

Perspectives on Global Health

IPBH 3000 (3 Credits / 45 hours)

SIT Study Abroad Program:
Switzerland: Global Health and Development Policy

PLEASE NOTE: We continuously develop and update our syllabi; therefore actual course content is slightly modified from semester to semester. Thus it is likely that the contents listed below will not coincide with exactly the same lectures and readings of consecutive semesters.

Description

The Perspectives on Global Health seminar explores the main components and current issues of public health in an international context, drawing on knowledge and point of view from multiple disciplines including epidemiology, pharmacology, social, and medical sciences.

Beginning with a review of the main concepts of public health, among them epidemiology, cost-effectiveness, relationships of public health and development, the seminar further explores various health systems in an attempt to explain the unequal distribution of health and disease in the world.

The seminar also analyzes the rationale for improving global health and the relevant modes of intervention by exploring a number of current and emergent topics, including health in migrant populations, mental health, epidemic management, access to medicine, the role and actions of the World Health Organization, and health security.

Incorporated into the seminar are classroom lectures, case studies, field visits to NGOs and international organizations, and synthesis group discussions. The overall objective is to provide students with a comprehensive and analytical understanding of the field of public health in a global context.

Expected Learning Outcomes

The Perspectives on Global Health course comprises 45 hours of instruction (3 credits). Upon completion of this course, students will be able to:

- Identify the roles and agendas of major players in global health, including the World Health Organization;

- Analyze the relationship between global and local health issues, problems, and solutions;
- Characterize how determinants of health impact the burden of disease in various settings;
- Appraise public health programs and make recommendations for refinements;
- Produce working papers in selected fields of global health.

Language of Instruction

This seminar is taught in English, but students will be engaging local community members in French as part of the course and will be exposed to vocabulary related seminar content as well as the nuances of global health and development through in-country expert lectures and field visits.

Schedule

*Please be aware that topics and excursions may vary to take advantage any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

Class time will include lectures, case studies, briefings at international organizations and NGOs, field visits in Geneva and Morocco and class discussions. Participation is expected in the form of questions and discussions pertaining to the class content and reflections/comparisons with reading material. Course evaluation includes a mid-term exam, a final exam, as well as participation in group discussions.

Module 1: Global Health Governance

This module introduces fundamental trends in public and global health, including the epidemiological transition, and explores basic features of global health governance. Furthermore, it introduces the concept of public health in a comparative international perspective.

Session 1: Primary Health Care: A Universal Global Health Goal

This session addresses global targets of primary health care and critically examines the political determinants of health inequity.

Required Readings:

World Health Organization. (1978). Declaration of Alma-Ata: International Conference on Primary Health Care, Alma-Ata, USSR, 6–12 September 1978.
 Ottersen, O. P., Dasgupta, J., Blouin, C., Buss, P., Chongsuvivatwong, V., Frenk, J., ... & Leaning, J. (2014). The political origins of health inequity: prospects for change. *The Lancet*, 383(9917), 630-667.

Session 2: Public Health Systems in a Comparative Perspective

This session introduces and compares different national models of, and approaches to, public health, taking into account the public health systems of the U.S. and Switzerland, as well as 3rd member states of the most industrialized countries coinciding with the Organization for Economic Cooperation and Development (OECD).

Required Readings:

- Lorenzoni, L., Belloni, A., & Sassi, F. (2014). Health-care expenditure and health policy in the USA versus other high-spending OECD countries. *The Lancet*, 384(9937), 83-92.
- Squires, D. (2010). International Profiles of Health Care Systems: Australia, Canada, Denmark, England, France, Germany, Italy, the Netherlands, New Zealand, Norway, Sweden, Switzerland, and the United States. New York: The Commonwealth Fund 50 -53.

Module 2: Global Health Regulations and Global Governance of Migrant Health

This Module introduces the international health regulations lead by the World Health Organization (WHO) and further explores the International Organization of Migration (IOM) approach to access to basic health care by migrant populations.

Session 1: International Health Regulations:

This module introduces the system of international health regulations, including a lecture on the subject matter by a lead scholar and complemented by field visits to headquarters of international health organizations in Geneva, including the WHO.

Required Readings:

World Health Organization. (2008). *International Health Regulations (2005)*. World Health Organization.

Session 2: International Management of Migrant Healthcare

This session examines the health risks specific to international migrants and the roles of governmental and non-governmental agencies to help improve access to basic health care by vulnerable migrant populations. It includes a field visit to the IOM headquarters in Geneva.

Required Readings:

Gushulak, B. D., Weekers, J., & MacPherson, D. W. (2011). Migrants and emerging public health issues in a globalized world: threats, risks and challenges, an evidence-based framework. *Emerging Health Threats Journal*, 2(1), 7091.

Module 3: Health, Food Culture, and Lifestyles

This module elaborates on the links between health and nutrition and life style.

Session 1: Impact of Alcohol on Human Health and Youth Populations

This session takes an epidemiological approach to alcohol and alcohol policies and explores its impact on physical and mental health with special attention to youth populations. Students will have a lecture by a lead medical expert from the cantonal hospital center in Lausanne (CHUF).

Required Reading:

Howland, J., Rohsenow, D. J., Littlefield, C. A., Almeida, A., Heeren, T., Winter, M., ... & Hermos, J. (2010). The effects of binge drinking on college students' next-day academic test-taking performance and mood state. *Addiction*, 105(4), 655-665.

Session 2: Impact of Obesity and Diabetes on Public and Global Health

This session examines the impact of chronic and non-communicable diseases such as obesity and diabetes on public health, the opportunities and challenges of preventing the

spread in industrialized and developing countries, and with a case study on Latin America.

Required Reading:

Kain, J., Cordero, S. H., Pineda, D., de Moraes, A. F., Antiporta, D., Collese, T., ... & Rivera, J. (2014). Obesity prevention in Latin America. *Current obesity reports*, 3(2), 150-155.

Module 4: International Health Organizations

This module is devoted to field visits with leading international health organizations. Students visit the World Health Organization (WTO) and UNAIDS.

Session I: Role of the WTO in the Global Prevention of Communicable Disease

During this session will visit leading global health agencies, especially the WHO, examining its contribution to the global prevention of Polio, Malaria, Cholera, Ebola, etc.

Required Reading:

Coates, E. A., Waisbord, S., Awale, J., Solomon, R., & Dey, R. (2013). Successful polio eradication in Uttar Pradesh, India: the pivotal contribution of the Social Mobilization Network, an NGO/UNICEF collaboration. *Global Health: Science and Practice*, 1(1), 68-83.

Session 2: HIV-AIDS:

This session evaluates the role of UNAIDS in the global prevention of HIV.

Required Reading:

Maartens, G., Celum, C., & Lewin, S. R. (2014). HIV infection: epidemiology, pathogenesis, treatment, and prevention. *The Lancet*, 384(9939), 258-271. Retrieved from: [http://dx.doi.org/10.1016/S0140-6736\(14\)60164-1](http://dx.doi.org/10.1016/S0140-6736(14)60164-1)

Module 5: International Health Perspectives

This module is delivered during the international educational excursion to Morocco. Students will have field visits and briefings at strategic national, international, and non-governmental agencies in the country's capital city of Rabat, and will contribute to a community health promotion activity in collaboration with the national health ministry and the Foundation ALTHEA in the rural area nearby Fez.

(A separate and more detailed program schedule of the study trip is distributed to students prior to the departure to Morocco.)

Required Reading:

El Rhazi, K., Nejjari, C., Zidouh, A., Bakkali, R., Berraho, M., & Gateau, P. B. (2011). Prevalence of obesity and associated sociodemographic and lifestyle factors in Morocco. *Public health nutrition*, 14(01), 160-167.

Module 6: Mental Health

This module examines different dimensions of mental health at the international level in the context of Switzerland and taking into account the mental health needs of migrant populations.

Session I: Psychology of Vulnerable Populations: Case of Refugees in the Context of Immigration

In this session students explore Swiss national and international perspectives and public policies on mental health. This session is given by a professional psychologist and/or psychiatrist.

Required Readings:

Gilbert, H., Peck, E., Ashton, R., Edwards, N., & Naylor, C. (2014). *Service transformation: lessons from mental health*.

Eytan, A., Munyandamutsa, N., Mahoro Nkubamugisha, P., & Gex-Fabry, M. (2015). Long-term mental health outcome in post-conflict settings: Similarities and differences between Kosovo and Rwanda. *International journal of social psychiatry*, 61(4), 363-372.

Module 7: Nutrition, Health, and Development

This module examines the role of nutrition, including breastfeeding and diet in public and global health.

Session I: The Impact of Non-Communicable Diseases on Global Health

During this session, students will have a briefing at the WHO's Department on Nutrition for Health and Development, led by the head of department, Dr. Francesco Branca.

Required Reading:

Darnton-Hill, I., Nishida, C., & James, W. P. T. (2004). A life course approach to diet, nutrition and the prevention of chronic diseases. *Public health nutrition*, 7(1A; SPI), 101-122.

Session II: Breastfeeding in Global Health Governance

This session will address breastfeeding in a global health governmental perspective and will have a lecture with the international NGO IFBAN accordingly. This session will include critical reflections on multi-stakeholder partnerships in the field of global health, including a discussion on conflicts of interests with non-state actors.

Required Readings:

Lhotska, L. (2008). Whatever happened to Health for All? Ups and downs of protection of breastfeeding, regulation of transnational corporations and Health for All.

Whatever happened to Health for All? Ups and downs of protection of breastfeeding, regulation of transnational corporations and Health for All.

Richter, J. (2005). Conflicts of Interest and Policy Implementation. *Reflections from the fields of health and infant feeding*. IBFAN-GIFA. Geneva.

Richter, J. (2014). Time to turn the tide: WHO's engagement with non-state actors and the politics of stakeholder governance and conflicts of interest. *BMJ*, 348, g3351.

Module 8: Food Security and Health

At the occasion of their visit and briefing at the Swiss Agency for Development Cooperation (SDC), students will have the occasion to address food security as well as international food safety standards and their implications for public and global health.

Session 1: Food safety, nutrition, and health

This session examines the links between nutrition, food safety, and health.

Required Readings:

Angulo, F. J., LeJeune, J. T., & Rajala-Schultz, P. J. (2009). Unpasteurized milk: a continued public health threat. *Clinical Infectious Diseases*, 48(1), 93-100.

Student Evaluation and Grading Criteria

Evaluation will be based upon the following:

Description of Assignments:

Midterm exam: Details will be provided at the time of the assignment. Students will be called upon to refer to readings, briefings, and lectures.

Final Exam: Details will be provided at the time of the assignment. Students will be called upon to refer to readings, briefings, and lectures.

Those exams are in class non-open book exams. Students can use their computers to type but are restricted from using the internet to look up information online. Exam answers are to be typed in essay format. Typically students do apply the “integrated approach” taking into account required readings, as well as materials from lectures briefings and in class discussions.

Class participation: Attendance and informed participation at all scheduled lectures, briefings, and review sessions are required. In the framework of the review sessions, each student will present one select required reading.

Assessment:

Mid-Term Exam:	50%
Final exam:	40%
Class Participation:	10%

Grading Scale

Grades are given both fairly and rigorously and in accordance with the system below. They will reflect a combination of quality of performance, progress made, the ability to take into account and assimilate the Academic Directors’ and the teachers’ advice. An “A” letter grade reflects exceptional work, perfect combination of academic competences and personal research and analysis. It shows great ability to integrate field-based investigation and personal reflection into a structured and well argued paper. A “B” letter grade reflects serious and methodical work as well as a substantial effort at analyzing and understanding cross-cultural issues. A “C” letter grade shows the work meets the requirements but needs more in-depth reflection and personal involvement. A “D” letter grade is insufficient and clearly reflects lack of work or serious deficiencies.

94-100%	A	Excellent
90-93%	A-	
87-89%	B+	
84-86%	B	Above Average
80-83%	B-	
77-79%	C+	
74-76%	C	Average
70-73%	C-	
67-69%	D+	

64-66%	D	Below Average
below 64	F	Fail

Expectations and Policies

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.