SPPH 300: Working in International Health- Course Syllabus
NOTE: THIS COURSE WAS COMPLETELY REDESIGNED FROM PREVIOUS YEARS, WITH NEW INSTRUCTORS AND COMPLETELY DIFFERENT CONTENT, APPROACH AND METHODS OF ASSESSMENT.

This course is intended to introduce undergraduate students at UBC to some of the important practical knowledge, skills and attitudes needed for working in international health in an ethically sound manner that applies a global health orientation. The course will cover planning, delivery, evaluation and sustainability of projects and programs in low and middle-income countries, emphasizing the "big picture" issues related to North-South partnerships including ethical issues and the impact of real-world global economic and political forces on the success and sustainability of global health interventions. The principles developed by the Canadian Coalition for Global Health Research (CCGHR) will figure prominently in the course.

The course is a hybrid online course plus 3 face-to-face sessions bringing all the students together. Over the course of the term, students will work (in teams of 3-5 students) to draft proposals for a specific global health project of their choice. A large component of the student evaluation will relate to how the CCGHR principles are integrated into this proposal. There will also be several presentations by experienced global health practitioners during the face-to-face sessions who will discuss their experiences working in global health with an emphasis on case studies and lessons learned in the field, applying the CCGHR principles.

Date	Learning Objectives	To Do (student tasks in shading)
Wk 1 (Wk of Jan 1) Overview of the course and introduction to key concepts	To be able to: - Articulate understandings of the terms, global health, international health, public health, population health collective health and health equity To be familiar with - CCGHR Principles for Global Health Research and their importance as an approach to learning about global health To help shape the course	- Introduce yourself on Canvas - Watch *Unseen Enemy* film (access provided) - Read designated readings:
Wk 2 (Wk of Jan 7) Competencies in global health; and introducing the root causes of inequities	To be able to: - Articulate the competencies required in working in LMICs - Discuss the meaning of "wicked problems", inherently global health issues *Acknowledging that one NEVER has all the knowledge needed - and always needs to deepen knowledge and recalibrate orientation:* To be able to articulate an understanding of: - Health concerns (e.g. disease burden) - Drivers (e.g. determinants & globalization) - What is being done (i.e. governance and actions underway)	- Watch **webinar by Barb A.** on **Competencies in Global Health-** http://www.sciencedirect.com/science/article/pii/S221499961501156X - Read designated readings: - Think of a global health "wicked problem" that you would potentially work to tackle/address/solve and enter into discussion about this with the other students who you might team up with, and with the TAs and instructors
Wk 3 (Fri. Jan 18) **F2F#1 8-10am** **Multi-purpose room, Liu Institute for Global Issues**	To be able to: - Consider how you would apply the CCGHR principles ○ Panel with global health practitioners - Discuss Logic Framework Analyses (LFA) and how to apply them – based on presentation by Dr. Spiegel - Confirm your area of interest for developing a project	- Read the designated readings: Meet in "cluster groupings" around issue areas

Wk 4 (Wk of Jan 21)
 	
Building Partnerships for global health equity
	To be able to:
	- Discuss the role and the importance of authentic partnerships for conducting ethically sound and equity focused research/program work in global health
	
	To be able to:
	
	   - identify key actors in global/international health
	
	   - critically analyze power differences among those involved in international health
		The Principles: "Authentic Partnerships"
		- Read designated readings
		
		Discussion#1
		How would you use the Partnership Assessment Tool to establish equity-focused partnerships for addressing the "wicked problem" you identified. Discuss potential approaches you would apply for assessing the shared benefits and the equitable distribution of those benefits among all sides of partnership you would establish for your proposal.

Wk 5 (Wk of Jan 28) Who benefits in global health research?	To be able to: - Discuss how partners and stakeholders benefit from GH partnerships - Analyze and articulate how benefits are distributed to ensure equity	*The Principles: "Shared benefits"* - Read designated readings
Wk 6 (Wk of Feb 4) Community Participation and Social Inclusion	To be able to: - Articulate how global health research/program practices can proactively promote the involvement and participation of people who are historically marginalized (e.g., because of their race, class, sex, ability, religion, sexual identity, Indigeneity, etc.)?	*The Principles: "Inclusion"* - Read designated readings **Discussion #2:** When and how should the community drive the agenda? What are the pitfalls? Indicate ways of promoting genuine participation by all impacted by the research/program at hand, promoting the involvement and participation of people who are historically marginalized (e.g., because of their race, class, sex, ability, religion, sexual identity, Indigeneity, etc.)?
Wk 7 (Fri. Feb 15) **F2F#1 8-10am** **Multi-purpose room, Liu Institute for Global Issues**	To be able to: - Articulate how working internationally can be done in a way that promotes *Shared Benefits, Inclusion and Authentic Partnerships*	- Read designated readings - Watch and discuss the Neoliberalism as a water balloon video to be shown in class - **Present in class the wicked problem**, discussing CCGHR principles in project (Identify potential partners and outline the shared benefits of the proposed project; strategies on how inclusion principle would be applied, etc.). - Work with faculty facilitators to finalize the outline of your project proposals
Wk 8 (Wk of Feb 18)	reading week	

Wk 9 (Wk of Feb 25) Root causes of health inequities; and Commitment to the future)	To be able to: - Demonstrate awareness of and be sensitive to causes of inequities - Determine ways of mitigating inequities - Use various health equity assessment tools, such as the WHO HE assessment toolkit - Articulate the concept of sustainability in the context of global health - Articulate why it's important that global health emphasizes equity in short and long-term - Recognize the importance of focusing on long-term vision rather than project-driven agendas	The Principles: *"Responsiveness to causes of inequity"* *"Commitment to the future"* - Read designated readings **Discussion #**3- describe how existing inequities impact actions and activities you propose in your project proposals. Suggest ways of mitigating these. Discuss challenges of developing sustainable project proposals. Suggest ways to mitigate some of those anticipated challenges.
Wk 10 (Wk of Mar 4)	Work on proposals	Communicate with the faculty facilitators for guidance
Wk 11 (Fri. Mar 15) **F2F#3 8-10/12am** **Multi-purpose room, Liu Institute for Global Issues**	To be able to: - Discuss and reflect on the application of CCGHR principles in the process of proposal development - Critique proposals for global health projects	- Present refined LFA along with a timeline and budget for discussion - Provide feedback
Wk 12 (Wk of Mar 18) *"Humility"*	To be able to: - Engage in active practice of reflection and self-awareness - Demonstrate appreciation of how personal values, beliefs, motivations, and assumptions influence what we see or don't see in any given context - Recognize the limitations of all sites involved in global health research/program work - Explore issues in relation of power and privilege	*The Principles: "Humility"* - Read designated readings
Wk 13 (Wk of Mar 25)	Work on proposals	Communicate with the faculty facilitators for guidance (Describe how your/your team's personal values, beliefs, motivations, and assumptions influence your proposed research/program and address how this will be managed in the implementation process)
Wk 14 (Wk of April 1)	Q&A with facilitators to polish your proposals	Submit the completed project proposals

SUMMARY OF ASSESSMENT

Assignment	Description	%	Due Date
Online Discussion	There will be "online discussions" at 3 points during the course – each consisting of a 200 -250-word blog and a 100-150 word response to a blog by someone else in the class. An instructor and/or teaching assistant will moderate the on-line discussion.	3*5% =15%	Initial post • Fri. 11.59 pm Responses • Following Mon 11.59 pm
Discussion of the CCGHR principles	At the 2nd F2F session you will be expected to come prepared to present a discussion of the CCGHR principles in addressing "a wicked problem" of your choice (10 minute). Details will be provided at the F2F #1.	10%	Sat Feb 17
Logic Framework Analysis (LFA)	At F2F #3- class exercise, you will present a Logic Framework Analysis (LFA) for your group's proposal (10 min)	15%	Sat Mar 17
Grant proposal (written)	A group project "grant proposal" will be submitted – details TBD	25%	Fri April 6
Final Exam	The nature of this exam will reflect the principles, discussions and readings.	35%	Exam period

READINGS

Wk1 Overview of the course and introduction to key concepts

Understanding the framework

[Canadian Coalition for Global Health Research. CCGHR Principles for Global Health Research](#)

What is global health?

Koplan, J. Bond C., Merson M. et al. (2009). Towards a common definition of global health. *Lancet*, 373 (9679), 1993-1995.

Fried, L. Bentley, M. et al. Global health is public health. (2010). *Lancet*, 375 (9714), 13-19.

Approaching global health challenges

Spiegel JM, Breilh J, Yassi A. Why language matters: Insights and challenges in applying a social *determination* of health approach in a North-South collaborative research program. *Globalization and Health*. 2015 11:9.

Students and global health

Anderson, K., D. Raza &. Philpott J. (2014). Exploring the hidden curriculum of global health. *Social Medicine*, 8 (3), 143-146.

Yassi, A., Breilh, J., Dharamsi, S., Lockhart, K., & Spiegel, J. M. .(2013). The ethics of ethics reviews in global health research: Case studies applying a new paradigm. *Journal of Academic Ethics*, 11(2), 83-101.

   o *Case studies from this article for discussion*

Wk 2 (Wk of Jan 7) Global health challenges & drivers – and competencies for taking this on

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Global burden of disease

Hans Rosling https://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen?language=en#t

World Health Organization. (2018). The top ten causes of death. http://www.who.int/mediacentre/factsheets/fs310/en/.

Murray, C & Lopez A. (2013). Measuring the global burden of disease. *NEJM*, 369: 448-57. DOI: 10.1056/NEJMra1201534.

Addressing the global burden of disease

Bollyky, Thomas J. (2018). Health Without Wealth: The Worrying Paradox of Modern Medical Miracles. *Foreign Affairs*. Retrieved at https://www.foreignaffairs.com/articles/2018-09-26/health-without-wealth.

Understanding determinants & addressing drivers

Marmot et al. (2008). Closing the gap

Birn (2009) Making it political

GHW5 & Labonte

Competencies

-   Watch **webinar by Barb A.** on **Competencies in Global Health-**
    http://www.sciencedirect.com/science/article/pii/S221499961501156X

Readings to be added

Wk 3 F2F#1 Friday Jan 18th 8-10am Multi-purpose room, Liu Institute for Global Issues

Wk 4 (Wk of Jan 21) Building Partnerships for global health equity

Wk 5 (Wk of Jan 28) Who benefits in global health research?

Wk 6 (Wk of Feb 4) Community Participation and Social Inclusion

Wk 7   F2F#2 Friday Feb 15th 8-10am Multi-purpose room, Liu Institute for Global Issues

Wk 8 (Wk of Feb 18) READING WEEK

Wk 9 (Wk of Feb 25) Root causes of health inequities; and Commitment to the future

Wk 10 (Wk of Mar 4)

Wk 11 F2F#3 Friday March 15th 8-10/12 am Multi-purpose room, Liu Institute for Global Issues

Wk 12 (Wk of Mar 18) *"Humility"*

Wk 13 (Wk of Mar 25)

Wk 14 (Wk of April 1)