which social indicators appear better than income per capita would suggest.

Discussion Group 3 – The week of September 15

Session 6 – Tuesday, September 16, 2014

Topic: Ethics and Global Health

- The human rights approach to health
- Critical ethical issues in global health
- Ethics and human subjects research
- The ethics of investment choices

Readings:

- Read textbook – Chapter 4
- Read Health and Human Rights, by Mann, Gruskin, Brennan, Lazzarini, and Fineberg in Health and Human Rights, fall 1994, pages 1-23,
- Read: McGough, Laura, *et al*, Which Patients First? Setting Priorities for Anti-retroviral Therapy Where Resources are Limited, American Journal of Public Health, 2005, Number 95, pages 1173-1180

The class session will be devoted to a case study that will be handed out in advance of class. The students will be broken into groups, which are charged with briefing the president on a proposed approach to the problem.

Session 7 – Thursday, September 18, 2014

Topic: Equity, Equality and Inequality in Health

- What is the link between income and health in different settings?
- How does health status vary with income in different settings?
- How do health services vary with income in different settings?
- What are the health consequences of inequality?
- What are the social and political forces that are associated with inequality in health services and health status?

Readings:

- Read the text and scan the data in Socio-economic differences in health, nutrition, and population within developing countries, by Gwatkin et al, <http://siteresources.worldbank.org/INTPAH/Resources/IndicatorsOverview.pdf>
- Read Socio-economic inequities in the health and nutrition of children in low/middle-income countries, Barros et al, http://www.scielo.org/scielo.php?pid=S0034-89102010000100001&script=sci_arttext&tlng=en
- Review the UNICEF 2010 Progress Report on Children: http://www.unicef.org/publications/files/Progress_for_Children_No.9_EN_081710.pdf
- Review Chapter 3 - pages 52-58 on Health and Equity

Discussion Group 4 – The week of September 22

Session 8 – Tuesday, September 23, 2014

Topic: Culture and Health

- The links between culture and perceptions of health
- The links between culture and health behaviors
- The links between culture and health practices
- The concept of “social capital” and its links with health
- Some of the other links between health, culture, and development

Readings:

- Read textbook - Chapter on Culture and Health
- Read: Cultural adaptation of birthing services in rural Ayacucho, Peru
Sabine Gabrysch, Claudia Lema, Eduardo Bedriñana, Marco A Bautista, Rosa Malca, Oona MR Campbell & J Jaime Miranda. This is in the Bulletin of the World Health Organization, 2009.
<http://www.who.int/bulletin/volumes/87/9/08-057794/en/>
- Read: Achieving polio eradication: a review of health communication evidence and lessons learned in India and Pakistan
Rafael Obregón, Ketan Chitnis, Chris Morry, Warren Feek, Jeffrey Bates, Michael Galway & Ellyn Ogden. This is also in the 2009 WHO Bulletin <http://www.who.int/bulletin/volumes/87/8/08-060863/en/>

NO CLASS — Thursday, September 25, 2014 – A session will be held on XXX to make-up for this session.

Course Module 3 – Health Systems

Discussion Group 5 – The week of September 29

Session 9 – Tuesday, September 30, 2014

Topic: Health Systems: Functions, Structures, and Key Challenges

- What is a health system?
- The functions of a health system
- The development of health systems historically in selected countries
- The roles of different actors in the health system
- How health systems are organized and managed
- How health systems meet or fail to meet the health needs of populations
- Key health system issues
- How those issues might be addressed in cost-effective ways

Readings:

- Read textbook - Chapter 6
- Read “The world health report 2000 - Health systems: improving performance.”
<http://www.who.int/whr/2000/en/>
- Read WHO 2010 World Health Report on Health Systems Financing:
<http://www.who.int/whr/2010/en/index.html>

Session 10 – Thursday, October 2, 2014

Topic: Health Systems Continued: Addressing Key Issues, Conditional Cash Transfers, Universal Health Coverage, and Performance Based Financing

Readings:

- The Growing Movement for Universal Health Coverage, Commentary in The Lancet, Published Online November 16, 2010 DOI:10.1016/S0140- 6736(10)62006-5
- Read "Financing health care for all: challenges and opportunities" from The Lancet [http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(10\)61884-3/fulltext](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(10)61884-3/fulltext)
- Read "Health-financing reforms in southeast Asia: challenges in achieving universal coverage" from The Lancet [http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(10\)61890-9/fulltext](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(10)61890-9/fulltext)
- Performance Incentives for Global Health: Potential and Pitfalls, Rena Eichler and Ruth Levine, Center for Global Development, Center for Global Development:
www.cgdev.org/files/1422185_file_CGDEV_Brief_PBI_web.pdf
- The Nuts and Bolts of Brazil’s Bolsa Familiar Program, World Bank, read to page 19 only:
<http://siteresources.worldbank.org/SOCIALPROTECTION/Resources/SP-Discussion-papers/Safety-Nets-DP/0709.pdf>

Discussion Group 6 – The week of October 6

Session 11 – Tuesday, October 7, 2014

Topics: Health Systems Continued: Case Studies in Health Systems Development – South Asia, sub-Saharan Africa, and Latin America

Readings:

- Read: India: Towards Universal Health Coverage 6, Financing health care for all: challenges and opportunities
A K Shiva Kumar, Lincoln C Chen, et al, Lancet 2011; 377: 668–79,
Published Online January 12, 2011 DOI:10.1016/S0140- 6736(10)61884-3
- Read "Comprehensive reform to improve health system performance in Mexico" from The Lancet [http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(06\)69564-0/fulltext](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(06)69564-0/fulltext)
- De Bertodano, Isabel. The Costa Rican Health System: low cost, high value. *Bulletin of the World Health Organization*. 2003; 81(8).
<http://www.scielo.org/pdf/bwho/v81n8/v81n8a15.pdf>
- Fleury, Sonia. Brazil's health-care reform: social movements and civil society. *The Lancet*. 2011; 377(9779): 1724-1725
<http://download.thelancet.com/pdfs/journals/lancet/PIIS0140673611603188.pdf?id=e16241398b8eb460:-54babf48:139ea2e17eb:681b1348258722298>
- Wu, Tai-Yin; Majeed, Azeem; Kuo, Ken N. An Overview of the healthcare system in Taiwan. *London Journal of Primary Care*. 2010; (3): 115-119.
<http://www.londonjournalofprimarycare.org.uk/print/136.pdf>
- Anne Mills et al, Equity in financing and use of health care in Ghana, South Africa, and Tanzania: implications for paths to universal coverage, *The Lancet*, The Lancet, Volume 380, Issue 9837, Pages 126 - 133, 14 July 2012,
[http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(12\)60357-2/abstract](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(12)60357-2/abstract)

Session 12 – Wednesday, October 8, 2014 – This will be held in the evening and is the replacement for the class missed September 25

Topic -The Architecture of International Health

- Who are the major actors in global health?
- What role do they play?
- How do they play it?
- How do they work together?
- What new players have emerged and changed the landscape of global cooperation in public health?
- Key issues in global cooperation on public health

Readings:

- Chapter 15 of the textbook – Working Together to Improve Global Health

Session 13 – The Mid-Term Examination, Thursday, October 9, 2014

Course Module 4 – Cross-cutting Issues on the Environment, Women, and Children

Discussion Group 7 – The week of October 13

Session 14 – Tuesday, October 14, 2014

Topic: Nutrition, Health, and Development

- The primary role of nutrition in health
- Key nutritional issues in the low- and middle-income countries
- The causes and consequences for individuals, for communities and for the economy of nutritional problems
- Addressing nutritional issues in cost-effective ways

Readings:

- Read textbook - Chapter 8

Read The Lancet, Series Papers: Maternal and child undernutrition and overweight in low-income and middle-income countries, Evidence-based interventions for improvement of maternal and child nutrition: what can be done and at what cost?, Nutrition-sensitive interventions and programs: how can they help to accelerate progress in improving maternal and child nutrition? and The politics of reducing malnutrition: building commitment and accelerating progress: <http://www.thelancet.com/series/maternal-and-child-nutrition>

Session 15 – Thursday, October 16, 2014

Topic: The Environment and Health

- The concept of “environmental health”
- The impact of water and sanitation and indoor and outdoor air pollution on the burden of disease in the developing world
- The costs and consequences of environmental health issues on people and on societies
- Addressing key environmental health issues in cost-effective ways

Readings:

- Read textbook - Chapter 7

FALL BREAK, NO CLASS – Tuesday, October 21 and Thursday, October 23, 2014

Discussion Group 8 – The week of October 27

Session 16 – Tuesday, October 28, 2014

Topic: Women’s Health

- The importance of women’s health
- Cultural and socio-economic factors contributing to women’s health
- Gender-based inequalities in health
- The burden of disease for females
- The costs and consequences of that burden
- Addressing key women’s health issues

Readings:

- Read textbook – Chapter 9
- Read the Exec Summary and Skim the Rest:
http://www.womendeliver.org/assets/WD_Background_Paper_Full_Report.pdf

- Read for the key points: http://www.womendeliver.org/assets/ICRW-Women_Deliver_FINAL.pdf

The first paper, on nutrition, is due via your dropbox on v2 by 11:59 pm today, Tuesday, October 28, 2014.

Session 17 – Thursday, October 30, 2014

Topic: Child Health

- Key child health concerns
- The importance of child health in global health
- The burden of disease among children
- Key measures for improving child health

Readings:

- Read textbook – Chapter 10
- Read the 4 million deaths and evidence-based approach articles:
http://www.who.int/maternal_child_adolescent/documents/lancet_neonatal_survival/en/

Course Module 5 – Burdens of Disease

Discussion Section 9 – The week of November 3

Session 18 – Tuesday, November 4, 2014

Topic: Emerging and Re-Emerging Infectious Diseases and Antibiotic Resistance

- What are emerging and re-emerging infectious diseases and antibiotic resistance?
- What is their magnitude and distribution?
- Who gets them?
- What is their social and economic cost?
- How can they be prevented and addressed?

Readings:

- The challenge of emerging and re-emerging infectious diseases, Morens, Folkers, and Fauci, Nature Volume 430, 8 July 2004, <http://ih.stanford.edu/emerging%20diseases%20-%20nature.pdf>
- Center for Global Development Report on Drug Resistance, available summer 2011 at:
<http://www.cgdev.org/section/initiatives/active/drugresistanceglobalhealth>
- Read the Textbook – pages 242-248

Session 19 – Thursday, November 6, 2014

Topic: HIV/AIDS

- The special importance of HIV/AIDS
- The drivers of the epidemic
- The evolution of the epidemic and recent epidemic trends
- The costs and consequences of HIV/AIDS
- Addressing the HIV/AIDS epidemic

Readings:

- Read the Textbook – Chapter 11 sections on HIV/AIDS

- Read overview of UNAIDS Report on the Global AIDS Epidemic 2013 and skim the rest of the report: <http://www.unaids.org/en/resources/campaigns/globalreport2013/globalreport/>
- Read Lancet article on investment framework: [http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(11\)60702-2/abstract](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(11)60702-2/abstract)
- Review the USAID Global Health eLearning Modules, HIV Basics (Part 1) and Mother-to-Child Transmission of HIV: <http://www.globalhealthlearning.org/login.cfm>

Discussion Section 10 – The week of November 10

Session 20 – Tuesday, November 11, 2014

Topic: TB and Malaria

- The importance of TB and Malaria
- The burden of TB and Malaria
- Risk factors of TB and Malaria
- Costs and consequences of TB and Malaria
- Addressing TB in an age of HIV/AIDS
- Addressing malaria in cost-effective way

Readings:

- Read textbook - Chapter 11 section on TB
- Review the fact sheets and special topics sheets on the WHO home page for TB available at: <http://www.who.int/tb/en/>
- WHO 2013 TB Report - Read the Executive Summary and skim the rest: http://www.who.int/tb/publications/global_report/en/
- Explore the WHO home page on malaria: Available at: <http://www.who.int/topics/malaria/en/>
- Review the Global Malaria Action Plan at: <http://www.rbm.who.int/gmap/index.html>
- Richard GA Feachem et al, Shrinking the malaria map: progress and prospects, The Lancet, Volume 376, Issue 9752, Pages 1566-1578, 6 November 2010, [http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(10\)61270-6/fulltext](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(10)61270-6/fulltext)
- Bruno Moonen et al, Operational strategies to achieve and maintain malaria elimination, Volume 376, Issue 9752, Pages 1592-1603, 6 November 2010, [http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(10\)61269-X/fulltext](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(10)61269-X/fulltext)
- Review the executive summary and scan the rest of the World Malaria Report, 2013: <http://www.who.int/malaria/en/>

Session 21 – Thursday, November 13, 2014

Topic: Neglected Tropical Diseases

- The (often forgotten) importance of neglected tropical diseases
- The burden of these diseases – especially among the poor
- Risk factors
- Costs and consequences
- Addressing NTDs diseases in cost-effective ways

Readings:

- Review the brief on NTD at PRB.org – Ending the Neglect of Neglected Tropical Diseases <http://www.prb.org/pdf10/neglectedtropicaldiseases.pdf>

- Read the following cases in Millions Saved - on trachoma, onchocerciasis, chagas, Guinea worm, polio, and smallpox:

Case 10: Controlling trachoma in Morocco, <http://www.cgdev.org/page/case-10-controlling-trachoma-morocco>

Case 7: Controlling onchocerciasis in sub-Saharan Africa, <http://www.cgdev.org/page/case-7-controlling-onchocerciasis-sub-saharan-africa>

Case 12: Controlling Chagas disease in the southern cone of South America, <http://www.cgdev.org/page/case-12-controlling-chagas-disease-southern-cone-south-america>

Case 11: Reducing Guinea worm in Asia and sub-Saharan Africa, <http://www.cgdev.org/page/case-11-reducing-guinea-worm-asia-and-sub-saharan-africa>

Case 5: Eliminating polio in Latin America and the Caribbean, <http://www.cgdev.org/page/case-5-eliminating-polio-latin-america-and-caribbean>

Case 1: Eradicating smallpox, <http://www.cgdev.org/page/case-1-eradicating-smallpox>

The second paper, on women's health OR children's health is due via your dropbox on v2 by 11:59 pm, Thursday, November 13

Discussion Group 11 – The week of November 17

Session 22 – Tuesday, November 18, 2014

Topic: Non-communicable Diseases - Overview of Cardiovascular Disease and Diabetes

- The growing importance of non-communicable diseases
- The most important types of non-communicable diseases
- The burden of non-communicable diseases
- Key risk factors
- The costs of NCDs
- Addressing NCDs in cost-effective ways

Readings:

- Read the textbook – Chapter 12
- Read the executive summary and skim the main text of *Public Policy and the Challenge of the Chronic Non-Communicable Diseases*, by Adeyi, Smith and Robles, published by the World Bank in 2007 – <http://siteresources.worldbank.org/INTPH/Resources/PublicPolicyandNCDsWorldBank2007FullReport.pdf>
- Review the executive summary of the WHO report on Non-Communicable Diseases http://www.who.int/chp/ncd_global_status_report/en/index.html

Session 23 – Thursday, November 20, 2014

Topic: The Tobacco Epidemic, Alcohol, and Unintentional Injuries

- The importance of tobacco
- The nature of tobacco use globally
- The links between tobacco and the health of individuals and societies
- The social and economic impact of tobacco use

- Addressing tobacco use in cost-effective ways
- Key types of unintentional injuries
- The unrecognized importance of unintentional injuries in low- and middle-income countries
- The burden of these injuries
- The costs of unintentional injuries
- Addressing injuries in cost-effective ways

Readings:

- Read Chapter 12 – section on tobacco
- Read DCP2 - Chapter 46 “Tobacco Addiction” available at: <http://dcp2.org/pubs/DCP>
- Read textbook – Chapter 13
- Read Global burden of disease and injury and economic cost attributable to alcohol use and alcohol-use disorders: [http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(09\)60746-7/abstract](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(09)60746-7/abstract)
- Read Effectiveness and cost-effectiveness of policies and programmes to reduce the harm caused by alcohol: http://www.who.int/choice/publications/p_2009_CE_Alcohol_Lancet.pdf

NOVEMBER RECESS – NO CLASS – Tuesday, November 25 and Thursday, November 27, 2014

Discussion Group 12 – The week of December 1

Session 24 – Tuesday, December 2, 2014

Topic: Global Mental Health

- The importance of mental health
- The nature and magnitude of mental health disorders globally
- Social and economic consequences
- The unmet need of mental health services in poor and middle income countries

Readings:

- Read the Executive Summary of and skim the rest of the WHO report on mental health and development: http://www.who.int/mental_health/policy/mhtargeting/en/index.html
- Read the Executive Summary and scan the rest of the WHO investment plan for mental health: http://www.who.int/mental_health/publications/action_plan/en/index.html
- Read the Executive Summary of and scan the rest of WHO investing in mental health: http://www.who.int/mental_health/publications/financing/investing_in_mh_2013/en/index.html
- Read the Lund, Keiling and Weaton articles from the 2011 Lancet series on Global Mental Health: http://www.who.int/mental_health/publications/financing/investing_in_mh_2013/en/index.html

Session 25 – Thursday, December 4, 2014

Topic: Looking to the Future

What key challenges face global health over the next two decades? How can we prepare for and deal with them?

Assignment: *The third paper, on communicable diseases or on non-communicable diseases, is due to via your v2 dropbox by 11:59pm, Thursday, December 4, 2014.*

The Final Examination – TBA