

School of Population and Public Health
University of British Columbia

SPPH 300: Working in International Health

Course Syllabus

- **Term date:** January 11, 2021 - April 27, 2021
- **Course materials:** All articles and course materials will be posted on Canvas
- **Mandatory live (synchronized) class:** 9.00am-12.00pm PST on Sat Jan 16, Mar 6, Apr 3
Optional weekly drop-in sessions: Mondays at 12:00pm PST
- **Zoom Link for Class Meetings:** Available on Canvas

Course Team		Office hours/E-mail for appointment	Phone number
Instructor	Prince Adu, MA, MPH, PhD	prince.adu@ubc.ca	778-984-9498
Teaching Assistants	Amanda Nitschke	anits@mail.ubc.ca	
	Rebecca Wolff	rwolff01@mail.ubc.ca	

OVERVIEW

This course is designed for students that have done some work in the realm of global health or are contemplating doing such work. It seeks to prepare students to be critical thinkers attuned to the ethical complexities in this area, closely following the [framework](#) set up by the Canadian Coalition for Global Health Research (CCGHR).

The course will provide an overview of the basic concepts, principles and current issues in global health using a multidisciplinary approach. Reading materials will emphasize case studies to cover a range of important topics, and students will hear from health workers and researchers who have engaged in global health work during their careers. Topics to be introduced in the course include the history of global health work; social determinants/determination of health; communicable diseases; non-communicable diseases; health financing; the major institutions in global health; health of Indigenous peoples and other marginalized populations; as well as climate change and global health.

LEARNING GOALS AND OBJECTIVES

The overarching goal of this course is for students to gain a broader understanding of what working in global health entails and provide knowledge on current approaches and challenges of addressing global health concerns. At the end of this course, it is expected that students should be able to:

1. Describe the distribution of health and diseases across and within countries and to understand the relationships between social, environmental, political and cultural factors that affect these patterns using credible information sources;
2. Understand the Canadian Coalition for Global Health Research (CCGHR) principles, as a lens to be taken throughout the course.
3. Acquire a sensitivity to the root causes of health inequities.
4. Understand the unique challenges in health faced by Indigenous peoples and other minorities across the globe
5. Consider the impact of climate change on health

6. Learn to write succinctly and effectively an analysis of global health issues and solutions supported with credible evidence.
7. Demonstrate inter-professional scholarly team skills including peer support and team communication.

COURSE STRUCTURE AND LEARNING ACTIVITIES

The course is entirely online. Students are expected to attend the 3 mandatory live classes on Zoom. The rest of the class will be asynchronized.

Every Monday morning, you will receive an e-mail or announcement introducing the week's readings/activities and assignments. Required and optional readings for each week and some short lectures will be made available on Canvas.

Teamwork is very key in global health. Over the course of the term, students will work in teams to develop and submit a proposal describing an intervention to address an identified global health issue. See the assignment section for more details.

SUMMARY OF ASSESSMENT

Assignment	Type	%	Due Date
Reflections (5)	Individual	25	See course schedule
Country Profile Presentation	Individual	10	Feb 22-26
Health Equity Online Modules	Individual	5	Fri Mar 5
Policy Brief	Individual	15	Fri Mar 12
Group Project (Presentation)	Group	15	Sat Apr 3
Group Project (Written)	Group	25	Fri April 15
Peer evaluation	Individual	5	April 15
Indigenous Cultural Safety modules (Bonus assignment)	Individual	1	April 15
TOTAL		100+1	

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 leader who will be responsible for submitting assignments on the group's behalf.

ASSIGNMENT DESCRIPTION

Introduce yourself (not graded)

In the first week of class, you are expected to briefly [introduce yourself](#) on the discussion board. Tell us your 1) name 2) program of study 3) any experience you have in global health and 4) one fun fact/interesting thing about you 😊

Reflections

Students will submit 5 reflective discussion board posts based on the assigned course materials (readings, presentations, videos etc.). In addition to each discussion board post, students will provide

a thoughtful response to a classmate's post. Each reflection should be a maximum of 300 words and should include at least one credible reference to support your argument, opinion or reflection.

Each response to a classmate's post should be a maximum of 150 words and should include at least one credible reference in support of the response/argument. In-text citations and references are not counted in the word-count. There is no right or wrong answer to these reflections. Assessment will be based on the thoughtfulness of your discussion points and their connection to course materials. Here are some prompts to use as a guide:

1. What have you learned from your readings?
2. What did you find most thought provoking?
3. What are some strengths and weaknesses of the articles you have read?
4. Are you able to make any connections to your personal experiences?
5. Has your perception on a certain topic changed from engaging with these readings?
6. Has reading the course material generated any questions and ideas to propel future learning opportunities?

Initial Post due: Fri 11.59pm

Response to a Peer due: Sun 11.59pm

- **Reflection #1** will be based on materials covered in Weeks 1 & 2.
- **Reflection #2** will be based on materials covered in Week 3.
- **Reflection #3** will be based on materials covered in Weeks 4 & 5.
- **Reflection #4** will be based on materials covered in Weeks 7, 8, 9, & 10
- **Reflection #5** will be based on materials covered in Week 11.

Country Profile Presentation

In this assignment, students will pick a [country](#) and describe the demographic and health situation of the country, describe the country's healthcare system, top three causes of mortality and social environmental health factors. Click [here](#) to sign up for a country and a date and time for your presentation. You can select a country that has already been selected by a peer although we do not encourage this. Although you can choose any country, it is recommended that you pick a low or middle income country-use this as an opportunity to learn about a country that you do not know much about, in order to maximize your learning experience.

Submit your Powerpoint file on the course website by 12.00 pm on the day of presentation. File name should be **FirstnameLastName_Country** eg. RebeccaWolff_Russia. Please number your slides. Each presenter will have **8 mins** to present followed by **2 mins** of Questions & Answers. A sample presentation has been posted.

Your presentation should have the following sections:

1. Country background
 - a. Name and location of country
 - b. Environment
 - c. Population size and basic demographics
 - d. Economy & poverty levels
2. Description of the country's health system

- a. Type of health system
- b. Description of healthcare delivery
- c. Funding
3. Major health issues and top three causes of mortality
 - a. Top 3 causes of mortality
 - b. Major health issues
 - c. Major barriers to health and healthcare
4. Social and environmental factors in health
 - a. Describe the social and environmental factors that contribute to diseases prevalent in your selected country
 - b. Discuss something the country (or an NGO in the country) is doing to address these issues
5. Sources
 - a. Identify a minimum of 4 good references about the country

Policy Brief

An important skill to learn is the ability to summarize complex issues and to articulate concise arguments. This assignment will involve writing an analysis of global health issues and providing solutions. This policy brief is expected to be written in a professional, scientific and analytical manner. It should not be based on personal experiences. It should not be reflections or emotional responses. This assignment is equivalent to the writing you might do in a short research paper; it should have a thesis, a well-developed argument and a conclusion. Examples of a top scoring and low scoring briefs have been posted to serve as a guide. Note: in terms of **content**, the requirements of these samples are different from this assignment. Only use these to guide your style and format. A marking rubric is attached.

- Submission: Online
- Format: 3-pages max (Times New Roman font size 12, double-spaced). File name should be your FirstnameLastname_name of assignment eg. PrinceAdu_Policy brief

Content related instructions

Identify a major health issue in your chosen country and prepare a policy brief that you would submit to the relevant government official of your chosen country to convince them to invest resources to address the issue.

Proposed structure.

1. Issue statement and background:
 - a. Clearly identify the health issue and present a clear thesis statement and a rationale for why it is an issue worth addressing, based on appropriate literature and sources.
2. Evidence review:
 - a. What is the nature and magnitude of the problem? Apply your knowledge of measures of disease burden
 - b. Who is most affected by the problem?
 - c. What are the risk factors for this problem?
 - d. What are existing key programs/policies implemented in the country to address the health issue? If there are no existing programs, you can discuss how similar countries or neighbouring regions have addressed this problem.
3. Challenges:

- a. What are the challenges (micro, mezzo, macro-levels) to addressing the health issue or barriers to interventions?
 - b. Challenges should be based in the evidence given on the prior sections.
4. Solutions
 - a. Suggest five clear, precise and specific recommendations for the Ministry of Health in order to help resolve this health issues.
 - b. Make sure the solutions are realistic and reasonable and they should reflect the evidence given in previous sections.
 - c. Just as challenges exist on different levels or scales, you can also frame your solutions according to this same micro-mezzo-macro framework. So, in the challenges and/or solutions sections just demonstrate your understanding of how challenges and solutions operate on different levels or scale.
5. References:
 - a. Cite a minimum of 5 reputable academic or government-based references (no Wikipidia or other internet-based sources unless very relevant e.g., a government online report).
 - b. APA style preferred. But you can use any other formal style provided you use it appropriately and consistently. If you decide to use a different style, indicate the name of the style at the end of the brief. For e.g. “Referencing style used: Vancouver style”

Health Equity Online Modules

Students will complete this online course. Click [here](#) to access the course. Upload the certificate of completion on Canvas to receive full mark. A mark of zero will be given for failure to show evidence of completion (failure to upload the certificate of completion).

Group Project (Written)

Over the course of the term, students will work in teams to develop and submit a group proposal describing an intervention to address an identified global health issue. In the beginning of the course (Week 1), students should start thinking about which of the broad categories of topics listed below are of interest to them. Students with interest in the same topic will form a group of no more than seven students. Students will present their proposed project to the class and receive feedback from the instructor and peers (see Group Project presentation assignment) before the final submission of this assignment. Each group will be expected to choose a group leader. This leader will be responsible for communicating with the TA should any group issues arise (such as difficulties with equal distribution of the workload, non-communicative group members, etc).

Themes (topic categories)

1. Communicable diseases, tropical medicine, infectious disease transmission
2. Women and child health (neonatal, maternal and postnatal care), reproductive health, gender-based violence, prison health
3. Non-communicable diseases, wellbeing, lifestyle, healthy eating, physical activity, social isolation, importance of trade, climate change/environmental concerns, globalization, development, security
4. Health systems, access to care, capacity building, Human Resources (health workers, medical personnel, etc.)

5. Addiction, substance use, smoking, mental health and homelessness

Evaluation will be based on the following:

1. Is the gap you have identified truly an important/underexplored gap?
2. Is your proposal likely to contribute to either gaining knowledge or creating change?
3. Have you identified outcome measures that can be monitored and evaluated?
4. Is your plan clear, feasible, innovative?
5. Is your proposal written in a concise and convincing manner?

Word limit: 2,000 words. Abstract (250 words max), references and appendices are not included in proposal word count. Please include word counts on the title page. A template is provided on Canvas.

Submission: Group leader will submit on the group's behalf. File name should be the group number. E.g. "Group 1"

Group Project Presentation

Students will make a 15-minute presentation of their proposed project addressing an identified global health issue. All the basic components of their written projects will be concisely and compellingly communicated. The presentation will be followed by a 5-minute question and answer session. It is expected that students will incorporate the feedback from the presentation into their final write up. An example of the PowerPoint presentation will be provided.

Submission: Group leader will submit on the group's behalf. Submit the PowerPoint file on the Canvas by 5.00 pm on the day prior to the presentation date. File name should be the group number. E.g. "Group 1"

Peer evaluation

Collaboration is very vital in global health. Each student will assess the contribution of each member of their group. The average of the peer evaluation score for each student will be scaled to 5 percentage points. Essentially, the score you receive will be a direct reflection of what your peers think about your contribution. Evaluations will be anonymous.

Indigenous Cultural Safety modules (Bonus assignment)

This is a four-part online training module that covers topics of Indigenous perspectives of history, the legacy of colonialism in Canada, Indigenous peoples' health and Canada's healthcare system. You can do this at your own pace at any time during the term.

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%).

INSTRUCTOR INFORMATION

Prince A. Adu MA, MPH, PhD

Dr Adu is a public health professional, researcher and instructor with an extensive background in global health, health systems research and international development. He is passionate about global health and has worked and conducted research in Ghana, Ecuador, South Africa, Mozambique, the U.S and Canada. He has a bachelor's degree in Psychology with Russian from the University of Ghana. He obtained a Master of Public Health and a Master's in International Development Studies, both from Ohio University, Athens. He has a PhD from UBC's School of Population and Public Health and is currently a postdoctoral research fellow at BC Centre for Disease Control. He loves to cook, dance and play/watch soccer! [Google Scholar Profile](#)

Teaching Assistant, Amanda Nitschke, BHSc

Amanda is currently completing her MSc in Population and Public Health at UBC. She received her Honours Bachelor of Health Sciences from the University of Ottawa and completed her Minor in Psychology on exchange at Leiden University, Netherlands. Amanda has participated internationally in public health initiatives and research in Nicaragua and Taiwan. She is passionate about global health equity and maternal and child health. Her current research explores antibiotic prescription patterns during pregnancy and neurodevelopmental outcomes in the child.

Teaching Assistant, Rebecca Wolff, BASc

Rebecca has over 6 years of research and project management experience in health and climate change adaptation in Peru and Canada. She received her undergraduate degree in Arts and Science from the University of Guelph, where she studied how perceptions of health and well-being relate to spiritual beliefs in the Amazon, and what this means for the design of health interventions that are inclusive of all belief systems. Currently she is completing a MSc. at the UBC School of Population and Public Health with a co-supervisor at the Faculty of Land and Food Systems. Her thesis is on creating a framework to measure the impacts of food sovereignty and agroecology on the health and wellbeing of farmers in five South American countries.

Course volunteer (Former SPPH 300 Student), Michael Woo

Michael is a third-year undergraduate student studying immunopathology and epidemiology through the Integrated Sciences program. Outside of his studies, Michael is involved with research at the Vaccine Evaluation Centre and enjoys learning about infectious diseases. He had an amazing experience taking this course last year and is thrilled to support both the teaching team and students this year! Michael hopes to make this class as enjoyable as possible for his peers, so please reach out to ask him questions! E-mail: michaelwoo2000@gmail.com

COMMUNICATION

All course communication will be via email and under the announcement on Canvas. Students are expected to fulfill the course objectives, assignments, and discussions in a timely manner, and to contact instructor or teaching assistants via e-mail whenever help is needed. TA Rebecca Wolff [rwolff@mail.ubc.ca] will be the first point of contact for assignment or course-related questions. E-mails will be responded to within 24hrs during the week. Students are welcome to send emails on the weekend with the expectation that they may not be responded to within 24 hours (weekends

only). You will receive one weekly e-mail from the instructor introducing the weekly readings, reminders on assignment due that week and any other announcement.

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>.

COURSE POLICIES

- 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 instructor and copy the TAs, 3 days prior to the deadline.
- The instructors reserve the right to make changes to the course syllabus.

Weekly Schedule

Lecture	Topics	Required Readings	Activities/Assignments
Week 1 (from Jan 11)	Course Introduction <ul style="list-style-type: none"> Course expectations and assignments What is global health? History of global health Ethics in global health 	<ul style="list-style-type: none"> Horton (2020) No more normal. <i>Lancet Editorial</i> [1page] Koplan, J. Bond C., Merson M. et al. (2009). Towards a common definition of global health. <i>Lancet</i>, 373 (9679), 1993-1995 [3pages] NPR news article 2017- Why Surgeons Are Rethinking The Fly-In Medical Mission [10pages] CCGHR guiding principles video [19mins] 	<ul style="list-style-type: none"> Introduce yourself on the discussion board (<i>not graded</i>) Start thinking about an area of interest for your group project
Live Class #1 Sat Jan 16	Ethics and the COVID-19 Pandemic		
Week 2 (from Jan 18)	Global Burden of Disease in Transition <ul style="list-style-type: none"> The global burden of disease Demographic and epidemiologic transitions How do we measure health? Where do we find data on health? 	<ul style="list-style-type: none"> Lajoie, J (2015). Understanding the Measurement of Global Burden of Disease. National Collaborating Centre for Infectious Diseases. [13pages] Hans Roslings video: The best stats you've ever seen [20mins] Hans Rosling 200 Countries, 200 Years, 4 Minutes - The Joy of Stats [4mins] - GBD website: http://www.healthdata.org/gbd - World Bank open data https://data.worldbank.org/ - Gap Minder website https://www.gapminder.org/ 	Reflection #1 due Fri Jan 22 <ul style="list-style-type: none"> Get familiar with the websites posted
Week 3 (from Jan 25)	Health systems <ul style="list-style-type: none"> What is a health system? Resilience and health systems 	<ul style="list-style-type: none"> Adu PA, et al. Perceived Health System Barriers to Tuberculosis Control Among Health Workers in South Africa. <i>Annals of Global Health</i>. 2020; 86(1): 15, 1–10 [8pages] World Health Organization (2007). Everybody's business: Strengthening health systems to improve health outcomes: WHO's framework for action. Geneva: WHO [56pages including lots of images] 	<ul style="list-style-type: none"> Reflection #2 due Fri Jan 29 Pick a date & country for the Country Profile Presentation
Week 4 (from Feb 1)	Health and its determinants <ul style="list-style-type: none"> Proximal versus distal drivers of health Health and trade 	<ul style="list-style-type: none"> Spiegel, J. M., & Yassi, A. (2004). Lessons from the margins of globalization: Appreciating the Cuban health paradox. <i>Journal of Public Health Policy</i>, 25(1), 85–110. [20pages] Spiegel et al (2015). Why language matters: Insights and challenges in applying a social determination of health approach in a North- 	<ul style="list-style-type: none"> Pick a group for your group project

		South collaborative research program . <i>Globalization and Health</i> , 11:9 [5pages] - only pp 1-5 required	
Week 5 (from Feb 8)	Communicable Disease <ul style="list-style-type: none"> • COVID-19 • Malaria, TB, HIV 	<ul style="list-style-type: none"> • Fauci, A. S., & Morens, D. M. (2012). The Perpetual Challenge of Infectious Diseases. <i>New England Journal of Medicine</i>, 366(5), 454–461 [7pages] 	Reflection #3 due Fri Feb 12
Reading Week (Feb 15-19)			
Week 7 (from Feb 22)	Non-Communicable Disease <ul style="list-style-type: none"> • Cardiovascular disease & cancer • Demographic transition 	<ul style="list-style-type: none"> • Ebrahim S & Smeeth L (2005). Non-communicable Diseases in Low and Middle-Income Countries: A Priority or a Distraction? <i>International Journal of Epidemiology</i> 34: 961 [5pages] 	Country Presentations due Fri Feb 26
Week 8 (from Mar 1)	Health Equity <ul style="list-style-type: none"> • Foundational knowledge on health equity • Social determinants of health 	NA	Health Equity Online Modules due Fri Mar 5
Live Class #2 Sat Mar 6	Practical skills in global health and Other topics		
Week 9 (from Mar 8)	Ethical issues in global health	<ul style="list-style-type: none"> • Podcast: American with no training [8mins] • Canadian Coalition for Global Health Research. (2015, November). CCGHR principles for global health research. • Liu, Y., Salwi, S., & Drolet, B. C. (2020). Multivalue ethical framework for fair global allocation of a COVID-19 vaccine. <i>Journal of medical ethics</i>, 46(8), 499–501. [3pages] • Pinto, A. D., & Upshur, R. E. (2009). Global health ethics for students. <i>Developing world bioethics</i>, 9(1), 1–10. [10pages] 	Policy Brief due Fri March 12
Week 10 (from Mar 15)	Partnerships in global health	<ul style="list-style-type: none"> • Yassi A, Zungu M, Kistnasamy B, Spiegel JM, Lockhart K, Jones D, Nophale L, O'Hara LM, Bryce EA, Darwin L. (2016) Protecting health workers from infectious disease transmission: An exploration of a Canadian-South African partnership of partnerships. <i>Globalization and Health</i>, 12: 10. [15pages] 	Reflection #4 due Fri March 19
Week 11 (from Mar 22)	Indigenous Health and Impact of Colonialism <ul style="list-style-type: none"> • Racism in health • Immigrant health 	<ul style="list-style-type: none"> • Adjei, J., Adu, P.A, Ackah, B.B (2020) Revisiting the healthy immigrant effect with diabetes risk in Canada: why race/ethnicity matters, <i>Ethnicity & Health</i>, 25:4 [12pages] 	Reflection#5 due Fri March 26

		<ul style="list-style-type: none"> • In Plain sight Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care, Summary report [74pages] 	
<p>Week 12 (from Mar 29)</p>	<p>Climate change and global health governance</p> <ul style="list-style-type: none"> • MDGs, SDGs 	<ul style="list-style-type: none"> • Friel et al (2011). Climate change and health: risks and inequities”. In Benatar, S., & Brock (Eds), Global Health and Global Health Ethics. Cambridge University Press. [11pages] • Ted Talk: Courtney Howard Healthy Planet, Healthy People [16mins] • Obijiofor Aginam, “Global Governance” in Sandro Galea (ed.) Macrosocial Determinants in Shaping the Health of Populations (New York: Springer, 2007) 159-167 [9pages] • Sustainable Development Goals Fund: From MDGs to SDGs 	
<p>Live Class #3 Sat Apr 3</p>	<p>Project Presentations due Sat Apr 3</p>		
<p>Week 13 (from Apr 5)</p> <p>Teaching ends Thur. April 8</p>	<p>Wrap Up</p>	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Complete evaluation
<p>Exam Period (Apr 18-29)</p> <p>(No EXAM)</p>			<p>Bonus Assign due Thur. Apr 15</p> <p>Peer evaluation due Thur Apr 15</p> <p>Group Project (written) due Thurs Apr15</p>

Schedules for Live (Synchronized) Classes

Live Class #1, Date: Sat Jan 16

Theme: Ethics and the COVID-19 Pandemic

9.00-9.45

- Welcome note
- Introduction of Instructor team (Amanda Nitschke, Rebecca Wolff, Michael Woo)
- Introduction to key concepts in the course, assignments
- History of global health & disease burden

9.50-10.50 Panel: Experiences/Lessons from Working in International Health & The pandemic

10.50- 11.00 Break

11.00- 11.30 Introduction to the CCGHR principles and partnership models: Dr Jerry Spiegel

11.30- 11.45 Group forming-theme allocation: Instructor

11.45- 12.00 Course related Q&A: Instructor Team

Panel Discussion Details

Date: Sat Jan 16, 2020

Time: 9.50am-10.50am Vancouver/6.50pm-7.50pm Lagos/7.50pm-8.50pm Johannesburg

Theme: Panel: Experiences/Lessons from Working in International Health & The pandemic

Moderator: Dr Prince Adu, UBC

Panelists

- **Dr. Annalee Yassi** (SPPH, UBC)
- **Dr. Ryan Hoskins** (UBC)
- **Dr. Kehinde Jimoh** (Nigeria)
- **Dr. Shakira Choonara** (South Africa)

Learning Objectives

1. Familiarize students with opportunities in global health.
2. Illustrate how the pandemic could be symptomatic of broader systemic failure associated with global health capacity.
3. To examine any lessons learned from the current pandemic.

Structure and Discussion Questions

9.50am to 10.00am

- Introduce panelists and learning objectives (Dr Prince Adu)

10.00am to 10.20am (Round #1)

- Question for each panelist (5mins each)- Please tell us about your work in global health and what opportunities exist for students wanting to work in global health.

10.20am-10.40 (Round #2)

- Question for each panelist (5mins each)-What are the failures and successes in our handling of the pandemic (in reference to your practice or country of practice)? Any lessons learned?

10.40am-10.50 (Final words from each panelist)

10.50 Wrap Up

Live Meeting #2

Live Class #2

Date: Sat March 6

Theme: Practical skills in global health and Other topics

9.00-9.10 Reflections & Q/A- Instructor Team

9.10- 9.40 Writing Policy briefs, LFA: Instructor

9.40-10.10 Global health governance: Leah Shipton (UBC Political Science)

10.10-10.40 International law and equitable COVID-19 vaccine access: Godwin Dzah (UBC Law)

10.40-10.50 Break

10.50-11.20 Group exercise and discussion [30mins]

11.20-11.40 Working in international health: Dr Nana Yaa Boadu, Health Canada, Ottawa

11.40- 12.00 Course related Q&A: Instructor Team

Live Class #3

Date: Sat April 3

Theme: Final Presentations

9.00-9.10 - Instructions for Presentation

9.10-11.30 2 Concurrent Presentation (Each Room: 8 presentations X 20mins=2h20mins)

11.30-11.35 Break

11.35-11.50 Opportunities in Global health #1: Simona Powell [15mins]

11.50-12.00 Opportunities in Global health #2 & CCGHR SYP: Dr Arnold Okpani [10mins]

12.00 Wrap & Close