Fundamentals of Global Health (Fall 2013)

GLHLTH 101 Office: Trent 118 (919-613-4499)
Dr. David Boyd Email: david.boyd@duke.edu
M-W 10:05-11:20 (Hanes House 131) OH: Monday, 12-2PM (& by appt., F2F or virtual)

Teaching Assistant: Gaoshan Junjian (j.gaoshan@duke.edu)
Educational Technologies Consultant: Marc Sperber (marc.sperber@duke.edu)
Global Health Reference Librarian: Jean Ferguson (jean.ferguson@duke.edu)
Global Health Fieldwork Coordinator: Lysa MacKeen (lysa.mackeen@duke.edu)

COURSE DESCRIPTION:
GH 101 surveys key concepts, tools, and analytical frameworks essential for continued study in global health. Focusing on global disease burden, health determinants and disparities, health policy and actors, and the challenges of global health interventions, the course consists of lecture, intensive small group discussion, case analyses, experiential exercises, and team competitions. Additionally, the course illustrates the importance of addressing global health through multidisciplinary frameworks of the natural sciences, social-behavioral sciences, humanities, and policy.

LEARNING OUTCOMES:
Upon completing this course, students will be able to do the following:

- Articulate fundamental global health concepts, tools, and frameworks
- Analyze global health disease burden, determinants, policies, and actors
- Integrate analysis, research, and planning to solve global health challenges
- Develop team-based, multidisciplinary global health intervention strategies
- Discern how values and belief systems (including their own) impact global health
- Engage in self-directed global health research and learning
COURSE TEXTBOOK, READINGS, AND COMPANION WEBSITE:

Case Studies: There is a specially designed collection of case studies required for this course, called *Case Studies in Global Health*. It is available in the Duke University Bookstore.

Additional Required Readings: Every Friday preceding a lecture week, I will post some current readings (news articles, reports, videos, scholarly articles) that you should complete by Monday’s class.

If you would like to buy a traditional textbook for further reading or reference throughout your undergraduate career, I strongly recommend *Global Health: Diseases, Programs, Systems, and Policies, 3rd Edition* (Merson et. al., 2012). The book is on reserve in the library and may be purchased on Amazon.com. You may also “check out” my copy for 48 hours.

Course Website: A special website, based on student input, also accompanies our course as well: https://sites.duke.edu/globalhealth101. We will discuss the site and its use during the first day of class. You can sign into the site with your Duke NetID and password. As part of your class preparation, I expect you at minimum to log into this website the day before each class and read through any “Breaking News” relevant to the topic of the week.

COURSE REQUIREMENTS AND GRADE BREAK-DOWN:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance/Participation/Preparation</td>
<td>30</td>
</tr>
<tr>
<td>The 101 “Tweet-Off” Challenge</td>
<td>5</td>
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<tr>
<td>Test 1</td>
<td>15</td>
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<tr>
<td>The 101 Video Challenge</td>
<td>10</td>
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<tr>
<td>Test 2</td>
<td>15</td>
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<tr>
<td>The 101 Case Competition</td>
<td>10</td>
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<tr>
<td>“Self-Performance” Evaluation</td>
<td>5</td>
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<tr>
<td>“Fundamental Take-Aways” Web Page</td>
<td>10</td>
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We will discuss the tests and assignments in detail as the course progresses.

Extracurricular Events (Non-Mandatory):

28 August 6-8PM: “Welcome to 101: Pizza for Global Health,” Trent 040
5 October, 1-5 PM: Local Yogurt at Chez Boyd/Helfer (arrange your own transportation)

Additionally, the Duke Global Health Institute sponsors many events over the semester, and I encourage you to attend as many as possible. Please subscribe to the newsletter: https://globalhealth.duke.edu/media/newsletter
# SEMESTER ROADMAP

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>8/26</td>
<td>-Introduction: Themes, Requirements, Policies, Set-Up</td>
<td>(Note: always scan Breaking News)</td>
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<tr>
<td>8/28</td>
<td>-Understanding Global Health: The Power Walk</td>
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<td></td>
<td>-Creating Team Videos</td>
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<td>-Pizza Night! 6:30-8PM in Trent 040</td>
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<td>Create &amp; Upload Your Team Video by 8PM on Thursday 28 August!!!!</td>
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<td></td>
<td><strong>UNIT I: GLOBAL HEALTH FRAMEWORKS</strong></td>
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<tr>
<td>9/2-9/4</td>
<td>-Basic Concepts, Measurements, and Disease Burden</td>
<td>9/2: Posted Readings</td>
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<td>9/4: Case Studies 1-2</td>
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<td>9/9-9/11</td>
<td>-Biopsychosocial Model, Determinants, and Risks</td>
<td>9/9: Posted Readings</td>
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<td>9/11: Case Studies 3-5</td>
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<td>GH 101 “Research Video”</td>
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<td>9/16-9/18</td>
<td>-Players, Strategies, and Interventions</td>
<td>9/16: Posted Readings</td>
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<td>-Tweet-Off Assignment</td>
<td>Case Study 6</td>
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<td>9/18: Cases 7-8</td>
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<td>9/23</td>
<td>-The Fundamental Tweet-Off</td>
<td>Tweet-Off!!!!!!!!</td>
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<tr>
<td>9/25</td>
<td>-Test I/Discussion/Analysis</td>
<td>STUDY!!!!!!!!!!!!</td>
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<tr>
<td>UNIT II: SURVEY OF CHALLENGES</td>
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| **9/30 - 10/2** | - Infectious/Communicable Disease  
- Ground Rules for Dr. Boyd’s House & Transportation  
9/30: Posted Readings  
10/2: Case Studies 9-10 |
| **10/5 (Sat.)** | 2-5 PM Local Yogurt at Dr. Boyd’s House  
Don’t Spill Anything In Our House!!! |
| **10/7-10/9** | - Non-Communicable Disease  
10/7: Posted Readings  
10/9: Case Studies 11-13 |
| **10/14** | - Fall Break (no class)  
RELAX & REVIEW! |
| **10/16** | - Live from Hong Kong: The Video Challenge  
YOU’LL FIND OUT SOON ENOUGH . . . |
| **10/21-10/23** | - Video Showtime/Discussion  
SHOWTIME!!!! |
| **10/28** | - Injuries/Violence/Disaster  
10/28: Posted Readings  
Case Studies 14-15 |
| **10/30** | - Maternal, Child, and Reproductive Health  
10/30: Posted Readings  
Case Studies 16-18 |
| **11/4** | - Negotiating on the Ground  
11/4: Review the Semester! |
| **11/6** | - The Future of Global Health  
11/6: Posted Readings |
| **11/11** | - Test II (cumulative)/Discussion/Analysis  
MAKE ME PROUD!!!!!! |
### UNIT III: APPLICATIONS

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Assignment/Duty</th>
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<tbody>
<tr>
<td>11/13</td>
<td>- Maya Guatemala Video &amp; Discussion</td>
<td>Work on Case Competition</td>
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<td>- Case Competition Assignment</td>
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<tr>
<td>11/18</td>
<td>- Case Competition: Preliminary and Semi-Finals</td>
<td>SHOWTIME!</td>
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<tr>
<td>11/20</td>
<td>- Case Competition: The Finals</td>
<td>SHOWTIME!</td>
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<td></td>
<td>- Fundamental Take-Away Webpage</td>
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<tr>
<td>11/25</td>
<td>- Work on Fundamentals Webpage</td>
<td>Work on Fundamentals Webpage Assignment</td>
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<tr>
<td>11/27</td>
<td>- Thanksgiving Break</td>
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</tbody>
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### UNIT IV: PARTING GLANCES

<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
<th>Assignment/Duty</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/2</td>
<td>- Wrap-Up: Fundamental Take-Aways</td>
<td>Display Fundamentals Webpage</td>
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<td>- Evaluations</td>
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<tr>
<td>12/4</td>
<td>- “Wake Up to Global Health” Breakfast Party</td>
<td>Wear your favorite morning attire.</td>
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</table>

**General Course Information & Policies**

**Format:** We will incorporate lecture, active learning exercises, and individual/group challenges. Lectures will survey the key fundamental concepts of global health in class (along with recommendations for further investigation and classes you should take if a subject is of particular interest to you). We will read case studies and draw on current events that relate to those concepts in a variety of ways. Each Friday preceding a lecture week, I will post the slides for the following week so that you may print them out and bring to class if you wish. I will repost any annotations to the slides after class.
I am providing you with these materials so that you can write less and engage more during class. In order to free you from another distraction (the temptation to surf and multi-task), I am banning laptops for note-taking. I will let you know any days we will be using laptops for exercises. Most of our polls will require texting so please bring your mobile or smart phone. Unless we are specifically using the web or text-messaging as part of our active learning polls and exercises, laptops and mobile devices are not to be used. (Based on university policy regarded documented disability, some exceptions may be granted.) Please note that in Hanes Auditorium you will need to access the web via the Medical Center’s guest network. If you do not have text messaging or a smart phone, please see me after the first day of class so that we can set up an alternative form of access.

**Team Challenges:** Our class will also be subdivided into 12 teams (5 students each) to carry out a series of challenges and competitions.

**Testing:** Testing provides feedback about your 1) mastery of basic conceptual and factual information; 2) ability to apply this information; 3) areas of misunderstanding we need to identify and address. We will have two short tests consisting of four questions (short answer, multiple choice, fill-in-the-blank) and one longer response (30 minutes total for each test). We will grade and discuss the tests in class and use them as the basis of discussion so that everyone is prepared for subsequent parts of the course. Note: honest grading is part of my expectations under the Honor Code.

**Attendance, Late Assignments, and Electronic Devices in the Classroom:** Unexcused late assignments will have the grade lowered by one step for each day late. More than 2 unexcused absences will result in your final grade being lowered by one step for each additional absence. Please note the following: I will consider 2 late arrivals as an unexcused absence. I will allow make-up tests only if your absence from class that day qualifies as an excused absence. I will consider unauthorized mobile use, texting, e-mailing, and surfing the internet during class as an unexcused absence.

**Plagiarism and Community Standards:** Plagiarism or cheating will result in an F for the assignment and referral to the Honor Council. I also expect students to adhere to Duke Community Standards as relevant to this course. For more information please refer to the following documents: plagiarism (http://library.duke.edu/research/plagiarism); community standard (http://registrar.duke.edu/university-bulletins/duke-community-standard-practice-guide-undergraduates).


**E-mail policy:** I respond to e-mails (which should be written in professional format) once a day every weekday—generally in the afternoon. However, I also scan my inbox very early each weekday morning for any critical issues that need to be addressed. If you write to me with a critical issue, please use a “high priority” signal when transmitting.
Getting Set Up with PollEverywhere

(Technical instructions courtesy of Mr. Marc Sperber, Educational Technologies Consultant, Duke Global Health Institute, Duke University. Please contact with any questions: marc.sperber@duke.edu)

We will use PollEverywhere for class polls. So that you can respond to the polls via text (SMS) or Twitter, you MUST register in the system and then “certify” your cellphone number. Your responses will not be identifiable to your classmates.

This is how to create a free PollEverywhere account that will be registered with our course:

2. Use your real name and Duke email address
3. After logging in, complete your Personal Info and Voter Registration:
   a. Personal Info:
      i. Enter your phone number so you can respond to polls from your cellphone via text (SMS) (Enter US numbers in this format: 19195550000).
         o If you discover during the phone number certification process that you are unable to send a text to “CERTIFY,” you do not have short codes enabled on your phone plan. If you click “Show instructions for other regions,” you will see the “US 10-digit backup” number is 17474443548. This is the same number you can use in the future for texting responses. Or, preferably, enable short codes on your plan; more info: http://www.polleverywhere.com/faq#cannnot-text.
      ii. Authorize Twitter if you plan on responding to polls via Twitter
      iii. Change the time zone to (GMT – 05:00) Eastern Time
      iv. Click Update profile
   b. Voter Registration
      i. Browse to the Voter Registration submenu of Personal Info
      ii. Click on Details in the yellow bar for Account Owner David Boyd.
      iii. Enter Duke NetID in “How should David Boyd identify you?” section.
      iv. Click Update
Express Yourself: 3-Minute Team Video Instructions

**WHO ARE YOU?** Please use your video to convey your team information below in any order, manner, creative mode, or venue that you wish!!!!

Your assignment must be uploaded by 8PM on Thursday 29 August.

Content:

1. Team name (and why you chose it)
2. Each team member’s name (or nickname) and interest in global health
3. Team’s key strengths (e.g. what are you bringing to the group?)
4. Why your team will win the competitions this semester?
5. Something that gives us a sense of your team’s personality . . .

Each team member is also encouraged to record an individual video!
TEAM VIDEO UPLOAD INSTRUCTIONS

(Technical instructions courtesy of Mr. Marc Sperber, Educational Technologies Consultant, Duke Global Health Institute, Duke University. Please contact with any questions: marc.sperber@duke.edu)

After logging into Sakai and going to the GLHTH.101.01.F13:

1. Select the Media Gallery tool from the left column

2. Click the Upload new media hyperlink
   a. Note 1: each team has a group folder for the team introduction. But we encourage all students to upload an individual video about themselves as well, so each team also has a folder for individual student videos.
   b. Note 2: As you can see in the image below, each Media Collection says “no media items.” Once someone uploads a video to a collection, the wording will change to “no public media items” (all of your videos will be private to the outside world).
3. Select **Webcam**

4. Click the **Allow** button to allow www.kaltura.com to access your camera and microphone
5. Select your webcam from the dropdown list

6. Click the **Record** button and introduce yourself

7. Click the **Stop** button when finished
8. Click **Next**

9. Type your name (or, group name for the group video assignment) in the “title” field. You may leave the other fields blank and you do not have to select a “category.”

10. Click the **Next** button
11. Click **Finish**.

You are done!

**Note:** You will see that your video is marked as “private;” that is okay. It is private to the outside world, but those in this course will be able to watch it.