ESSENTIALS OF GLOBAL HEALTH  
GLBH 181  
Spring 2016  
T Th 11:00 AM to 12:20 PM  
Center Hall Room 216

Faculty  
Eileen V. Pitpitan, PhD  
Assistant Professor of Medicine/Global Public Health  
epitpitan@ucsd.edu  
Office Hours: By appointment

Teaching Assistants  
Mandy Diec  
mdiec@ucsd.edu  
OH: Thu 1-2:30pm (Peet’s Coffee by RIMAC); Tue 5-6:30pm (Virtual)  
Qing Qing Zheng  
qqzheng@ucsd.edu  
OH: Tue 3:30-5pm (Peet’s Coffee by RIMAC); Fri 1-2:30 (Virtual)

Course Description  
This course will provide an overview of global health as a field of research and practice, with an emphasis on use of surveillance and research methods to understand health and determinants of health, evidence-based program development and evaluation of programs in the field, and engagement with governments and advocacy groups to elicit evidence-based policy change. Topics of focus will prioritize infectious diseases, maternal child health, substance use and gender-based violence, as case examples of global health research and programmatic approaches.

Course Objectives  
By the end of this course, students will be able to:
1. Demonstrate an understanding of epidemiological concepts and research.  
2. Describe the epidemiology of (some) major diseases and population health concerns.  
3. Understand determinants of global health and disease, including factors related to the environment and the social context.  
4. Understand how to intervene upon the determinants of disease and other health concerns with the goal of improving individual and global health.  
5. Argue for the engagement of key stakeholders, including international organizations, to disseminate research findings and support evidence-based policies and programs.

Materials  
All course readings and other materials will be available on TritonEd. Additional or alternative readings may be included; if such changes occur, you will be informed ahead of time in class and the materials will be made available on TritonEd.

Course Requirements  
1. Exams (70%): There will be 2 exams – one midterm and one final – designed to assess your understanding of the course materials (lectures, guest lectures, readings, etc). Each will contribute 35% of your final course grade.  
2. Response papers (30%): A total of five (6% each) 2-3 page response papers will be required throughout the course.

Instructions for Response Papers  
• Briefly summarize (~one paragraph) the specific reading or lecture about which you are writing. Only choose new material that has been presented since the last response paper was due.  
• The rest of the paper will be divided into two sections:  
  a. Present some new information that you found from a scientific source (e.g., peer-reviewed journal) that was not presented in the reading and/or lecture that serves to either supplement the class information or describe an opposing viewpoint. (~in approximately one page)  
  b. Describe your personal reactions to both sets of material (the class material and the new material you found). This may include answers to the following questions- Are you surprised, angered, inspired, motivated to act by this information? How do you propose to deal with this issue? What individuals or institutions need to become involved to deal with this issue? (~in approximately one page)
Instructions for Response Papers (cont.)

- Grades will be based on how you approached the prompt, content, thoughtfulness, organization, structure, and ability to tie material together and look at the “big picture.” You should integrate any relevant content (e.g., concepts, terms) from the class. You are responsible for following the rules of grammar, spelling and punctuation in all written work.
  Every word and idea that is not your own—which whether quotation, paraphrase or summary—must be cited properly.
- Response papers should be double-spaced, Arial font, size 11, with margins at 0.5 inch all around. All response papers will be submitted to turn-it-in through TritonEd before the start of class on the days noted in the syllabus, no hard copies will be accepted.

Policies

Attendance: As per University policy, students who miss 5 or more classes will fail the course.

Classroom conduct: Please refrain from all unnecessary use of electronics, side conversations, and multi-tasking.
  Computer use in the lecture hall should be strictly limited to consultation of course materials and composition of class notes. Please put away your cell phones before entering the lecture hall or classroom. Because health impacts every person, everyone has experiences to share. Health can be an incredibly personal thing, and I aim to make our classroom a safe place for discussion. Please be respectful of classmates when they share their experiences. You are invited to participate in creating an environment of mutual respect and intellectual productivity by listening and speaking with an open mind.

Make up exams and lateness: Exams: A student may not take a make-up test unless s/he has an excused absence. Excused absences are given only with presentation of a valid medical or emergency excuse (for self or family member) in writing (written by a medical doctor although no specific identifying information regarding the condition should be included). Any other failure to take an exam when it is scheduled will result in no credit for the exam. There are absolutely no makeup for the final exam unless you meet the conditions set out in the undergraduate handbook. Late response papers: will lose a full letter grade for each day that the paper is late.

Accommodations: Anyone in need of classroom or exam accommodations for a disability is encouraged to contact the Office for Students with Disabilities and should inform me as soon as possible.

Academic integrity: All suspicions of integrity violation will be reported to the Academic Integrity Office according to university policy. The Policy on Integrity of Scholarship (academicintegrity.ucsd.edu) list some of the standards by which you are expected to complete your academic work, but your good ethical judgment (or asking me for advice) is also expected, as we cannot list every behavior that is unethical or not in the spirit of academic integrity.

Those students found to have committed academic misconduct will face administrative sanctions imposed by their college Dean of Student Affairs and academic sanctions imposed by me. Students can also face suspension and dismissal from the University; those sanctions are not at my discretion. Academic sanctions can range from an F on the assignment to an F in the class. The appropriate sanctions are determined by the egregiousness of the Policy violation. Students who assist in or are complicit with cheating could also be in violation of the Policy. Thus, students who become aware of their peers either facilitating academic misconduct or committing it should report their suspicions to me for investigation.

Grades

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SCHEDULE OF CLASSES
(This schedule is subject to change based on how much we can get through in our allotted class time. I will notify you of any changes as they are made.)

WEEK 1: Introduction to Course / Goals of Global Health

March 29        Defining and Studying Global Health from an Interdisciplinary Approach

Required Readings:

March 31        What are the Goals of Global Health and Development- MDGs/SDGs

Required Readings (Note that the reports for the MDGs and SDGs are very long, so you may skim these):
- **READ:**
  - [http://www.who.int/topics/millennium_development_goals/about/en/](http://www.who.int/topics/millennium_development_goals/about/en/)
- **SKIM:**

WEEK 2: Epidemiologic Concepts to Understand Global Health I

April 05        Epidemiologic Measures of Disease Frequency and Impact

Required Readings:

Response Paper #1 Due

April 07        Epidemiologic Study Designs

Required Readings:

WEEK 3: Epidemiologic Concepts to Understand Global Health II

April 12        Deriving Inferences from Epidemiologic Studies

Guest Lecture: Sexual risk trajectories among men who have sex with men in the Multicenter AIDS Cohort Study (Dr. Heather Pines)
Required Readings:


**April 14**  
Descriptive Epidemiology: Person, Place, and Time  
Guest Lecture: The effect of geography on HIV and sexually transmitted infections in Tijuana’s red light district (Dr. Tommi Gaines)

Required Readings:


**WEEK 4: Epidemiologic Concepts to Understand Global Health III**

**April 19**  
Dynamics of Disease Transmission  
Guest Lecture: High dead-space syringe use among people who inject drugs in Tijuana, Mexico (PhD Student Claudia Rafful)

Required Readings:


**Response Paper #2 Due**

**April 21**  
Assessing the Validity of Diagnostic and Screening Tools  
Guest Lecture: Point of Care Diagnostics for TB Surveillance (PhD Student Sophia Georgiou)

Required Readings:


**WEEK 5: Midterm / Infectious Disease: HIV**

**April 26**  
MIDTERM EXAM

**April 28**  
HIV, Infectivity, and Infectiousness

Required Readings:


**WEEK 6: Infectious Disease: Malaria and Tuberculosis / Maternal and Child Health**

**May 3**  
Horizons of Global Health Research Symposium and Field Experience Expo (11:30-3:30)  
Guest Lecture: Malaria (Dr. Erin Conners); Required Readings: None

**May 5**  
Guest Lecture 1: Tuberculosis (Dr. Rebeca Cazares)  
Guest Lecture 2: Maternal health service acquisition as a predictor of neonatal mortality in low- and middle-income countries. (Dr. Lotus McDougal)
Required Readings:


**Response Paper #3 Due**

### WEEK 7: Social Determinants of Health

**May 10**  
**Stigma**  
Guest Lecture: Drug overdose and Stigma against drug users (Dr. Peter Davidson)

Required Readings:


**May 12**  
**Gender**

Required Readings:


### WEEK 8: Structural/Environmental Determinants of Health

**May 17**  
**Poverty, hunger, and malnutrition**

Required Readings:


**May 19**  
**Sanitation and climate change**  
Guest lecture: Sanitation and latrine ownership in India (Dr. Holly Shakya)

Required Readings:


**Response Paper #4 Due**

### WEEK 9: Global Health Interventions

**May 24**  
Guest Lecture: Gender, Violence, and Girl Child Marriage (Dr. Anita Raj)

Required Readings: None

**May 26**  
**Intervening at the individual and community level**  
Guest Lecture 1: Development of theory and evidence-based global health interventions (Dr. Laramie Smith)  
Guest Lecture 2: An integrated intimate partner violence and HIV prevention intervention in Rakai, Uganda (Dr. Jennifer Wagman)
WEEK 10: Ethics of Global Health Research / Spheres of Global Health Institutions

May 31

Structural interventions and ethics of research with vulnerable populations
Guest Lecture: ‘ESTIMA’ and ‘Girls on the Move’: Economic interventions for women and girls (Dr. Elizabeth Reed)

Required Readings:

Additional Resource:

June 2

Governing and engaging nation states, institutions, and stakeholders into global health
Guest Lecture: Global health governance and diplomacy (Dr. Timothy Mackey)

Required Readings:

Additional Resources:

Response Paper #5 Due

FINALS WEEK

June 7

FINAL EXAM 11:30am to 2:29pm (covering material since the Midterm)