



## SPPH 300: Working in International Health Course Syllabus, Term 1, Year 2016

### COURSE OVERVIEW

Dates: September 6 - December 2, 2016

Credits: 3

Working in International Health (SPPH 300) is a distance-education elective senior undergraduate-level course offered by the School of Population and Public Health (SPPH) at the University of British Columbia. This course is intended to introduce students to the main determinants of health and disease from a global perspective and prepare students for more advanced coursework and professional practice in various areas of global health, and public health more generally.

This is for students planning to spend some time—but not necessarily an entire career—working to improve global health as a profession or a volunteer. Specifically, we'll offer an introduction to global health program development, planning, coordination, implementation, communication, training, evaluation, and policy. Many people launch into global health initiatives without a clear vision of what they should do and expect; gaining knowledge of global health competencies is imperative for creating a solid foundation for delivery of culturally useful practices.

Course material is competency-based and is intended to address the Consortium of Universities for Global Health's ([CUGH](#)) global health competencies at the basic operational program-oriented and global citizen level (described in [Jogerst et al., 2015](#)) and the Association of Schools and Programs of Public Health's (ASPPH) [Global Health competencies](#).

**Professor:** Dr. Erica Frank, MD, MPH  
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Office hours: Skype or Google Hangout by appointment

**Teaching Assistants:**  
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**Prerequisites:** None. Recommended for 3<sup>rd</sup> and 4<sup>th</sup> year undergraduate students.

## **LEARNING OBJECTIVES**

The objectives of this course are for students to:

- Gain a broad understanding of current concepts and issues regarding working in global health
- Learn not only the knowledge, but also the attitudes and postures required for the efficient, culturally sensitive, and safe practice of global health
- Know how and where to access global health data, how to work with it and how to interpret it
- Be exposed to the diversity of work that is being done in global health
- Learn about the roles they can play in global health as health advocates and global citizens

## **COURSE FORMAT**

This course consists of online self-directed learning, including online discussions, tests, projects, and presentations. Students are expected to complete, and will be assessed on all readings and assignments.

**Required Texts and Other Material:** Required reading and other materials are found within individual modules on the Connect platform. Module order may vary as we proceed through the semester.

**COURSE SCHEDULE**

Date	Module title	Module contents	Learning objectives
Sept 6, 2016 - Sept 13, 2016	Introduction, Module #1: Global Burden of Disease	<p><b>Students should complete the course baseline questions (found on the menu bar in Connect) before proceeding to the readings.</b></p> <p>This module will provide students with a basic understanding of major causes of morbidity and mortality and their variations between high, middle, and low-income regions, and with major public health efforts to reduce health disparities globally.</p>	<p>1) Determine baseline knowledge, attitudes, and skills around global health. Describe the major causes of morbidity and mortality around the world, and how the risk for disease varies with region</p> <p>2) Describe major public health efforts to reduce disparities in global health (such as the MDGs, and Global Fund to Fight AIDS, TB, and Malaria)</p> <p>3) Validate the health status of populations using available data (e.g., public health surveillance data, vital statistics, registries, surveys, electronic health records, and health plan claims data)</p>
Sept 20, 2016	Module #2: Globalization and Healthcare	<p>This module focuses on how globalization affects health, health systems, and the delivery of health care.</p>	<p>1. Describe different national models or health systems for the provision of health care and their respective effects on health and health care expenditure.</p> <p>2. Describe how global trends in health care practice, commerce and culture, multinational agreements, and multinational organizations contribute to the quality and availability of health and health care locally and internationally.</p> <p>3. Describe how travel and trade contribute to the spread of communicable and chronic diseases.</p> <p>4. Describe general trends and influences in the global availability and movement of health care workers.</p>

<p>Sept 27, 2016</p>	<p>Module #3: Social and Environmental Determinants of Health</p>	<p>This module will provide students with an understanding of how health is more than the absence of disease and stresses the importance of social, economic, and environmental factors on determining health outcomes.</p>	<ol style="list-style-type: none"> <li>1. Describe how cultural context influences perceptions of health and disease.</li> <li>2. List major social and economic determinants of health and their effects on the access to and quality of health services and on differences in morbidity and mortality between and within countries.</li> <li>3. Describe the relationship between access to and quality of water, sanitation, food, and air on individual and population health.</li> </ol>
<p>Oct 4, 2016</p>	<p>Module #4: Sociocultural and Political Awareness</p>	<p>This module will help to strengthen students' sociocultural and political awareness with regards to global health; "Sociocultural and political awareness is the conceptual basis with which to work effectively within diverse cultural settings and across local, regional, national, and international political landscapes."</p>	<ol style="list-style-type: none"> <li>1. Describe the roles and relationships of the major entities influencing global health and development.</li> </ol>
<p>Oct 11, 2016</p>	<p>Module #5: Capacity Strengthening</p>	<p>This module will provide students with an understanding of capacity strengthening, according to the following definition: "Capacity strengthening is sharing knowledge, skills, and resources for enhancing global public health programs, infrastructure, and workforce to address current and future public health needs</p>	<ol style="list-style-type: none"> <li>1. Collaborate with a host or partner organization to assess the organization's operational capacity.</li> <li>2. Cocrete strategies with the community to strengthen community capabilities, and contribute to the reduction in health disparities and improvement of community health.</li> <li>3. Integrate community assets and resources to improve the health of individuals and populations.</li> <li>4. Identify methods for assuring program sustainability.</li> </ol>

<p>Oct 18, 2016</p>	<p>Module #6: Collaboration, Partnering and Communication</p>	<p>This module will provide students with an understanding of collaboration, partnering, and communication in alignment with the following definition: “Collaborating and partnering is the ability to select, recruit, and work with a diverse range of global health stakeholders to advance research, policy, and practice goals, and to foster open dialogue and effective communication” with partners and within a team.</p>	<ol style="list-style-type: none"> <li>1. Include representatives of diverse constituencies in community partnerships and foster interactive learning with these partners.</li> <li>2. Demonstrate diplomacy and build trust with community partners.</li> <li>3. Communicate joint lessons learned to community partners and global constituencies.</li> <li>4. Exhibit interprofessional values and communication skills that demonstrate respect for, and awareness of, the unique cultures, values, roles/responsibilities and expertise represented by other professionals and groups that work in global health.</li> <li>5. Acknowledge one’s limitations in skills, knowledge, and abilities.</li> <li>6. Apply leadership practices that support collaborative practice and team effectiveness.</li> </ol>
<p>Oct 25, 2016</p>	<p>Module #7: Ethics and Professional Practice</p>	<p>This module encompasses the application of basic principles of ethics to global health issues and settings and activities related to the specific profession or discipline of the global health practitioner.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of and ability to resolve common ethical issues and challenges that arise when working within diverse economic, political, and cultural contexts as well as when working with vulnerable populations and in low-resource settings to address global health issues.</li> <li>2. Demonstrate an awareness of local and national codes of ethics relevant to one’s working environment.</li> <li>3. Apply the fundamental principles of international standards for the protection of human subjects in diverse cultural settings.</li> <li>4. Demonstrate integrity, regard, and respect for others in all aspects of professional practice.</li> <li>5. Articulate barriers to health and health care in low-resource settings locally and internationally.</li> <li>6. Demonstrate the ability to adapt clinical or discipline specific skills and practice in a resource-constrained setting.</li> </ol>

<p>Nov 1, 2016</p>	<p>Module #8: Health Equity and Social Justice</p>	<p>This module will provide students with an understanding of health equity and social justice according to the following definition: “Health equity and social justice is the framework for analyzing strategies to address health disparities across socially, demographically, or geographically defined populations.”</p>	<ol style="list-style-type: none"> <li>1. Apply social justice and human rights principles in addressing global health problems.</li> <li>2. Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and wellbeing.</li> <li>3. Demonstrate a basic understanding of the relationships between health, human rights, and global inequities.</li> <li>4. Describe the role of the WHO in linking health and human rights, the Universal Declaration of Human Rights, International Ethical Guidelines for Biomedical Research Involving Human Subjects.</li> <li>5. Demonstrate a commitment to social responsibility.</li> <li>6. Develop understanding and awareness of the health care workforce crisis in the developing world, the factors that contribute to this, and strategies to address this problem.</li> </ol>
<p>Nov 8, 2016</p>	<p>Module #9: Program Management</p>	<p>This module will provide students with an understanding of program management: “the ability to design, implement, and evaluate global health programs to maximize contributions to effective policy, enhanced practice, and improved sustainable health outcomes.”</p>	<ol style="list-style-type: none"> <li>1. Plan, implement, and evaluate an evidence-based program.</li> <li>2. Apply project management techniques throughout program planning, implementation, and evaluation.</li> </ol>

Nov 15, 2016	Module #10: Strategic Analysis	This module will provide students with knowledge and skills in strategic analysis: “the ability to use systems thinking to analyze a diverse range of complex and interrelated factors shaping health trends to formulate programs at the local, national, and international levels.”	<ol style="list-style-type: none"> <li>1. Identify how demographic and other major factors can influence patterns of morbidity, mortality, and disability in a defined population.</li> <li>2. Conduct a community health needs assessment.</li> <li>3. Conduct a situation analysis across a range of cultural, economic, and health contexts.</li> <li>4. Design context-specific health interventions based on situation analysis.</li> </ol>
Nov 22, 2016	Final Project Presentations Due		Student presentations will be posted online and students will be asked to watch one presentation, pose an insightful question regarding that presentation, and respond to one question posed by another student (description below).
Nov 29, 2016	Presentation Peer Review & Project Due		

## STUDENT EVALUATIONS

### Module Quizzes (10%)

Each module will have a quiz that corresponds to that module’s learning objectives and competencies. The quiz format will be multiple choice, with 10 questions per quiz, and students will have 15 minutes to complete it. Quizzes will be made available at the start of each module and must be completed by the last day before the start of the next module (Sundays by 11:59pm).

### Peer Activity (20%)

Peer Review Learning Activities can include Writing a Petition or Letter to the Editor / Member of Parliament and producing a MedVid.io case study. More details will be discussed in the Assignment descriptions found on Connect, and on the course Discussion Boards.

### **Project (35%)**

Dr. Frank and the teaching assistants will mentor the students in completion of their projects. The projects' aim is to practice identifying important problems in health globally, and creating and implementing effective actions to solve them, e.g., a proposal to Grand Challenges Canada, a project development and fundraising effort for an initiative you will subsequently undertake, a social media petition campaign, a video to support a local organization, etc. These may be done as individuals, or as groups (maximum: 5) -- here again, we'll explain this in a lot more detail on Connect and will be available throughout the semester to give feedback on your initial project proposal (10% of grade), due by Friday, September 30<sup>th</sup> and project (25%).

### **Project Presentations (10%)**

At the end of the term, students will have to present their completed projects via a compelling online presentation in whatever medium you would like (PowerPoint video, YouTube video, Vimeo, etc.) – as part of addressing the communications competency, we'll spend a lot of time discussing how one can most efficiently and effectively disseminate knowledge of your accomplishments. Student presentations will be posted online and students will be asked to watch one presentation, pose an insightful question regarding that presentation, and respond to one question posed by another student.

### **Final Test (25%)**

The final test will consist of multiple choice and short answer questions and will be available on the Connect platform. This exam will be cumulative and will cover the term's material as a whole – 5% of final test material will be drawn from questions/answers on the Discussion Forums as a way to encourage active, learned, and appropriate interactions in these media.

### **Pre/posttest and Evaluation (2% bonus)**

Credit will be given for timely completion of the course evaluation and pre/post tests of knowledge, attitudes, and perceptions regarding global health.

## EVALUATION DEADLINES

Assignment	Due Date
Module Quizzes	Sundays by 11:59pm
Midterm Project Proposal	Friday, September 30 <sup>th</sup> by 5:00pm
Peer Learning Activity #1	Friday, October 14 <sup>th</sup> by 5:00pm
Peer Learning Activity #2	Friday, October 28 <sup>th</sup> by 5:00pm
Project Video Presentation	Tuesday, November 22 <sup>nd</sup> by 5:00pm
Project Peer Review	Tuesday, November 29 <sup>th</sup> by 5:00pm
Project	Friday, December 2 <sup>nd</sup> by 5:00pm
Final Test	TBA

## UBC GRADING STANDARDS

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
0-59	F (Fail)

## **STUDENT EXPECTATIONS**

Students are expected to study the provided module content prior to participating in online discussions and completing related tasks, and to engage in online discussions generously and professionally. Students should pay close attention to deadlines. Assignments not submitted on time will be marked as late. A 10% penalty per day will be applied to all late submissions. Students who must miss an assignment or exam for medical reasons are expected to provide a valid medical note; other reasons must be discussed in advance with the professor, and assessed on an individual basis.

## **ACADEMIC INTEGRITY**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>.