

UNIVERSITY OF FLORIDA
COLLEGE OF PUBLIC HEALTH & HEALTH PROFESSIONS
PHC 6114: INTERNATIONAL HEALTH
FALL 2007

CREDITS: 3

PERIODS 7-9: Mondays from 1:55 PM to 4:55 PM

Room: 1101

FACULTY: Alba Amaya-Burns, MD, MSc, CTM.

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Office hours: Tuesday from 9 to 11 AM by appointment.

Room 4175

COURSE PROSPECTUS:

This course is designed to provide students an overview of International Health. We will review several areas of health determinants that impact health outcomes around the globe. Special attention will be provided to continents economically disadvantaged and currently suffering from major pandemics such as HIV/AIDS, TB and Malaria, and from other emerging and re-emerging diseases.

Content areas will include: population and reproductive health; health promotion; child survival; water and sanitation (and implications for water-borne diseases); prevention and control of infectious and chronic diseases; preparedness, prevention, and control of infectious diseases and mental health problems in war/post war areas; refugee health; and civil conflict/natural disasters; international health reform and policy; the role of international donors: multilateral and bilateral, private sector aid organizations. The exploration of opportunities to work with international health organizations, non-governmental organizations, and ministries of health to improve health where available funding is limited will be at the core of the course.

COURSE REQUIREMENTS:

This course is intended for Graduate Students who have an interest in International Health. Undergraduate Students who want to be enrolled would be accepted with permission of Instructor.

COURSE OBJECTIVES:

Upon completion of this course, students will be able to:

- Identify key health determinants of health around the world;

- Recognize the leading infectious diseases worldwide, their control, prevention, and relationship with socioeconomic status in varied geographic areas;
- Explain the role of multilateral, bilateral and private organizations in the global effort to halt major emerging and re-emerging diseases and the challenges they face in improving health through reform and modernization of health systems;
- Identify posttraumatic diseases/disorders that occur as a result of natural and war-related disasters, their prevention, management, and control; and
- Identify opportunities to work in international health with organizations that currently work worldwide to improve health where available funding is limited.

REQUIRED TEXT:

1- Required: **Case Studies in Global Health: Millions Saved** (Paperback)
by Ruth Levine (Author) Publisher: Jones & Bartlett Publishers; 1
edition (March 2, 2007)
ISBN-10: 0763746207
ISBN-13: 978-0763746209

2-Recommended: **International Public Health: Diseases, Programs, Systems and Policies**, Second Edition
by Michael Merson, MD, Duke University Global Health Institute, Robert Black, MD, MPH, Johns Hopkins Bloomberg School of Public Health, Anne Mills, MA, DHSA, PhD, University of London, London School of Hygiene and Tropical Medicine

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EVALUATION

The course will be conducted via lectures and six seminars.

Students are required to complete two exams (multiple choice and short answer) : 10/29 **Mid-Term** (25%) and 12/10 **Final Exam** (25%).

In teams of TBD, students will participate prepare a **presentation** which one team member will deliver to the class. The entire group will form a panel and will field questions from the audience. Each group will also prepare a **paper** on the subject.

Attendance will be taken each class and will be a determinant of **class participation**.

Mid-term Exam:	25%
Final Exam:	25%
Team Presentation:	30%
Team Final Paper:	10%
Class Participation:	10%

DETAILED COMPONENTS OF COURSE

Presentation (30%): Students will be assigned to a team of two on the first day of class. Using the reading assignments and outside sources, each team will have one hour to present and lead a discussion on their chosen topic (beginning on September 17). Held during the last hour of class, the presentations and discussions will be evaluated for each individual based on attendance, participation, quality of the discussion, and overall presentation. The professor will introduce topics for each group's seminar, and students are expected to engage in debate and discussion of the readings. Each team will make one presentation to the class and submit one final paper.

Student teams will be responsible for presenting one of the success case studies in Global Health included in the required book **Case Studies in Global Health: Millions Saved** by Ruth Levine, and other recommended papers. The student presentation will also include additional supportive related information that students are expected to research in different web sites, and scientific papers. Additional supportive information suggested for all cases:

- Causal microorganism or natural/human made disaster and its geographical distribution
- Prevention and control methods
- Health disparities that may or may not lead to the issue in study
- What is the situation related with the health problem in neighbors countries?
- What policies were implemented that lead to the success public health program/intervention?
- Is the success public health intervention likely to be sustainable?

The following are the topics that will be selected by student's teams in the first class (other papers are included in the schedule):

1. Eradicating Smallpox
2. Preventing HIV/AIDS and STIs in Thailand
3. Controlling TB in China
4. Reducing Child Mortality Through Vitamin A in Nepal
5. Eliminating Polio in Latin America and the Caribbean
6. Saving Mothers' Lives in Sri Lanka
7. Controlling Onchocerciasis (River Blindness) in Sub-Saharan Africa
8. Preventing Diarrheal Death in Egypt
9. Improving the Health of the Poor in Mexico
10. Controlling Trachoma in Morocco
11. Reducing Guinea Worm in Asia and Sub-Saharan Africa
12. Controlling Chagas Disease in the Southern Cone of South America
13. Reducing Fertility in Bangladesh
14. Curbing Tobacco Use in Poland
15. Preventing Iodine Deficiency Disease in China
16. Preventing Neural-Tube Defects in Chile
17. Eliminating Measles in Southern Africa
18. Preventing Dental Caries in Jamaica

19. Treating Cataracts in India
20. Preventing Hib Disease in Chile and the Gambia

Students will be required to complete an evaluation for all group presentations (except their own).

Group presentation grades will be based on:

- Preparation of project and presentation (15/30)
- Effectiveness in facilitating class discussion. (10/30)
- Peer evaluation of presentation (5/30)

Team Final Paper (10%):

This paper will be a document of 10-15 pages on the topic chosen and presented from the above list.

Class participation (10%):

Participation is based on daily class attendance and engagement in the seminars discussions of topics and projects.

The grading system for this course will be the standard scale below:

90%-100%= A	70%-74%= C
85%-89%= B+	65%-69%= D+
80%-84%= B	60%-64%= D
75%-79%= C+	Below 60%=F

POLICY ON MAKE-UP WORK/EXAMS:

Students are allowed to make up work only if missed as a result of illness or other unanticipated circumstances warranting a medical excuse, consistent with College policy. You must notify the instructor in advance if you will miss an exam or project deadline. Documentation from a health care provider is required upon your return to class. Project extensions requested for medical reasons must be negotiated at the time of illness.

ACADEMIC INTEGRITY:

Each student is bound by the academic honesty guidelines of the University and the Code of Student Conduct, printed in the Student Guide and published on the University website. The Honor Code states: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” Cheating, plagiarism, and other academic dishonesty or conduct violations in any form is unacceptable and inexcusable behavior and can result in dismissal from the College and/or University.

CLASS ATTENDANCE:

You are responsible for all information presented in class. As indicated above, class attendance and participation are important components of the grade. All students are expected to participate and evaluate colleagues in classes.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

If you require academic accommodation, you must first register with the Dean of Students' Office. The Dean of Students' Office will provide you with documentation that you must then provide to me as the faculty member for this course at the time you request the accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

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Schedule

DATE	TOPIC	ASSIGNMENT
8/27 1:55 - 4:55 PM	1-Introductions: Review syllabus; Student teams assigned (10); Overview of course; Brief history of public and global health.	1. Merson: Introduction 2. Priorities in Health (PIH): Ch 1: pp 1-8 3. "Core Health Data System Glossary" – reference for all classes Recommended reading: 4 "Rapid Economic Growth and the four D's of disruption, deprivation, disease, and death"
9/03 LABOR DAY	NO CLASS	3. NO CLASS
9/10 1:55 - 4:55 PM	2-Health Disparities: – Socioeconomic and political factors. – The most important emerging and re-emerging diseases. Compare and contrast leading causes in US, Europe, Asia, Africa and Latin America. Video 1: Global Health and the Economy (Jeffrey Sachs, 56 minutes) www.globalhealth.columbia.edu/ghss/web/s1/	1. Merson Chapter Ch. 15 2. Priorities in Health (PIH): pp 8-15 3. "The health consequences of the collapse of the Soviet Union"
9/17 1:55 - 4:55 PM	3-Major Infectious Diseases I: Pandemics: HIV/AIDS, TB and Malaria; New international public health intervention strategies. Video 2: AIDS Panel Discussion (Sarah J. Schlesinger, 37 min) http://www.globalhealth.columbia.edu/ghss/web/s4/index.html Team 1: Controlling TB in China	1. Merson Ch. 4: pp152; 161 & 147 2. Priorities in Health (PIH): pp 61-76; 146,177 3. Recommended reading: "Global plagues and the Global Fund: Challenges in the fight against HIV, TB and Malaria" 4. "Tuberculosis: Fact Sheet 2004, Americas"
9/24 1:55 - 4:55 PM	4-Major Infectious Diseases II: Viral hemorrhagic fevers; SARS; Toxoplasmosis, Cisticercosis; Leptospirosis, Chagas, Leishmaniasis, Onchocercosis, Mad Cow disease, Asian Bird Flu. Team 2: Controlling Chagas Disease in the Southern Cone of South America	1. Merson Ch. 4: pps 170; 173; 175; 2. Priorities in Health (PIH): pp 25-26; 28-29;158-159;162,164b 3. Recommended reading: 4. "Yellow Fever" (WHO)
10/1 1:55 - 4:55 PM	5-Child Survival: Respiratory Infections; malnutrition; preventable diseases; and public health interventions. Team 3: Reducing Child Mortality Through Vitamin A in Nepal	1. Merson Ch. 4: pps 137, 164 2. Merson Ch. 5 3. Priorities in Health (PIH): pp 150-154 Recommended reading: 4. "Scaling up Integrated Management of Childhood Illness to the national level"

<p>10/8 1:55 - 4:55 PM</p>	<p>6-Reproductive Health: population issues; maternal mortality; infant mortality; adolescent pregnancy; and policy implications. Team 4: Saving Mothers' Lives in Sri Lanka</p>	<ol style="list-style-type: none"> 1. Merson Ch 3 2. Priorities in Health (PIH): pp 97-128 & 82-95
<p>10/15 1:55 - 4:55 PM</p>	<p>7- Environmental Health: Water and sanitation; waterborne diseases; Bioterrorism; contaminants; and socio-economic factors.</p> <p>Video 3: History of Bioterrorism (CDC, 27 minutes) http://www.bt.cdc.gov/training/historyofbt/index.asp</p> <p>Team 5: Controlling Onchocerciasis (River Blindness) in Sub-Saharan Africa</p>	<ol style="list-style-type: none"> 1. Merson Ch 4 pps 164 2. Chapter 9 <p>Recommended reading:</p> <ol style="list-style-type: none"> 3. "Global warming may spread diseases" 4. "Conclusions of the Advisory Meeting on Bioterrorism" 5. "Estimating the burden of disease from water, sanitation, and hygiene at a global level"
<p>10/22 1:55 - 4:55 PM</p>	<p>8-Waterborne Diseases: diarrhea-viral, parasite, bacteria; examples - dengue, malaria, Cholera and Typhoid fever.</p> <p>Team 6: Preventing Diarrheal Death in Egypt</p>	<p>Merson Ch 4,pp: 161-176</p> <p>Recommended reading:</p> <ol style="list-style-type: none"> 1. "Microbial contamination of drinking water and disease outcomes in developing regions" 2. "With a push from the UN, water reveals its secrets" 3. "Getting to boiling point: Turning up the heat on water and sanitation" 4. "Global Water and Sanitation Assessment 2000 Report"
<p>10/29 1:55 - 4:55 PM</p>	<p>9- MID-TERM EVALUATION</p>	
<p>11/5 1:55 - 4:55 PM</p>	<p>APHA CONFERENCE</p>	
<p>11/12 1:55 - 4:55 PM</p>	<p>NO CLASS</p>	
<p>11/5 1:55 - 4:55 PM</p>	<p>10. Traditional Medicine. The case of Mexico. Guest Speaker: Dr Allan Burns. CLAS/Anthropology</p> <p>10-1 Health Systems: policy and reform; modernization of health systems in economically disadvantage countries</p> <p>Team 7 : Improving the Health of the Poor in Mexico</p>	<ol style="list-style-type: none"> 1. Merson Ch. 11 and TBD (Traditional Medicine) 2. Priorities in Health (PIH): Ch 7 <p>Recommended reading:</p> <ol style="list-style-type: none"> 3. "Do health care systems contribute to inequalities?" 4. "Can health care systems be compared using a single measure of performance?"

<p>11/19 1:55 - 4:55 PM</p>	<p>11-Natural Disasters and public health challenges: Earthquakes; floods; tsunamis; and hurricanes; preparedness to respond to human crisis. Team 8: Lesson learned from Hurricane Katrina and preparedness to respond to future events.</p>	<p>Recommended reading: 1. "Risk factors for adverse outcomes in natural and human-caused disasters: a review of the empirical literature" 2. "What is PTSD?"</p>
<p>11/26 1:55 - 4:55 PM</p>	<p>12-Migration and health: patterns of migration; infectious disease; international implications; gender issues. 12-1:Complex Humanitarian Emergencies: War and public health; during/post war health issues and interventions</p> <p>Video 5: Global Health and Human Rights: 'Pragmatic Solidarity' as a Path to Health Justice Paul Farmer, M.D., Ph.D.</p> <p>http://www.globalhealth.columbia.edu/ghss/web/s9/index.html</p> <p>Team 9: Porter, M. and N. Haslam (2005). "Pre- displacement and post- displacement factors associated with mental health of refugees and internally displaced people." JAMA 294(5): 602-612.</p>	<p>Recommended reading: 1. "International migration and infant health in Mexico" 2. "Public health and humanitarian interventions: developing the evidence base"</p>
<p>12/5 1:55 - 4:55 PM FINAL CLASS!!</p>	<p>13-Donors: Organization, management, leadership and partnership. Small scale NGO's and large scale organizations. 13-1: Partners in International Health: Opportunities and options for future work. Governmental and non-governmental organizations working in International Public Health Interventions.</p> <p>Video 5: Global Health - Is a Rational Future Even Possible? (Bill Foege 34 min) www.earthinstitute.columbia.edu/sop2004/dkv/global_health</p> <p>Review and Wrap-up</p> <p>FINAL PAPER DUE</p>	<p>1. Merson Ch. 14</p> <p>Recommended reading: 2. "Global health priorities – priorities of the wealthy?" 3. "Critical Elements for Improved Global Health"</p>
<p>12/10 1:55 - 4:55 PM FINAL EXAM</p>	<p>.FINAL EXAM</p>	<p>FINAL EXAM</p>

PHC 6114 International Health Sources

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