

CASE STUDIES IN GLOBAL PUBLIC HEALTH

Spring 2016

Mondays 4pm to 6:50pm

Instructor: Mellissa Withers, Ph.D., M.H.S.

Classroom: VKC 150

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Office hours: Mondays 3pm-3:45pm & after class; Tuesdays by appointment at Soto #1 (318G)

Office location: Food Court at USC in front of Panda Express

TA:

Course description

We will examine various case studies in order to explore the determinants of disease and how global forces, such as international agencies, funding, political will and disease patterns, shape the health of people around the globe. The lectures and readings will cover some of the most famous case studies in global health, highlighting the complex public health issues on a global level, such as poverty, inequity, special populations and disease and prevention patterns. We will analyze the benefits and challenges of several major intervention strategies used to address different types of health problems.

The course also seeks to develop your ability understand, analyze and explain. This course encourages open discussions around these public health issues and an exploration of global health trends. Reading assignments will deepen your knowledge of the topic and prepare you for in-class discussions. The written assignments are an integral component of the course and are designed to enhance your analytical skills and proficiency in writing well-supported, convincing arguments.

Objectives

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

- Explain some of the most famous case studies in global health
- Understand the role of global agencies, global cooperation and global financing of health
- Understand the key terms and the indicators used to evaluate global health programs
- Identify the global burden of disease and prevention efforts to address major problems
- Understand the trends and shifting patterns in global health issues today
- Identify some of the strategies used in successful community health interventions to prevent or treat disease in developing countries
- Understand the major benefits and limitations of various global health intervention strategies

Required Reading

No required textbook.

Articles as outlined in this syllabus or as assigned (found on course website)

Levine Readings from Case Studies in Global Health: Millions Saved can be downloaded directly from the internet at: <http://www.cgdev.org/page/case-studies>

Grading

Attendance & Class participation 10%

You are expected to attend each class prepared by having done the required reading, and participate fully in class discussions and activities. You are responsible to learn independently by reviewing the lecture slides before class and understanding the material, whether or not we review it fully in class. You must be present when attendance is taken. If not, you will be counted as absent. If you leave late or leave early frequently, your grade will also be affected. An average level of participation without missing any classes is an 8/10.

Reading Reactions & Themes 30%

You will report on the required readings and your reaction to them three times during the semester. These will help you prepare for the final exam. Each report should be about 4-5 typed (double-spaced) pages in length will be worth 10% of the total course grade. You will choose 2-3 major themes that emerged from the **set of articles** for that assignment (EXCLUDE the Levine book chapters if you want). Make sure that the themes you choose to develop are very clear to the reader! You should give evidence to explain how the articles build on each other and relate to the themes you have chosen. This should not just be a summary of the articles and will lose significant points if you do this. You must address all the readings for the sessions since the last report was due-including the ones from that session. But you can highlight certain articles that will most support your argument or ones that you thought were most helpful, interesting, etc. You should try to use direct quotes and specific examples from the readings. Please also give a few comments about your reactions/opinions about the articles. This is an informal paper. You do not need a thesis statement, conclusion paragraph or list of references. Cite each article within the paper using the authors' names and year (**Smith, 2009; Brown et al., 2012**) in bold.

Small group Intervention Approach Discussions 24%

Students will be organized into small groups for this exercise. During each of the six assigned sessions, we will analyze one of the following global health intervention strategies: 1. Microcredit/microfinance programs; 2. mhealth; 3. cash voucher programs; 4. youth peer education programs; 5. drama/street theater groups; 6. women's empowerment. (I am open to other suggestions.) Prior to class, each student in the group will find a *different* scientific article from a peer-reviewed journal that describes a case study using this approach. The article must describe a specific program that has used this session's intervention strategy preferably in a developing country

and must have been published within the past ten years. Ideally, the articles should be as different as possible in order to highlight the diverse application of the strategy. Your article should focus on a study or actual program and NOT be a literature review or commentary regarding the intervention approach. If you need help finding an article or want to make sure it is appropriate, please email Dr. Withers or the TA. Each student will spend 5-6 minutes presenting a brief synopsis of their article to their small group, including: a description of health problem, geographical focus, affected populations, etc. You will need to turn in a hard copy of your article after the discussion. Students must participate in the discussion (2%) and turn in the article (2%) in order to get the full credit.

Then, the group will spend 10-15 minutes discussing the answers the following questions about the overall strategy and lessons learned (after which we will discuss as a class):

- Typical use or commonalities (geography, health problem, etc.) of case studies
- Typical main program components (be as specific and detailed as possible.) of case studies
- Results and accomplishments of these programs
- Benefits and potential of this approach
- Main challenges and limitations
- Ideal population
- Applicability to other health problems?
- Sustainability concerns?

Small group Intervention Approach Analysis Paper 10%

The week after the discussion, one student in each group will submit a written analysis of 4-5 pages (double-spaced and typed.) Only one group member will be responsible for this paper for each of the sessions. Therefore, each student will turn in ONE paper during the semester. Groups can decide who will be responsible for the paper for each of the six sessions. The paper should provide a brief (one page or so) description of the articles included in that group. The paper should describe the similarities and differences between these articles and also between the group's articles and the others discussed in class. Then, the paper should provide an analysis of the approach, including the utility of the approach, current and future challenges/limitations. For example, would this intervention be applicable to other programs? What prerequisites are required in order for this approach to be successful? Would this approach work for only some diseases or some populations but not other? Are there ethical dilemmas with this approach? This is worth 10% of the course grade.

Final exam 26%

This will be a comprehensive *take home* exam in short answer and long essay format. It will consist of 6-7 questions based on our readings and discussions. You will choose to answer 4 questions (two short and two long). The questions will be handed out in class two weeks before the exam deadline. I

would highly recommend that you begin very early. This is an individual assignment. Your completed exam must be submitted before 4pm on May 9th on the course website. The use of specific examples and evidence from class and reading material is essential. You **must** insert citations where appropriate and list references at the end of the exam. You do not need to use outside sources but you can look up statistics and other evidence to support your arguments. There is a strict 15-page limit to exam length. More details to follow.

OTHER CLASS INFORMATION:

Use of Computers, phones, etc:

You should NOT use cell phones while in class. No texting, calling, using the internet, etc. The use of laptops is at the discretion of the instructor. If the use of laptops becomes disruptive, due to checking emails, using Facebook or other outside activities, the instructor reserves the right to discontinue permission to use computers during class time. Your participation grade will be significantly reduced if we note that you are “distracted.”

Grades:

All assignments should be turned in at the *beginning* of class. The papers will only be accepted in person, not by email (unless previously approved.) A late paper will be reduced by 10% and will be accepted only up to 1 week after the due date. Intervention strategy articles will not be accepted late. You must be responsible for completing all the required assignments. If you do not turn an assignment within one week of its due date, you will receive a 0 for that grade. NO exceptions.

Incomplete grades are assigned on a case-by-case basis and are only given under very special circumstances. The incomplete work required must be completed within two quarters or the agreed deadline you will receive an F for the final course grade.

I will be happy to discuss grades during office hours but not via email.

Extra Credit:

Up to 2 extra credit points towards the final exam (for each event) will be given for attendance at a maximum of two special events during the semester, such as USC Global Health Lectures on campus. Students will be required to submit a one-page typed reaction report regarding the presentation within two weeks of the event. <http://globalhealth.usc.edu/lectureseries>

Participation in the USC Case Studies Competition will also be counted as a special event. <http://globalhealth.usc.edu/casecompetition>

Course Website:

USC's electronic blackboard system will be used throughout the semester. Readings, lectures, reminders, and messages will be posted. In addition, documents such as the course syllabus and helpful information about the class project will be posted. Please check the Blackboard system *at*

least once a week to stay updated. The website address for Blackboard is www.blackboard.usc.edu

Academic Ethics:

Fair Use and Citation Guidelines: We assert that all of our course work is covered under Fair Use, since it's educational in nature. All projects will need to include academically appropriate citations in the form of a Works Cited section, which covers all sources, in order to receive a passing grade. The Works Cited is either included in the project or as a separate document, as appropriate to your project. The style we use is APA 5th edition and you may refer to these guidelines: <http://owl.english.purdue.edu/owl/resource/560/01/>

Statement on Academic Integrity: USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Statement for Students with Disabilities: Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.

Grading Scale

Letter grades will be assigned according to the following scale:

≥93 A; 90 to 92 A-; 87 to 89 B+; 83 to 86 B; 80 to 82 B; 77 to 79 C+; 73 to 76 C; 70 to 72 C-; 67 to 69 D+; 63 to 66 D; 60 to 62 D-; ≤59 F

Course schedule

Week	Date	Topic	Activity/Assignment	Reading Assignment
1	Jan 11	Introduction to Course & Global Health		_____
2	Jan 18	HOLIDAY (no class)		_____
3	Jan 25	Vaccines (Smallpox & Polio)	Intervention Strategy #1 Discussion	McNeil, D.G. (2011) "Critics say Gates' Anti-polio push is misdirected." <i>New York Times</i> . Krista Mahr (2013) "How India fought Polio — and Won." <i>Time</i> .
4	Feb 1	Tuberculosis & DOTS		Levine, Case #3, Controlling Tuberculosis in China.
5	Feb 8	Maternal Health	Intervention Strategy #2 Discussion	Levine, Case #6, Saving Mothers' Lives in Sri Lanka Farmer P. (2008) "Challenging orthodoxies: the road ahead for health and human rights." <i>Health Hum Rights</i> , 10:5-19.
6	Feb 15	HOLIDAY	_____	_____
7	Feb 22	Onchocerciasis	Reading Summary #1 due in class (5 readings)	Levine, Case 7, Controlling Onchocerciasis in sub-Saharan Africa Silverstein, J. (2010) "Treating the Village to Cure the Disease." Haddad et al. (2008) "Health care at the end of the road..."
8	March 1	Malaria & DDT	Intervention Strategy #3 Discussion	Rosenberg, T. "What the World Needs Now Is DDT." <i>NY Times</i> , April 11, 2004. Specter, M. "What Money Can Buy." <i>The New Yorker</i> . October 24, 2005. Rosenberg, T. (2014) "The fight against fake drugs."

Week	Date	Topic	Activity/Assignment	Reading Assignment
9	March 7	HIV/AIDS & the 100% Condom Program	Intervention Strategy #4 Discussion	London, L., Orner, P. and Myer, L. (2007) "Even if you're positive, you still have rights because you are a person'...." Flood, E. (2009) "How Bill Gates Blew \$258 million in India's HIV Corridor." Rojanapithayakorn, W. (2006) "The 100% Condom Use Programme in Asia." <i>Reproductive Health Matters</i> , 14(28): 41-52.
10	March 14	SPRING BREAK! (no class)	_____	_____
11	March 21	Smoking GUEST LECTURER- Dr. Heather Wipfli	Reading Summary #2 due in class (7 readings)	Samet JM, Wipfli HL. (2010) "Globe still in grip of addiction." <i>Nature</i> ; 463:1020-1.
12	March 28	Vitamin A Supplementation	Intervention Strategy #5 Discussion	Levine, Case #4, Reducing Child Mortality through Vitamin A in Nepal
13	April 4	Sanitation, Water and Hygiene	Intervention Strategy #6 Discussion	Levine, Case #8, Preventing Diarrheal Deaths in Egypt. Rosen, A. (2013) "How the UN caused Haiti's cholera crisis...."
14	April 11	Child marriage & Obstetric Fistula		Miller. S et al (2005) "Obstetric Fistula: A preventable tragedy" Kristof, ND and WuDunn, S. (2009) "The Women's Crusade."
15	April 18	China's One-Child Policy & Missing Girls	Reading Summary #3 due in class (6 readings) Take-home final exam questions given out	Rosenberg, T. (2009) "The Daughter Deficit." <i>The New York Times</i> , 19 Aug 2009. Abrejo et al. (2009) "And they kill me only because I am a girl..." Hvistendahl, M. (2010) "Has China outgrown the one-child policy?"
16	April 25	Course Wrap-up	Global Health Movie & Potluck!	Final Exam due on course website by 4pm on May 9th.

SOME HELPFUL GLOBAL HEALTH WEBSITES:

Amnesty International (country reports available)

<http://www.amnesty.org>

Demographic and Health Surveys (excellent country reports available)

<http://www.measuredhs.com>

Declaration of Alma-Ata

http://www.who.int/hpr/NPH/docs/declaration_almaata.pdf

Healthy People 2010

<http://www.healthypeople.gov/2020/default.aspx>

Millennium Development Goals

<http://www.undp.org/mdg/basics.shtml>

<http://www.un.org/millenniumgoals>

<http://mdgs.un.org/unsd/mdg/Default.aspx> (by country, indicator, etc)

The Ottawa Charter

<https://www.who.int/healthpromotion/conferences/previous/ottawa/en/>

Population Reference Bureau Global Population Data Sheet

http://www.prb.org/pdf08/08WPDS_Eng.pdf

Population Reference Bureau Family Planning Worldwide Data Sheet 2008

<http://www.prb.org/pdf08/fpds08.pdf>

Population Reference Bureau Women of Our World 2005 Report

<http://www.prb.org/Source/ACF199B.pdf>

UNICEF State of the World's Children (highlights different topics each year)

<http://unicef.org/sowc>

UNICEF The Progress of Nations 2000 (country information)

<http://unicef.org/pon00/>

United Nations AIDS

<http://www.unaids.org> (click on “country responses” for specific country info)

United Nations High Commission on Refugees (UNHCR) (country information)

<http://www.unhcr.org>

United Nations (regional sites at the bottom of page)

<http://www.unep.org/>

World Bank World Development Indicators (2006)

<http://devdata.worldbank.org/wdi2006/contents/toc.htm>

World Bank (country reports)

<http://www.worldbank.org>

World Health Organization (country reports)

<http://www.who.int/countries/en/>

World Health Organization Statistical Database

<http://www.who.int/whosis/en/>

World Health Organization Health-Related Millennium Development Goals (by country)

http://www.who.int/whosis/whostat/EN_WHS09_Part1.pdf

Students will be docked 10-20% for a paper that does not report on a specific program, or is older than 10 years. You will also be docked 5-10% for each required item that you do not include in your analysis. For very short papers that do not include enough depth or description, 10-20% will also be docked.

<i>Reading Report Rubric</i>					
Grade	<i>General Quality</i>	<i>Completeness</i>	<i>Themes</i>	<i>Analysis/ Discussion/ Future Research</i>	<i>Writing/ Bibliography</i>
A	Excellent work. Project demonstrates original thought and analysis. Ideas are clearly presented. Paper is well written.	Paper contains references to all assigned articles for this report. Citations are written appropriately.	Paper reports on broad themes and focuses on how articles build on each other. Paper gives multiple, specific evidence from the readings to support the answers to the 3 assigned questions.	Project is analytical and critical, not descriptive. Paper offers student's reactions, comments and original insight about the topic.	It is written in active voice, preferably present tense. There is an absence of wordy, awkward and run-on sentences. Spelling and grammar errors are almost nonexistent.
B	Very good work. Project has competent and accurate description of research, theories and applications. Some analysis is present. Writing is acceptable for a graduate course.	Paper references all of the required articles for this session. There is a sufficient number of references and from the appropriate time period.	Paper answers all 3 questions but does not give ample supporting quotes or evidence from the articles to make a clear, convincing argument.	Findings may be analytical, but little attempt is made to offer unique critiques, reactions or comments.	Writing is at times very clear, but other times very wordy. Spelling and grammar errors are minimal.

C	Only meets minimum requirements. In general, project is descriptive rather than analytical. Writing does not meet graduate-level standards.	Insufficient number of articles included in paper.	Paper refers to all articles but no attempt is made to link them in a meaningful way. Ideas not clearly expressed. Does not answer all three questions.	Findings are presented strictly in terms of descriptive observations. Gives article summaries. No comments or reactions given.	Writing is wordy. Spelling and grammar errors are common. There is a lack of headings and internal transitions.
C- or lower	Minimum requirements are not met. Writing is unacceptable for a graduate course.	(same as above)	(same as above)	(same as above)	(same as above)

Country Case Study Final Presentation Rubric

<i>Component</i>	Possible Points
Upload a 5-7 minute video reporting on the health status of the chosen country, the top health priority, and future directions	2 points
Demonstrate knowledge of the country's main health challenges and determinants of health	2 point
Make a convincing argument for why more attention is needed for this problem	2 points
Demonstrate creativity in the presentation	2 point
Give a clear, succinct and professional presentation	2 points
Total Points: 10	