SPPH 581K DL: Practical Knowledge and Skills for Working in Global Health
Mon May 11, 2020 – Thurs June 18, 2020

Course Syllabus

<table>
<thead>
<tr>
<th>Course Team</th>
<th>Office Hours</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Lead Instructor</td>
<td>Annalee Yassi</td>
<td>E-mail for appointment</td>
<td>604-916-6764 (cell)</td>
</tr>
<tr>
<td>Co-lead</td>
<td>Prince Adu</td>
<td>By appointment or e-mail at anytime</td>
<td>778 984 9498 (cell)</td>
</tr>
<tr>
<td>Teaching Assistant</td>
<td>Arnold Okpani</td>
<td>By appointment or e-mail at anytime</td>
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SPPH core team

NOTE*: In years that the BC Coalition Institute (BCCI) of global health offers its summer institute, co-Instructors for BCCI offerings of the course (next offering: summer 2021):

<table>
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<tr>
<th>Co-Instructors</th>
<th>Email</th>
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<tbody>
<tr>
<td>Barb Astle</td>
<td><a href="mailto:barbara.aste@twu.ca">barbara.aste@twu.ca</a></td>
</tr>
<tr>
<td>Kate Tairyan</td>
<td><a href="mailto:ktairyan@sfu.ca">ktairyan@sfu.ca</a></td>
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*students who wish to participate in the BC Coalition Institute (BCCI) of the Canadian Coalition for Global Health Research (CCGHR) as part of their course credit should try to register in the years in which BCCI will be offering a summer institute.

<table>
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<tr>
<th>Session</th>
<th>Date</th>
<th>Time</th>
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<tr>
<td>A 3-day F2F session</td>
<td>Fri May 22-Sun May 24, 2020</td>
<td>09:00-16.00 PST each day</td>
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PRE-REQUISITES:
None, but as this is a graduate-level course, permission from the course instructor is required for upper year undergraduate students who wish to enroll. **Class will be limited to 15 students in years that BCCI is not holding a summer institute** (weekend session held somewhere in BC for those interested in global health from across BC universities and their associated communities) and **25 students in years that dovetail with BCCI**. (If full, contact the TA to see if room may become available).

COURSE OVERVIEW
This course is intended to introduce students to important practical skills and attitudes required in the field of global health. The course will cover planning, delivery, evaluation and sustainability of various projects and programs in low and middle-income countries, emphasizing “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, and it is intended that in years when BCCI is offering its summer institutes, this course be made available for course credit to interested students across
BC, to strengthen a local “community of practice” in global health and provide students access to faculty members across the universities in the province.

The course is a hybrid online course that includes a 3-day face-to-face intensive ‘long weekend’ session, May 22-24, to bring students and faculty together. Over the course of the term, students will work in teams to draft proposals for a specific global health project of their choice; indeed, a large component of the course will relate to the proposals being drafted, and how the CCGHR Principles for Global Health Research are integrated into this. There will also be several “Lessons Learned” presentations by experienced BC-CCGHR practitioners during the face-to-face (F2F) workshop, who will discuss their personal experiences working in global health with an emphasis on case studies and lessons learned in the field, applying the CCGHR principles.

LEARNING GOALS & OBJECTIVES
SPPH 581K DL introduces attitudes necessary for working in the field of global health. Special attention will be paid to the ethical implementation of frontline projects in the world’s least developed countries. The following areas will be delineated and discussed:

- Multi-scalar understanding of global health issues – micro (individual), meso (organizational) and macro level (societal level): (CCGHR principle: addressing root causes of inequities)
- Ethical issues (including CCGHR principles: inclusion),
- Scale up and sustainability (incl. CCGHR principle: commitment to the future), and the impact of the climate crisis.
- Community engagement (incl. CCGHR principles: shared benefits and authentic partnerships)
- Cultural sensitivity, diplomacy, advocacy (including CCGHR principle: humility). Issues related to Indigenous rights will also be discussed.

Using logic models in formulating proposal will also figure prominently.

COURSE STRUCTURE
SPPH 581K DL is a blended course. It is necessary to participate fully in all parts of this course to successfully achieve the learning objectives.

There will be a one 3-day F2F session where experienced global health practitioners will discuss their projects, provide practical insight and relate valuable lessons learned in the field, supplemented with in-class exercises to apply the knowledge learned. During these sessions, small group discussions and class participation will provide a forum to apply the concepts to projects of the student’s choice and to pursue new ideas. There will also be 2 online interaction sessions; 1 before the F2F sessions and 1 after, in addition to course reflections.

GRADING PRACTICES
Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the
faculty, department or school. Grades are not official until they appear on a student's academic record.

Grade Equivalents
A+  90-100%  B+  76-79%  C+  64-67%  D  50-54%
A   85-89%   B-  72-75%  C  60-63%  E  0-49%
A-  80-84%   B-  68-71%  C-  55-59%

NOTE: Final course grades will not be rounded up (e.g. 93.5% will be 93%).

SUMMARY OF ASSESSMENT

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Type</th>
<th>Points</th>
<th>%</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Assign #1</td>
<td>Online Discussion #1</td>
<td>Individual</td>
<td>10</td>
<td>5</td>
<td>Fri May 15 &amp; Tuesday May 19</td>
</tr>
<tr>
<td>Assign #2</td>
<td>Brief in-class presentation of a global health “wicked problem” that you would potentially like to help tackle/address/solve</td>
<td>Individual</td>
<td>20</td>
<td>10</td>
<td>Fri May 22 (Day 1 - F2F)</td>
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<tr>
<td>Assign #3</td>
<td>Application of the CCGHR Principles to the global health problem of your choice (your previous one or different)</td>
<td>Individual</td>
<td>40</td>
<td>20</td>
<td>June 1, 2020</td>
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<tr>
<td>Assign #4</td>
<td>Online Discussion #2</td>
<td>Individual</td>
<td>10</td>
<td>5</td>
<td>June 5 &amp; June 8</td>
</tr>
<tr>
<td>Assign #5</td>
<td>Project Proposal</td>
<td>Group</td>
<td>60</td>
<td>30</td>
<td>June 14</td>
</tr>
<tr>
<td>Assign #6</td>
<td>Final project presentation (Webinar)</td>
<td>Group</td>
<td>40</td>
<td>20</td>
<td>June 15- June 18</td>
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<tr>
<td>Assign #7</td>
<td>Reflection on the course and student learning</td>
<td>Individual</td>
<td>5</td>
<td>10</td>
<td>June 18, 2020</td>
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<td><strong>Total</strong></td>
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<td></td>
<td><strong>200</strong></td>
<td>100</td>
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ASSIGNMENT SUBMISSION
All assignment files must be submitted on Canvas in the format specified for each assignment. For group assignments, please elect one member of the group to serve as the group spokesperson who will be responsible for submitting assignments on the group’s behalf.

Late Assignments: Late assignments will receive a deduction of 10% of the maximum possible points for each day (24-hour period) they are submitted late, beginning on the date and time they are due. All timing is based on Pacific Standard Time, and assignment due dates are satellite set. To avoid late deductions, requests for extensions must be made by e-mail, including rationale, to the main instructor or TA, 3 days prior to the deadline.

EXPECTATIONS FOR STUDENT AND INSTRUCTOR
Students are expected to fulfill the course objectives, assignments, and discussions in a timely manner, and to contact instructors proactively via course mail whenever help is needed. The TA will be the first point of contact. E-mails will be responded to within 24hrs. Students should
spend enough time on the background resources assigned in order to make the most of the face-to-face session. They will be expected to use the Discussion Forum on Canvas (the course website) to share knowledge, seek feedback from fellow students as well as instructors on their ideas, project topics and other aspects of the course. The instructors reserve the right to make changes to the course syllabus.

UNIVERSITY POLICIES
UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the UBC Senate website

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.

INSTRUCTOR INFORMATION

Lead Instructor: ANNALEE YASSI, MD, MSc, FRCPC (UBC)
Dr. Annalee Yassi is a Professor in the School of Population and Public Health at UBC and holds a Tier 1 Canada Research Chair in Global Health and Capacity Building. A specialist in both Public Health and Preventive Medicine as well as Occupational Medicine, Dr. Yassi has projects in Latin America and Southern Africa, focusing on the healthcare workplace, issues and methods in community-based health research and North-South partnerships. She is especially interested in ethics in global health research and transdisciplinarity, including the use of arts-based methods.

Co-Instructor: PRINCE A. ADU, MA, MPH, PhD at UBC’s School of Population and Public Health and the BC Centre for Disease Control, received his bachelor’s degree in Psychology
from the University of Ghana and has MPH degree and a Master’s in International Development Studies, both from Ohio University; and his PhD from UBC. His current research examines the structural determinants of health in populations.

Co-Instructor: BARBARA ASTLE, PhD, RN (Trinity Western University)
Dr. Barb Astle, Associate Professor of Nursing, and Director for the Centre of Equity and Global Engagement at TWU, focuses on global health equity, social justice and global health education (including competencies and partnerships). She co-authored the book “Research Literacy for Health and Community Practice” (2017), is a contributor and editor for the Consortium of Universities in Global Health Global Health Education Competencies Tool Kit (2019) and was Past Chair of the Canadian Society for International Health (CSIH) in 2009 – 2012.

Co-Instructor: KATE TAIRYAN, MD, MPH (Simon Fraser University)
Dr. Tairyan, senior lecturer at SFU with a medical degree in preventive medicine and health management, obtained her MPH in Global Health Leadership, and has worked for the Ministry of Health of Armenia, as well as projects with WHO, World Bank, UNDP, OXFAM and other organizations on health policy development and poverty reduction. Her research focuses on online distribution of health sciences education, particularly global dissemination of high-quality public health education using computer-assisted technologies and local mentorship.

Contributing Faculty:
From UBC:
Dr. Jerry Spiegel, (UBC) a Professor in the School of Population and Public Health and co-director with Dr. Yassi of the Global Health Research Program, a WHO Collaborating Centre in Occupational and Environmental Health, was founding President of CCGHR and received the Canadian Public Health Association’s 2011 International Award. His research interests include the effects of globalization on health equity; an ecosystem approach; and the economic evaluation of interventions. He has led a range of research and capacity-building projects in Cuba, Ecuador and South Africa.

Dr. Angela McIntyre recently received her PhD from University of Pretoria. Angela has Cree, Scottish and German heritage and has been living on the traditional territories of Cowichan, Tsawout and Saanich Peoples (Salt Spring Island). She is currently a post-doctoral researcher at UBC’s SPPH and Institute for Resources, Environment and Sustainability (IRES). With an academic background in anthropology, public health and rural development, Angela came to work in Indigenous health in British Columbia in 2017, with over 20 years of policy, program and research experience in the fields of post-conflict peace-building, community development and global health in sub-Saharan Africa. She recently left her position as a health promotion specialist at First Nations Health Authority to pursue research on Indigenous food sovereignty and public health.

Dr. Jan Hajek, is an infectious diseases specialist provides inpatient consultations at VGH and works in its tropical medicine clinic. He also cares for clients who inject drugs and have severe
infections at the Community Transitional Care Team on the Downtown Eastside. In addition, Dr. Hajek provides expertise part-time to medical staff in Gulu, Uganda—providing clinical care in the hospital and teaching at the medical school. One of his true passions is his work with Doctors Without Borders/ Médecins Sans Frontières (MSF).

From other BC universities:

**Dr. Vic Neufeld (University of Victoria),** a physician and educator who has held academic leadership positions for over 25 years, has advised various international agencies and institutions and serves as Special Advisor to the Canadian Coalition for Global Health Research (CCGHR), an organization of which he was the founding National Coordinator. His interests include capacity development with a special interest in strengthening national health research systems and promoting a stronger role for Canada in health research in low and middle-income countries.

**Dr. John Calvert (SFU),** a political scientist with a specialization in public policy, obtained a PhD from the London School of Economics; his research interests include: Canadian public policy and the health impacts of international trade agreements, climate change and occupational health and safety.

**Dr. Katrina Plamondon (UBC-O),** an Adjunct Professor, UBC (O), and Interior Health, is a researcher, educator-facilitator, and leader in the fields of integrated knowledge translation, rural and remote health, and global health. She engages with researchers, decision makers, and practitioners across health systems and in community settings—both in Canada and in partner countries. She was the principal investigator for the series of studies that culminated in the CCGHR Principles for Global Health Research, and, with 15 years of involvement in the CCGHR, currently serves as chair for the University Advisory Council. Katrina brings a strong equity lens to this course.
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<thead>
<tr>
<th>Date &amp; Theme</th>
<th>Objectives</th>
<th>To Do</th>
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<tr>
<td><strong>Week 1 (from May 4)</strong>&lt;br&gt;Introduction to the course and CCGHR Principles</td>
<td>To be able to:&lt;br&gt;- articulate understandings of the terms population health, public health, global health, collective health and health equity&lt;br&gt;- help shape the course, your own learning, and the learning of others</td>
<td><strong>Tasks:</strong>&lt;br&gt;1. Introduce yourself on Canvas&lt;br&gt;2. Indicate which of the broad categories of topics for group projects most interests you – see list provided on page 12&lt;br&gt;&lt;br&gt;<strong>Required readings:</strong>&lt;br&gt;1. Canadian Coalition for Global Health Research. <a href="#">CCGHR Principles for Global Health Research</a> [14 pages]&lt;br&gt;2. Koplan, J. Bond C., Merson M. et al. (2009). <a href="#">Towards a common definition of global health. Lancet, 373 (9679), 1993-1995</a> [3pages]&lt;br&gt;3. <a href="#">CCGHR principles video</a> by Katrina Plamondon [19mins]</td>
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<tr>
<td><strong>Week 3 (from May 18)</strong>&lt;br&gt;Wicked problems and sustainability</td>
<td>To be able to:&lt;br&gt;- To understand and identify wicked problems</td>
<td><strong>Tasks:</strong>&lt;br&gt;Interact with your group to try to coordinate the individual presentations.</td>
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<tr>
<td>Required readings:</td>
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<tr>
<td>5. WHO (2018) Climate Change and health [5 page]</td>
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**F2F Day #1 (Fri May 22, 2019)**

Wicked problems; partnerships/inclusion/shared benefits.

**Venue:** Room B 151, School of Population and Public Health, UB 2206 East Mall Vancouver, BC Canada V6T 1Z3

**Tasks:**

**Assignment #2- In class presentation (Individual). Due Fri May 22**

**Agenda**

- 9:00-9:15 Opening Q & A: A. Yassi to chair
- 9:15 – 11:00 (5 min each- then 5 discussion, based on 15 student limit) - Students present their global health “wicked problem” (graded exercise)
- 11:00-11:15 – break
- 11:15- 12:00 Panel Discussion– applying the principles in our research and practices:
  - Brief overview of principles and BCCI history- (5 min)
  - J. Hajek, B. Astle, K. Tairyan, P Adu +/- A. Yassi ((5 min each – on lessons learned/applying principles in own global health work)
  - Open discussion
- 12:00-1:30 – Lunch
- 1:30 – 2:30 – Indigenous module; exercise on power and privilege (P. Adu and A. McIntyre)
- 2:30- 3:30 – Small groups form
- 3:30 – 4:00 – closing remarks
| **F2F Day #2**  
(Sat May 23, 2019) | To be able to:  
Focus on root causes | **Agenda**  
9:00 – 9:30 – Reflections from yesterday  
9:30- 10:30 In-class exercise (LFA)-not graded – J. Spiegel  
10:30- 11:00 – break  
11:00-12:30 – Neoliberalism as a water balloon video to be shown in class; then John Calvert - *Trade Agreements*  
12:30- 13:30 – lunch  
1:30- 3:30 – Small groups  
3:30- 4:00 Q&As from small groups to Plenary |  
**Venue: Room B 151,**  
School of Population and Public Health, UB  
2206 East Mall  
Vancouver, BC Canada  
V6T 1Z3  
- Discuss Logic Framework Analyses and how to apply them  
- Discuss how Trade Agreements perpetuate health inequities –  
- Identify the major pathways of how the world economy and global trade affect global health  
- Discuss key opportunities and challenges for improving equity in global health context |
| **F2F Day #3 (Sun. May 24, 2019)**  
Humility…. And how each group proposes to proceed | - Discuss and reflect on the application of CCGHR principles in the process of proposal development  
- critique proposals for global health projects | **Agenda**  
9:00 – 10:00 – Reflections from yesterday and overall (V Neufeld if in person; otherwise A. Yassi)  
10:00- 10:30 - Working on your group assignment- prepare to present for feedback from other groups  
10:30- 11:00- break  
11:00- 12:30 – Plenary: each group presents what they have been working on for discussion with the whole group.  
12:30- 1:00 – closing remarks  
1:00- 2:00 Lunch  
2:00- 4:00 Groups continue as they wish |  
**Venue: Room B 151, SPPH** |
| **Week 4 (from May 25)** | To be able to: | **Tasks:** |
|  |  |  |
**Partnerships**

- Identify key actors in the global health and how partnerships can be pursued
- To discuss potential implications of power differences in partnerships and ways of addressing it.

**Assignment #3 (individual) Application of Principles. Due Sun June 1, 2020**

**Required readings**


**Week 5 (from June 1)**

**Ethical issues in global health**

To be able to:
- identify different ethical challenges in global health
- discuss how to apply ethical approaches to global health concerns

**Task:**
- **Assignment #4 (individual) Online Discussion. Due Fri June 5 (Initial Post) & Mon June 8 (Response to a Peer)**

**Required readings:**

| Week 6 (from June 8) | Proposal development | Tasks:  
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<tbody>
<tr>
<td><strong>Proposal development</strong></td>
<td>Proposal development work</td>
<td></td>
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</table>
| | | - Assignment #5 (group) Written Project Submission  
| | | - Using LFA, incorporating principles – Due Sun June 14, 2019  
| | | - Continue to work on your project  
| | | **Helpful reading:**  

| Week 7 (from June 15) | Reflections on workshop Final paper (and invitation to present at BCCI event) | Tasks:  
|---------------------|---------------------------------------------------------------|-----------------------------------|
| **Course Ends Thurs June 18** | To be able to:  
| | - Present a well-written, well-articulated synthesis of a project that illustrates the principles.  
| | - Thoughtfully and succinctly share insights, feelings and other reflections  
| | - Craft a proposal in a timely manner, working in groups, that embraces the principles |  
| | | - Assignment #6 (group) Project Presentation via webinar. Due June 15-18  
| | | - Assignment # 7(course reflection)  


Project Themes

Students will work in teams to refine, present and submit a group proposal to address a selected area of concern. In the beginning of the course (Week 1), you will indicate which of these broad categories of topics for group projects most interests you. This will facilitate the forming of groups. (More than one group can focus on projects in the same broad theme, but there will be no more than 5 students per group.)

1. Infectious diseases (airborne, bloodborne/contact spread, vector-borne)
2. Women and child health, reproductive health, gender-based violence

The importance of the climate crisis and economic globalization should be cross-cutting considerations regardless of the project area of focus.