COURSE LOGISTICS

**Location & Times**
Tuesday 1900 – 2100 (MDCL 2233)
Friday 1130 – 1430 (MDCL 3024)

**Instructors**
Narmeen Haider (narmeen.haider@learnlink.mcmaster.ca)
Hark Randhawa (harkanwalrandhawa@gmail.com)
Marilyn McHarg (marilynmcharg@hotmail.com)

**Teaching Assistant**
Seana Adams (seana.adams@learnlink.mcmaster.ca)

**COURSE OVERVIEW**
HTHC SCI 2DS3 will facilitate a student-lead exploration into the complexities of health and illness in a global context. Overall, the course works to provide students with a broad understanding of global health from macro-level policies to grassroots realities in order to truly understand the complexities surrounding global health issues.

Although much variability will exist from session to session, the course will generally be run as a graduate seminar with emphasis on readings, thoughtful discussion and critical analysis. Students are expected to have completed the weekly assigned readings before class in order to engage in discussion and share their personal opinions, with a view to learning from each other. Additional details provided in the syllabus below.

**ASSIGNMENTS & EVALUATION [subject to change]**

1) **15% - Class Participation**: This course is designed to maximize learning by emphasizing student engagement and peer-to-peer learning. In order to have enriching and lively class discussion, participation is mandatory. Class participation will be evaluated based on both seminar and LearnLink participation.

2) **15% - Photo Essay**: This assignment will serve as a prompt for students to explore the Hamilton community and gain a deeper appreciation for disparities in health equity (e.g., how they arise, their impact, current advocacy initiatives). The assessment is intended to be a creative outlet for students to blend together learned concepts of global health with the Social Determinants of Health framework, and apply them to a local context.

3) **30% - End-of-year Model Summit**: This exercise will give students the opportunity to explore the complexities of decision making on an international scale. Each student will be assigned a specific role. Roles will aim to encompass key players that would influence the agenda in a real-world setting. Students are required to submit policy briefs one week before the summit. The briefs should be written from the perspective of the role that the students will be representing. Briefs should be no longer than one page in length. Examples will be provided. Post-simulation, a one-page reflection must be submitted. The topic will be decided at a later date, and will be reflective of the current global landscape.
4) **40% - Determined in class with student input:** Students will play a significant role in determining a final project that they will be evaluated on. This assessment could be in the form of an essay, group project, etc. The entire class must agree on the method of evaluation.

*Other Information:* All assignments must be submitted to the dedicated public LearnLink folder in order to foster peer-to-peer learning. Please do not email assignments unless specified. Students are expected to adhere to the principles of McMaster University’s Academic Integrity Policy for all elements of this course (See Appendix).

**COURSE FLUIDITY AND FEEDBACK**
A core body of knowledge has been assembled in the form of the courseware and weekly readings package. However, this course is not limited to that body of knowledge. Its purpose is to act as a springboard to more questions and further knowledge acquisition. If you have questions or areas of interest that pop up throughout the course, please post them in the folder, bring it up in class or address your question(s) individually or in a group and post your findings in the main folder.

If you have a suggestion about how the course can better suit your learning needs please feel free to share it with the class or with us privately and we will do everything we can to be accommodating.
**HTH SCI 2DS3 Weekly Syllabus**

**Class 1 - Course Introduction, Introduction to Global Health (January 5th, 2018)**

**Objectives:**
- Review and define course objectives and individual learning goals
- Establish learning benchmark
- Define global health and exchange perspectives on current global health challenges

**Required Readings:**
None

**Case Study:**
Sweet 16 – No pre-reading required. This interactive activity challenges students to determine the most important factors that contribute to gaps affecting health in low- and middle-income countries. Students will analyse factors such as infrastructure, nutrition, education, and income.

---

**Class 2 & 3 - Achieving Universal Health Coverage (January 9th and 12th, 2018)**

**Objectives:**
- Explore the fundamentals of health economics, including the total market approach
- Gain a baseline understanding of different types of health systems and the political debates behind choosing each one
- Understand some of the high-level challenges of achieving universal health coverage

**Required Readings:**


---

**Class 4 - Introduction to Global Health Institutions and Governance (January 16th, 2018)**

**Objectives:**
- Gain a high-level understanding of key global health players and their functions
- Discuss the dynamics of these key global health institutions and complexity within and between their roles
- Explore the emergence and tracking of the UN Sustainable Development Goals
- Appreciate the connection of health to other pressing challenges and priorities globally

**Required Readings:**
2. Please watch from 31:05:
https://www.lshtm.ac.uk/newsevents/news/2017/governingglobalhealthwhorunstheworldandwhy

3. UN SDG Executive Summary:
https://sustainabledevelopment.un.org/content/documents/10446Executive%20Summary%20Review_ROK.pdf

4. UN SDGs (please take a look at the 18 goals):

Extra Resources:


Class 5 - Global Health Ethics (January 26th, 2018)

Objectives:
● Introduce fundamental moral philosophy theory
● Explore the basic principles, values, and differences underlying biomedical ethics and public health ethics
● Look at the differences/similarities between ethics in global health practice with ethics in global health research.
● Consider ethics cross-culturally and across political-economic divides.
● Critically analyse an ethical dilemma using the “Humanitarian Ethics Analysis Tool”

Required Readings:
To be posted on LearnLink.

Class 6 - Social Determinants of Health & Population Diversity (January 30th, 2018)

Objectives:
● Explore factors (societal and individual) which contribute to health inequalities and the interplay between these variables
● Become familiar with the WHO Framework on SDoH
● What is the role of gender, ethnicity, and socioeconomic position in influencing states of health?
● Critically examine policy approaches that can create or reduce health inequalities

Required Readings:


Extra Resources:

Class 7 - Global Health Advocacy & Communications (February 6th, 2018)

Objectives:
- Understand how global health advocacy and communications drive policy change at the local, national and international levels
- Explore strategies for bringing key issues to the attention of global decision makers
- Develop a fundamental understanding of the Policy Windows Theory

Required Readings:
To be posted on LearnLink.

Class 8 - Infectious Diseases (February 9th, 2018)

Objectives:
- Explore HIV, TB, malaria, and (neglected) tropical diseases and gain a general understanding of their history and local and/or global applicability
- Understand the barriers to achieving positive health outcomes
- Consider the populations affected by these infectious diseases and the impact that environment, ethnicity, income, and accessibility to healthcare can have on exposure to infectious diseases

Required Readings:
1. Global trends in emerging infectious diseases:

2. Browse through the WHO ‘Programmes and projects’ under the tabs of malaria, HIV, and tuberculosis for stats and background information http://www.who.int/entity/en/
3. Aging and infectious diseases in the developing world
   https://academic.oup.com/cid/article/39/1/83/317070

Extra Resources:


Class 9 - Alumni/Career Fair (February 13th or 16th, 2018)

READING WEEK: NO CLASSES (February 19th and Feb 23rd, 2018)

Class 10 - Non-Communicable Diseases (NCDs) (March 2nd, 2018)

Objectives:
- Understand the global epidemiologic trends for the most prevalent NCDs
- Gain an appreciation of the growing impact of NCDs globally
- Recognize the challenges in addressing these diseases in different settings
- Consider solutions toward addressing NCDs

Required Readings:
1. Rethinking the ‘Disease of the Affluence’ Paradigm: Global Patterns of Nutritional Risks in Relation to Economic Development
2. Non-communicable diseases in low- and middle-income countries: context, determinants, and health policy
3. Chronic Non-Communicable Disease as a New Epidemic in Africa
4. www.panafrican-med-journal.com/content/article/14/87/full/

Case Study: Independent research on 'Urban Deserts'

Class 11 - Human Security (March 9th, 2018)

Objectives:
- Understand the differences between human security and state security, along with the related policy implications
- Appreciate the factors that contribute to the human security disparities between high-income and low-and-middle-income nations through current concerns such as health, food, economic, environmental, and conflict security
- Recognize individual and national security issues related to internal displacement and refugee movements

Required Readings:
1. Securing Humans in a Dangerous World, Duffield | 2006


Extra Resources:
1. 'Striking' rate of food insecurity found in Indigenous communities, study suggests http://www.cbc.ca/1.4315275

2. Why climate change puts the poorest most at risk - Financial Times https://www.ft.com/content/f350020e-b206-11e7-a398-73d59db9e399


Class 12 - Local Challenges - What's happening at home (March 13th, 2018)

Objectives:
- Understand local healthcare challenges and burdens (within Hamilton/Ontario/Canada)
- Understand current issues in Canada’s health care system (e.g., opioid crisis, aging population, Indigenous health, mental health)
- Consider how social determinants of health influence local health challenges

Required Readings:


Class 13 - End of Term Activity (April 3rd or 6th, 2018)
APPENDIX

Academic Integrity
Students are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials students earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is each student’s responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at http://www.mcmaster.ca/academicintegrity. The following illustrates only three forms of academic dishonesty: (1) Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained; (2) Improper collaboration in group work; and (3) Copying or using unauthorized aids in tests and examinations.

Learnlink
In this course we will be using LearnLink. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Course Modifications
The instructor, program and the university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If modifications become necessary, reasonable notice and communication with the students will be given. Students will be provided with an explanation and an opportunity to comment. It is the responsibility of the student to check their McMaster email and the course website/LearnLink weekly during term. Any significant changes will be made in consultation with the BHSc Assistant Dean.

Grades and Late Assignments
Grades may be adjusted by 5% at the discretion of the instructor but only under exceptional circumstances. Final work will be submitted to the instructor via email in MS-Word format unless otherwise specified. Students are expected to adhere to the principles of McMaster University’s Academic Integrity Policy for all elements of this course (see Appendix). Late assignments will not be accepted and will result in a grade of zero – unless there are extenuating circumstances supported by appropriate documentation. Extensions negotiated in advance will be considered.