

**School of Population and Public Health**  
**University of British Columbia**

**SPPH 581K DL3: Practical Knowledge and Skills for Working in Global Health**  
**Course Syllabus**

- **Course Duration :** Mon May 10, 2021 – June 25, 2021
- **Course Materials:** All reading materials will be posted on Canvas
- **Mandatory online meetings:** 9.00am-12.00pm PST  
 - Thurs May 20    - Thurs June 3        - Thurs Jun 24
- **Zoom Link for Class Meetings:** Available on Canvas

Course Team		Office Hours	Phone	Email
<b>SPPH core team</b>				
Lead Instructor	Jerry Spiegel MA MSc PhD	E-mail for appointment	604-764-1682 (cell)	<a href="mailto:jerry.spiegel@ubc.ca">jerry.spiegel@ubc.ca</a>
Co-lead	Prince Adu MA, MPH, PhD	E-mail for appointment	778 984 9498 (cell)	<a href="mailto:prince.adu@ubc.ca">prince.adu@ubc.ca</a>
Teaching Assistant		E-mail for appointment		

**PRE-REQUISITES:**

No formal requirement – but a previous course in global health or population health and/or experience in a global health project is strongly recommended; and interest/commitment to “working in global health” will be assumed as a condition for taking the course. *As this is a graduate-level course, permission from the course instructor is required for upper year undergraduate students.*

**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 collaborative 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 BC “Coalition” summer institutes are scheduled (as is planned for 2021), 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.

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 global health practitioners, 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.

While SPPH581K does not focus on the specifics of research methodology, we would like you to pay particular attention to setting specific knowledge objectives (as “producers” or “users” of research) as a part of what you hope to achieve through your projects (regardless of whether you frame this as primarily being “research”, “service” or “capacity-strengthening”).

## LEARNING GOALS & OBJECTIVES

SPPH 581K DL3 introduces and critically examines 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. Using logic models in formulating proposal will also figure prominently as a way to systematically introduce, conduct and evaluate initiatives.

The following areas will be delineated and discussed:

- Multi-scalar understanding of global health issues – micro (individual), meso (organizational) and macro level (societal/global 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 explicitly discussed.

## COURSE STRUCTURE

This course was *initially* planned as a blended course (with some face-to-face sessions) but is *in 2021* offered fully online with *3 online meetings* throughout the term. It is necessary to participate fully in all parts of this course to successfully achieve the learning objectives.

During the online meetings, experienced global health practitioners will discuss their projects, provide practical insight and relate valuable lessons learned in the field. 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.

## 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

Description	Type	%	Due Date
Oral presentation of a global health “wicked problem”	Individual	10	Thur May 20
Online Discussion #1	Individual	10	Fri May 28 & Mon May 31
Online Discussion #2	Individual	10	Fri June 4 & Mon June 7
Application of the CCGHR principles (to a “wicked” problem)	Individual	20	Sun June 13
Final project presentation	Group	15	Thur June 24
Project Proposal	Group	30	Wed June 30
Peer evaluation	Individual	5	Wed June 30
Total		100	

## 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. Dr. Prince Adu will be the first point of contact. E-mails will be responded to within 24hrs. Students 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: 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.

**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.

## **CONTRIBUTING FACULTY**

### ***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 – and currently leads (in collaboration with Dr. Spiegel) a COVID rapid research response project on “Protecting healthcare workers from COVID-19: A comparative contextualized analysis” in South Africa and British Columbia.

## **CONTRIBUTING FACULTY (continued)**

### ***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.

### ***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.

**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. 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.

## DRAFT SCHEDULE FOR ONLINE MEETINGS

Tentative agendas – some additions/revisions are in process of being confirmed as of March 2021

### Meeting #1 Thursday May 20, 2021

- 9:00-9:10 Welcome note: Jerry Spiegel
- 9:10-9:25 Intro to CCGHR Principles: Katrina
- 9:30-12.00 Wicked problem presentation [2 concurrent sessions: 15mins X 10=2h30min]
- 12.00 Introduce Logic Framework Approach / closing remarks: Jerry Spiegel.

### Meeting #2 Thursday June 3, 2021

- 9:00-9:15 Welcome note: Jerry Spiegel
- 9.15-11.40 Lessons Learned Presentations
  - ❖ 9:15-10.00 Trade Agreements: John Calvert
  - ❖ 10.00-10.30 Barb Astle
  - ❖ 10.30-10.40 Break
  - ❖ 10.40-11.10 Kate Tairyan
  - ❖ 11.10-11.40 Vic Neufeld?
- 11.40-12.00 Discussion on progress in developing proposals / Closing Remarks

### Meeting #3 Thursday June 24, 2021

- 9:00-9:15 Welcome note: Jerry Spiegel
- 9.15-9.45 Annalee Yassi
- 9.45- 9.55 Break
- 9:55-11:15 Final Project proposal presentation (20mins X 4 presentations)
- 11.15-12.00 Dr. Angela McIntyre on Indigenous health
- 12.00 Final note Instructor Team

Course Calendar		
Date & Theme	Objectives	Activities/Assignments due
<b>Week 1 (from May 10)</b>  Introduction to the course and CCGHR Principles	To be able to: <ul style="list-style-type: none"> <li>- articulate understandings of terms: population health, public health, global health, collective health; health equity</li> <li>- help shape the course, your own learning, and the learning of others</li> </ul>	<b>Tasks for the week:</b> <ol style="list-style-type: none"> <li>1. Introduce yourself on Canvas</li> <li>2. Start thinking about an area of interest for your project proposal</li> </ol> <b>Assignments due this week:</b> None <b>Required readings:</b> <ol style="list-style-type: none"> <li>1. Canadian Coalition for Global Health Research. <a href="#">CCGHR Principles for Global Health Research</a> [14 pages]</li> <li>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]</li> <li>3. <a href="#">CCGHR principles video</a> by Katrina Plamondon [19mins]</li> </ol>
<b>Week 2 (from May 17)</b>  Wicked problems and sustainability  <b>Online Meeting #1</b> Thur May 20	To be able to: <ul style="list-style-type: none"> <li>- To understand and identify wicked problems</li> <li>- Discuss the concept of a "wicked problem" by identifying complexities</li> <li>- Identify optional strategies / approaches for responding to "wicked problem" challenges</li> <li>- Consider how to apply a Logical Framework Analysis</li> <li>- Appreciate the impact of the climate crisis</li> </ul>	<b>Tasks for the week:</b> See Online Meeting #1 schedule on Canvas <b>Assignments due this week:</b> Oral presentation of wicked problem Due Thurs May 20 <b>Required readings:</b> <ol style="list-style-type: none"> <li>1. Petticrew, M., Tugwell, P., Welch, V., Ueffing, E., Kristjansson, E., Armstrong, R., ... &amp; Waters, E. (2009). <a href="#">Better evidence about wicked issues in tackling health inequities. Journal of public health, 31(3), 453-456.</a> [9 pages]</li> <li>2. Birn, A. E. (2009). <a href="#">The stages of international (global) health: Histories of success or successes of history? Global Public Health 4(1):50-68</a> [ 7pages]</li> <li>3. Nixon, S. A., Lee, K., Bhutta, Z. A., Blanchard, J., Haddad, S., Hoffman, S. J., &amp; Tugwell, P. (2018). <a href="#">Canada's global health role: supporting equity and global citizenship as a middle power. The Lancet, 391(10131), 1736-1748.</a> [10pages]</li> <li>4. WHO (2018) <a href="#">Climate Change and health</a> [5 page]</li> <li>5. Golini, R., Corti, B. &amp; Landoni, P. <a href="#">More efficient project execution and evaluation with logical framework and project cycle management: evidence from international development projects. Impact Assessment and Project Appraisal 35.2 (2017): 128-138.</a></li> </ol>
<b>Week 3 (from May 24)</b>  Health equity	To be able to: <ul style="list-style-type: none"> <li>- discuss social determinants of health and social determination</li> <li>- understand what is meant by micro-meso-macro analysis of health issues</li> <li>- begin to appreciate the impact of colonialism on Indigenous peoples</li> </ul>	<b>Tasks for the week:</b> Choose group/choose an area of interest on Canvas <b>Assignments due this week:</b> Online Discussion #1 (Individual). Due: Fri May 28 (Initial Post) & Mon May 31 (Response to a Peer) <b>Required readings:</b> <ol style="list-style-type: none"> <li>1. Spiegel JM, Breilh J, Yassi A. <a href="#">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</a> [14pages]</li> <li>2. Marmot, M., Friel, S., Bell, R., Houweling, T. A., &amp; Taylor, S. (2008). <a href="#">Closing the gap in a generation: health equity through action on the social determinants of health. The Lancet, 9650(372), 1661-1669.</a> [8pages]            Stephens, C., et al. (2005). <a href="#">Indigenous peoples' health; why are they behind everyone, everywhere? The Lancet 366 (9479): 10-13.</a> [2pages]            Abbasi, K. (2021). Covid-19: <a href="#">Social murder, they wrote—elected, unaccountable, and unrepentant. BMJ, 372:n314</a></li> </ol>

<p><b>Week 4 (from May 31)</b> Ethical issues in global health</p> <p>Online Meeting #2 Thur June 3</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- identify different ethical challenges in global health</li> <li>- discuss how to apply ethical approaches to global health concerns</li> </ul>	<p><b>Tasks for the week:</b> See Online Meeting #2 Schedule on Canvas</p> <p><b>Assignments due this week:</b> Online Discussion #2. Due Fri June 4 (Initial Post) &amp; Mon June 7 (Response to a Peer)</p> <p><b>Required readings:</b></p> <ol style="list-style-type: none"> <li>1. Yassi, A., Breilh, J., Dharamsi, S., Lockhart, K., &amp; Spiegel, J. M. (2013). <a href="#">The ethics of ethics reviews in global health research: case studies applying a new paradigm</a>. <i>Journal of Academic Ethics</i>, 11(2), 83-101. [13pp]</li> <li>2. Pinto, A, Birn and Upshur R. (2013). The context of global health ethics” In A. Pinto &amp; R. Upshur (Eds.), <a href="#">An Introduction to Global Health Ethics</a>. New York, NY: Routledge. Chapter 1 pp. 3-15 [14 pages]</li> <li>3. Stallwood, L., Adu, P.A., Tairyran, K. et al. <a href="#">Applying equity-centered principles in an interprofessional global health course: a mixed methods study</a>. <i>BMC Med Educ</i> 20, 224 (2020)</li> </ol>
<p><b>Week 5 (June 7)</b></p> <p>Partnerships</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- Identify key actors in the global health and how partnerships can be pursued</li> <li>- To discuss potential implications of power differences in partnerships and ways of addressing it.</li> </ul>	<p><b>Tasks for the week:</b> Continue working with your group</p> <p><b>Assignments due this week</b> Application of Principles. Due Sun June 13</p> <p><b>Required readings</b></p> <ol style="list-style-type: none"> <li>1. Ezezika, O. C. (2015). Building Trust: A Critical Component of Global Health. <i>Annals of global health</i>, 81(5), 589. [4pages]</li> <li>2. Szeleka NA, Bloom BR, Jamison DT, Keusch GT, Michaud CM, et al. (2010). <a href="#">The Global Health System: Actors, Norms, and Expectations in Transition</a>. <i>PLoS Med</i> 7(1): e1000183. doi:10.1371/journal.pmed.1000183 [4pages]</li> <li>3. Zarowsky, C. (2011). <a href="#">Global health research, partnership, and equity: no more business-as-usual</a>. <i>BMC international health and human rights</i>, 11(2), S1 [2pages]</li> <li>4. Boutilier, Z., Daibes, I. &amp; Di Ruggiero, E. <a href="#">Global health research case studies: lessons from partnerships addressing health inequities</a>. <i>BMC Int Health Hum Rights</i> 11, S2 (2011) doi:10.1186/1472-698X-11-S2-S2 [6 p]</li> <li>5. Murphy, J., Hatfield, J., Afsana, K., &amp; Neufeld, V. (2015). <a href="#">Making a commitment to ethics in global health research partnerships: a practical tool to support ethical practice</a>. <i>Journal of bioethical inquiry</i>, 12(1), 137-146. [10pages]</li> </ol>
<p><b>Week 6 (from June 14)</b></p> <p>Proposal development</p>	<p>Proposal development work</p>	<p><b>Tasks for the week:</b> Continue to work on your project.</p> <p><b>Assignments due this week:</b> None</p> <p><b>Helpful reading:</b> Crawford, P., &amp; Bryce, P. (2003). <a href="#">Project monitoring and evaluation: a method for enhancing the efficiency and effectiveness of aid project implementation</a>. <i>International journal of project management</i>, 21(5), 363-373. [11pages]</p>
<p><b>Week 7 (from June 21)</b></p> <p>Online Meeting #3 Thur June 24</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Present a well-written, well-articulated synthesis of a project that illustrates the principles.</li> <li>• Thoughtfully and succinctly share insights, feelings and other reflections</li> <li>• Craft a proposal in a timely manner, working in groups, that embraces the principles</li> </ul>	<p><b>Tasks:</b> See Online Meeting #3 Schedule</p> <p><b>Assignments due this week:</b></p> <ol style="list-style-type: none"> <li>1. Project Presentation Due Thur June 24</li> <li>2. Project Proposal Submission Due Wed June 30</li> <li>3. Peer evaluation Due Wed June 30</li> </ol> <p><b>Required Readings:</b> None</p>