



## **Global Health - MG-312-1 & MG-312-DL1**

### **Course Description:**

Global Health examines the socioeconomic, biological and environmental causes and consequences of disease. In an increasingly interconnected world, students consider the impact of infectious diseases; poverty and hunger; violence and war; environmental disruption; natural disasters and humanitarian crises for local and global health and wellbeing. Students explore their possible roles in solving global health crises, such as promoting human rights; applying new technologies; and financing and managing international agencies, NGOs, philanthropy, and emerging public and private health care systems.

### **Program, Course Offering and Resources:**

**Program:** ADP

**Session:** Mod

**Class Meetings:** 2x per week, asynchronously

**Delivery Method:** Flex format

**Number of Credits:** 3

**Required Textbook:** Skolnik, Richard, **Global Health 101, Third Edition**, Jones & Bartlett Learning, ISBN: 978-1-284-05054-7  
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### **Selected Web References:**

Demographic and Health Surveys	<a href="http://www.measuredhs.com">www.measuredhs.com</a>
Disease Control Priorities Project, 2 <sup>nd</sup> Edition	<a href="http://www.dcp2.org">www.dcp2.org</a>
Gapminder – resource for global health statistics and presentations	<a href="http://www.gapminder.org">http://www.gapminder.org</a>
Global Health Council	<a href="http://www.globalhealth.org">www.globalhealth.org</a>
Global Health Education Consortium	<a href="http://www.Globalhalthedu.org">www.Globalhalthedu.org</a>
Global Health Facts	<a href="http://www.globalhealthfacts.org/">http://www.globalhealthfacts.org/</a>
Global Health Supercourse	<a href="http://www.pitt.edu/~super1/">www.pitt.edu/~super1/</a>
Institute for Health Metrics and Evaluation	<a href="http://www.healthmetricsandevaluation.org">http://www.healthmetricsandevaluation.org</a>
Maps of the World	<a href="http://www.embassyworld.com/maps">www.embassyworld.com/maps</a>
The Global Fund To Fight Against AIDS, TB, and Malaria	<a href="http://www.theglobalfund.org/en/">www.theglobalfund.org/en/</a>
The Kaiser Family Foundation-online health policy resource for faculty and students	<a href="http://www.kaiseredu.org/">http://www.kaiseredu.org/</a>
The Lancet	<a href="http://www.thelancet.com">www.thelancet.com</a>
The Lancet Global Health Series	<a href="http://www.thelancet.com/global-health">http://www.thelancet.com/global-health</a>
The Lancet Student	<a href="http://www.thelancetstudent.com/category/global-health-resources/">http://www.thelancetstudent.com/category/global-health-resources/</a>
The Population Reference Bureau	<a href="http://www.prb.org">www.prb.org</a>

The World Bank	<a href="http://www.worldbank.org">www.worldbank.org</a>
The World Health Organization	<a href="http://www.who.int">www.who.int</a>
UNAIDS	<a href="http://www.unaids.org">www.unaids.org</a>
UNICEF	<a href="http://www.unicef.org">www.unicef.org</a>
UNICEF – Statistics	<a href="http://www.childinfo.org">www.childinfo.org</a>
United Nations Development Program	<a href="http://www.undp.org">www.undp.org</a>
USAID	<a href="http://www.usaid.gov">www.usaid.gov</a>
USAID 2007 Mini-University	<a href="http://www.maqweb.org/mini/sessions.php">http://www.maqweb.org/mini/sessions.php</a>
USAID Global Health elearning	<a href="http://www.globalhealthlearning.org">www.globalhealthlearning.org</a>
US Centers for Disease Control and Prevention	<a href="http://www.cdc.gov">www.cdc.gov</a>

## **INSTRUCTOR INFORMATION**

**Name:** Dr. Nabil S. Elias

**Contact Info:**      **E-mail:** nelias@albertus.edu  
**Phone:** 203 773 8582  
**Texting:** 860 655 0271 (*only in case of emergency*)  
**Office Hours:** Wednesday 3:00 – 5:00 PM, otherwise an appointment can be made through a phone call, a text message (*for emergencies only*), or an e-mail.

### **Instructor Biography:**

- A Doctor of Medicine, also holding EMD and MBA degrees, and mastering three languages,
- Specializing in Health Care and Pharmaceutical industries,
- Thirty-year international experience in different disciplines of business and management,
- Provided strategic support to more than twelve markets in an overseas multi-cultural region,
- Managed and/or participated in different pilot monitoring and evaluation, communication, education/training and public awareness projects.
- Teaching management and business subjects,
- Providing management consultation to some US firms,

## **GENERAL INSTRUCTIONS**

**Tradition of Honor:** As a member of the Albertus Magnus College Community, each student taking this course agrees to uphold the principles of honor set forth by this community, to defend these principles against abuse or misuse, and to abide by the regulations of the College. To this end, every student must write and sign the following statement at the end of each examination: ***“I declare the Honor Pledge.”***

**Intellectual Honesty:** Plagiarism is a serious offense against academic integrity and intellectual honesty. In completing written assignments, the student must work independently unless the class instructor indicates otherwise. It is important for students to understand that they must reference the sources for all direct quotes, for the rephrasing of information from an outside source, and for ideas borrowed from readings. Students will be required to use APA format when referencing sources. Failure to cite appropriate references in any of these instances results in an act of plagiarism, intentional or unintentional. If it has been determined that a student plagiarized a written assignment, the student may be dismissed from the program. The instructor will report instances of plagiarism to the college administration.

**Writing Guidelines:** The writing guidelines for this course will follow the American Psychological Association’s (APA) style format standards. Referenced pages must be correctly formatted and alphabetized; sources must be appropriate to the assignment, correctly cited, and traceable; and the number of citations and sources must be adequate for each paper. Citing your sources properly requires following the APA style format rules.

**Appropriate Classroom Conduct:**

Students are expected to show a respect for order, the rights of others, and to exemplify a sense of honor and integrity in the classroom. Student conduct is considered an integral part of the educational process. Therefore, no student should be denied the right to learn as a direct result of disruptions in the classroom. Active learning, open inquiry, and the free expression of informed opinion are the foundations of a liberal education at Albertus Magnus College. However, student behavior that interferes with an instructor's ability to conduct the class is prohibited. Students are expected to be considerate and respectful of the rights, views, and interests of other students and faculty. The faculty member will take appropriate action if students do not abide by these rules.

#### **Accommodations for Special Needs:**

Please advise the instructor of any special problems or needs at the beginning of the semester. Those students seeking reasonable accommodations based on disabilities should contact the Director of Academic and Student Disability Services, Aquinas Hall, Room 114 at (203) 672-1050, or email [asejdic@albertus.edu](mailto:asejdic@albertus.edu), to obtain a Faculty Accommodation Letter. Albertus Magnus College complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

In order to respect the independence, rights and dignity of students with disabilities, the College initiates services only after a student makes a voluntary disclosure of a disability to the Office of Academic and Student Disability Services. Students who are approved for accommodations are responsible for approaching instructors in a timely manner to provide faculty accommodation letters and to arrange how accommodations will be implemented. Accommodations cannot be retroactive, so we strongly advise students to make accommodation appointments as soon as possible.

In providing reasonable accommodations, the College shall not fundamentally alter the nature of programs, services, or activities; require waiver of essential academic standards or violate accreditation requirements.

#### **Library and Information Services Component:**

You may wish to use additional resources available at Albertus Magnus College Library at Rosary Hall in completing the assignments. There are several databases which the College subscribes to that can be extremely helpful researching course assignments and are available by remote internet access through the Albertus Magnus College Library. Gaining access to these resources is accomplished easily through the AMC website, by logging in "*myAlbertus*".

#### **Albertus Magnus College Definition of a Credit Hour:**

Albertus Magnus College adheres to the definition of a credit hour in compliance with and as defined by [NECHE commission policy](#).  
NECHE's definition of a credit hour is as follows:

The Commission defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than –

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### **Blended and Online Course Etiquette:**

Please click the following link to review the Albertus policies regarding proper etiquette for interaction in all blended and online course work: **[COURSE GRADING AND ATTENDANCE POLICIES](#)**

### **Course Grading and Attendance Policies:**

**The Blended Format:** For the blended format, half of the “meetings” are taking place on-ground and the other half are taking place online within the eLearning system (emails, postings, and forums). The assignments are posted online which enables students to reflect, to research, and to think critically. Other students (from both formats) will have the opportunity to respond and provide feedback to the assignment. Interactive discussions online allow students a convenient and effective way to develop their management skills and knowledge, learn from others, and prepare for roles in health care management. Students are expected to participate and to complete online case study, assignments, and desk searches in a weekly “forum” platform.

**The Distance Learning Format:** For the DL format, all the “meetings” are taking place online within the eLearning system (emails, postings, and forums). Lectures will be posted online weekly as slide presentations/shows and students will be provided with some questions to which they must respond after reading the text and viewing the slide shows. Students will also be asked to respond and provide feedback to the postings of their colleagues in a weekly “forum” platform. Likewise, the assignments will be posted online which enables students to reflect, to research, and to think critically. Other students (from both formats) will have the opportunity to respond and provide feedback to the assignment. Interactive discussions online allow students a convenient and effective way to develop their management skills and knowledge, learn from others, and prepare for roles in health care management. Students are expected to participate and to complete online case study and desk search assignments in a weekly “forum” platform.

**Assignments’ Due Dates & Grading:** Students are expected to complete all the course requirements as assigned, and to submit the weekly assignment by the designated time and date, posted on eLearning. You may also submit postings prior to the due date. Points are deducted if the posting is late. The postings demonstrate the student's engagement with the course material, and, as such, are a key component of his/her grade. The extent of each assignment submission should be at least 300 words and not exceed 400 words.

Responses to other students’ postings (at least two) must be made for all Forum discussions and assignments. Submitted work that contributes to the discussion with substantive new ideas (beyond an "I agree" or an "I like" post) will be considered in your participation grade. Your shared thoughts, questions, and experiences provide an interesting discussion and an opportunity for growth of your management and your communication skills. Quality of participation is based on unique and significant content derived from good analytical, logical, and creative thinking. Each student is encouraged to present his/her views. A variety of views should and will be presented. Each student must be tolerant of these views and respect the views of others. The classroom is a forum conducive to learning and it should be the goal of each person to assure that this is achieved. It is part of the learning experience to collaborate, support each other, and fully explore and resolve issues of differences.

Each case study is worth 10 points. Your grade will be according to the following rubric:

<b>Criteria</b>	<b>0 Points</b>	<b>1 Point</b>	<b>2 Points</b>
<b>Initial post</b>	No initial post is submitted,  <b>or</b> Initial post is not relevant to the questions assigned.	Initial post shows superficial thought, shallow reading of the text passage, and poor search of the case;  <b>or</b> Initial post does not address all assigned questions.	Initial post reflects in-depth reading of the text passage, and an elaborated search;  <b>and</b> Initial post addresses all assigned questions.
<b>Replies to Other Classmates' Posts</b>	No replies to classmates are posted,  <b>or</b>	Replies to classmates are poorly contributing to the discussions;  <b>or</b> Only one reply is posted.	Replies to classmates elaborate on the classmates' initial post and/or replies;  <b>and</b>

	Replies to the classmates are not relevant.		Clear observational and analytical skills are demonstrated.
<b>Time of Submission</b>	<b>Both</b> Initial post and replies to classmates are submitted after the specified time frames	Initial post is submitted after the specified time frame; <b>or</b> Replies to classmates are submitted after the specified time frame.	<b>Both</b> initial post and replies to classmates are submitted within the specified time frames.
<b>Works Cited</b>	<b>No</b> references, experience, or mention of material from the readings are included.	Uses personal experience; <b>or</b> Uses references to readings only.	Uses references to readings, or personal experience <b>and</b> Uses outside source material, to support comments.
<b>Structure, Content and Grammar</b>	Post is unorganized; <b>or</b> Content is rude and/or inappropriate; <b>or</b> Text contains multiple grammatical and/or spelling errors.	Difficult-to-follow structure; <b>or</b> Vague content and/or unclear comments <b>or</b> Some grammatical and/or spelling errors	Well-structured style; <b>and</b> Contributes valuable information in clear, concise comments <b>and</b> Free of grammatical or spelling errors.

**Attendance Policy:** Class attendance will be taken twice a week by midnight for DL students. Timely submission and discussion participation in the weekly forum will count towards your attendance for the class sessions. There are penalties for missing either session of the course and these penalties are considered “no fault” penalties. In other words, it doesn’t matter why you missed the class; the penalties apply regardless of the reasons for your absence. If you do not post your online assignments by the assigned date and time, you will be marked as “Absent” from that “class”.

You may miss one class. If you are absent from two classes, your final course grade will automatically be penalized (50% of a letter grade). If you miss three classes, your final course grade will automatically be penalized one full letter grade. If you miss four classes, your final course grade will be penalized two full letter grades and you should withdraw from the course.

#### **Grading Policy and Methods of Assessment:** Total 134 points

Attendance (DF Submissions for DL students)	14
Participation in on-ground and/or online discussions	12
Case Studies	32
Desk Search	16
Mid-term Test	30
Final Exam	30

### **COURSE OBJECTIVES AND LEARNING OUTCOMES**

#### **Course Objectives:**

By the completion of this course, each student will be able to:

1. Introduce determinants of health, and the burden of disease worldwide.
2. Address the most critical issues in global health with an extensive set of case studies.
3. Discuss the link between health and development, with an emphasis on the poor and the underserved peoples.

**Learning Outcomes:**

By completion of this course, each student should know/demonstrate:

1. An understanding of course materials through the successful completion of mid-term and final exams;
2. A comprehensive discussion of the key issues and challenges related to the health of low-income people in low- and middle-income countries, determinants of health and risk factors for conditions of importance to global health from the perspective of a number of disciplines by submitting two desk searches about two different issues.
3. A good knowledge about the burden of disease in various regions of the world, and how this burden can be addressed in cost-effective and sustainable ways by submitting four case studies from four different countries;
4. A confident articulation of the key global health concepts, including: the demographic and epidemiological transitions, the burden of disease, the impact of key health conditions on individuals and on communities, and critical issues in the organization and delivery of health services by actively participating in the weekly forums, initiated by the case study and/or the desk search submissions of the student's classmates.

## **PROJECTED COURSE SCHEDULE (Subject to Modifications):**

<b>Week 1</b>	<b>Topics of the Week</b>	<b>Assignment / Activity - Blended Course</b>	<b>Assignment / Activity - Distant Learning</b>
	<p><b>The Principles &amp; Goals of Global Health</b></p> <p><b>Health Determinants, Measurements &amp; Trends (part 1)</b></p>	<p><b>Readings:</b> Chapter 1: The Principles &amp; Goals of Global Health Chapter 2: Health Determinants, Measurements</p> <p><b>Online Resources (videos):</b> <a href="https://www.youtube.com/watch?v=vddX4n30sXY&amp;feature=Playlist&amp;p=B85108E4B2D56890&amp;index=0">https://www.youtube.com/watch?v=vddX4n30sXY&amp;feature=Playlist&amp;p=B85108E4B2D56890&amp;index=0</a> <a href="http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen">http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen</a> <a href="http://www.ted.com/talks/bill_davenhall_your_health_depends_on_where_you_live">http://www.ted.com/talks/bill_davenhall_your_health_depends_on_where_you_live</a></p> <p><b>Presentation:</b> Intro. Session &amp; Chapter 2 (part 1)</p> <p><b>Discussion:</b> Group formation. Assigned group will present, then on-ground discussion will start: 1. What are some of the most important challenges to health globally? 2. Why should everyone be concerned about critical global health issues? 3. What are the Millennium Development Goals, and how do they relate to health?</p> <p><b>Case Study CS1: Due by midnight</b> Smallpox Eradication-The Most Famous Successful Story (Text: p 11-13). 1. Discuss the keys to the eradication of Smallpox. 2. What lessons does this case suggest for other global health programs?</p>	<p><b>Readings:</b> Chapter 1: The Principles &amp; Goals of Global Health Chapter 2: Health Determinants, Measurements</p> <p><b>Presentation:</b> Intro. Session &amp; Chapter 2 (part 1)</p> <p><b>Discussion Forum DF1: Due by midnight</b> Go to the discussion forum of the week, post your answers for the following questions, and then start discussing your colleagues' answers: 1. What are some of the most important challenges to health globally? 2. Why should everyone be concerned about critical global health issues? 3. What are the Millennium Development Goals, and how do they relate to health?</p> <p><b>Case Study CS1: Due by midnight</b> Smallpox Eradication-The Most Famous Successful Story (Text: p 11-13). 1. Discuss the keys to the eradication of Smallpox.</p>

2. What lessons does this case suggest for other global health programs?



Week 2	Topics of the Week	Assignment / Activity - Blended Course	Assignment / Activity - Distant Learning
	<b>Health Determinants, Measurements &amp; Trends (part 2)</b>	<p><b>Readings:</b> Chapter 2: Health Determinants, Measurements</p> <p><b>Online Resources (videos):</b>  <a href="https://www.youtube.com/watch?v=vddX4n30sXY&amp;feature=PlayList&amp;p=B85108E4B2D56890&amp;index=0">https://www.youtube.com/watch?v=vddX4n30sXY&amp;feature=PlayList&amp;p=B85108E4B2D56890&amp;index=0</a>  <a href="http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen">http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen</a>  <a href="http://www.ted.com/talks/bill_davenhall_your_health_depends_on_where_you_live">http://www.ted.com/talks/bill_davenhall_your_health_depends_on_where_you_live</a> </p> <p><b>Presentation:</b> Chapter 2 (part 2)</p> <p><b>Discussion:</b> Assigned group will present, then on-ground discussion will start:  1. As countries develop economically, what are the most important changes that occur in their burden of disease and why do these changes occur?  2. How does the burden of disease differ from one region to another?  3. How will the burden of disease evolve in different regions over the next 20 years?</p> <p><b>Assignment: Online Case Study CS2: Due by midnight</b>  The State of Kerala (Text: P 50-51):  1. Discuss the health determinants of health that are reflected in this case.  2. What lessons does this case suggest for other global health programs?</p>	<p><b>Readings:</b> Chapter 2: Health Determinants, Measurements</p> <p><b>Presentation:</b> Chapter 2 (part 2)  <b>Discussion of the week DF2: Due by midnight</b>  Go to the discussion forum of the week, post your answers for the following questions, and then start discussing your colleagues' answers:  1. How would the population pyramid of Italy differ from that of Nigeria and why?  2. How does the burden of disease differ from one region to another?  3. How will the burden of disease evolve in different regions over the next 20 years?</p> <p><b>Assignment: Online Case Study CS2: Due by midnight</b>  The State of Kerala (Text: P 50-51):  1. Discuss the health determinants of health that are reflected in this case.</p>

2. What lessons does this case suggest for other global health programs?

Week 3	Topics of the Week	Assignment / Activity - Blended Course	Assignment / Activity - Distant Learning
	<b>Health, Education, Poverty, and the Economy</b>	<p><b>Readings:</b> Chapter 3: Health, Education, Poverty, and the Economy</p> <p><b>Online Resources (videos):</b>  <a href="http://www.cugh.org/sites/default/files/content/resources/modules/To%20ost%20Both%20Faculty%20and%20Trainees/109%20Eradication%20And%20Control%20Programs%20Guinea%20Worm%20FINAL.pdf">http://www.cugh.org/sites/default/files/content/resources/modules/To%20ost%20Both%20Faculty%20and%20Trainees/109 Eradication And Control Programs Guinea Worm FINAL.pdf</a> </p> <p><b>Presentation:</b> Chapter 3</p> <p><b>Discussion:</b> Assigned group will present, then on-ground discussion will start:  1. How could you ensure that public subsidies on health care appropriately benefit the poor?  2. Does "health make wealth," or does "wealth make health"?  3. What impact would the health status of a country have on the likelihood that people will invest in economic activity in that country?</p> <p><b>Online Case Study CS3: Due by midnight</b>  The Challenge of Guinea Worm in Asia and Sub-Saharan Africa (Text: p 72-73).  1. Discuss the reasons why Guinea worm disease remained so prevalent for so long.  2. What lessons does this case suggest for other global health programs?</p>	<p><b>Readings:</b> Chapter 3: Health, Education, Poverty, and the Economy</p> <p><b>Presentation:</b> Chapter 3</p> <p><b>Discussion of the week DF3: Due by midnight</b>  Go to the discussion forum of the week, post your answers for the following questions, and then start discussing your colleagues' answers:  1. How could you ensure that public subsidies on health care appropriately benefit the poor?  2. Does "health make wealth," or does "wealth make health"?  3. What impact would the health status of a country have on the likelihood that people will invest in economic activity in that country?</p> <p><b>Online Case Study CS3: Due by midnight</b>  The Challenge of Guinea Worm in Asia and Sub-Saharan Africa (Text: p 72-73).  1. Discuss the reasons why Guinea worm disease remained so prevalent for so long.</p>

2. What lessons does this case suggest for other global health programs?

Week 4	Topics of the Week	Assignment / Activity - Blended Course	Assignment / Activity - Distant Learning
	<b>An Introduction to Health Systems</b>	<p><b>Readings:</b> Chapter 5: An Introduction to Health Systems</p> <p><b>Online Resource (article &amp; videos):</b>  <a href="http://www.theguardian.com/society/2014/oct/29/how-sick-are-worlds-healthcare-systems-nhs-china-india-us-germany">http://www.theguardian.com/society/2014/oct/29/how-sick-are-worlds-healthcare-systems-nhs-china-india-us-germany</a>  <a href="https://www.youtube.com/watch?v=yfdCaFEls_c">https://www.youtube.com/watch?v=yfdCaFEls_c</a>  <a href="https://www.youtube.com/watch?v=t0WBvwEMbfY">https://www.youtube.com/watch?v=t0WBvwEMbfY</a> </p> <p><b>Presentation:</b> Chapter 5</p> <p><b>Discussion:</b> Assigned group will present, then on-ground discussion will start:</p> <ol style="list-style-type: none"> <li>1. What are some of the key human resources challenges that low- and middle-income countries face in staffing and operating their health systems?</li> <li>2. What are the most important epidemiologic and demographic issues that face health systems and what are the implications of those issues for health-care costs?</li> <li>3. What are some of the most important steps that can be taken to improve the effectiveness and efficiency of weaker health systems in low- and middle-income countries?</li> </ol> <p><b>Mid-term Exam:</b> Instructions are online</p>	<p><b>Readings:</b> Chapter 5: An Introduction to Health Systems</p> <p><b>Presentation:</b> Chapter 5</p> <p><b>Discussion of the week DF4: Due by midnight</b> Go to the discussion forum of the week, post your answers for the following questions, and then start discussing your colleagues' answers:</p> <ol style="list-style-type: none"> <li>1. What are some of the key human resources challenges that low- and middle-income countries face in staffing and operating their health systems?</li> <li>2. What are the most important epidemiologic and demographic issues that face health systems and what are the implications of those issues for health-care costs?</li> <li>3. What are some of the most important steps that can be taken to improve the effectiveness and efficiency of weaker health systems in low- and middle-income countries?</li> </ol> <p><b>Mid-term Exam:</b> Instructions are online</p>

Week 5	Topics of the Week	Assignment / Activity - Blended Course	Assignment / Activity - Distant Learning
	<b>The Environment and Health</b>	<p><b>Readings:</b> Chapter 7: The Environment and Health</p> <p><b>Online Resources (video):</b> <a href="https://www.youtube.com/watch?v=fNurLhVqcNs">https://www.youtube.com/watch?v=fNurLhVqcNs</a></p> <p><b>Presentation:</b> Chapter 7</p> <p><b>Discussion:</b> Assigned group will present, then on-ground discussion will start:</p> <ol style="list-style-type: none"> <li>1. What are some of the health problems associated with outdoor air pollution?</li> <li>2. Why is it important to promote handwashing?</li> <li>3. What approach would you take in a low-income African country to enhance the access of the poor to better water supplies? Why?</li> </ol> <p><b>Online Desk Search DS5: Due by midnight</b> Read chapter 6 and discuss three cultural practices that are health promoting and three cultural practices that are harmful to health. Remember that your examples should come from the open globe.</p>	<p><b>Readings:</b> Chapter 7: The Environment and Health</p> <p><b>Slide Show:</b> Watch Chapter 7</p> <p><b>Discussion of the week DF5: Due by midnight</b> Go to the discussion forum of the week, post your answers for the following questions, and then start discussing your colleagues' answers:</p> <ol style="list-style-type: none"> <li>1. What are some of the health problems associated with outdoor air pollution?</li> <li>2. Why is it important to promote handwashing?</li> <li>3. What approach would you take in a low-income African country to enhance the access of the poor to better water supplies? Why?</li> </ol> <p><b>Online Desk Search DS5: Due by midnight</b> Read chapter 6 and discuss three cultural practices that are health promoting and three cultural practices that are harmful to health. Remember that your examples should come from the open globe.</p>

Week 6	Topics of the Week	Assignment / Activity - Blended Course	Assignment / Activity - Distant Learning
	<b>Nutrition and Global Health</b>	<p><b>Readings:</b> Chapter 8: Nutrition and Global Health</p> <p><b>Online Resources (videos):</b>  <a href="https://www.youtube.com/watch?v=oK-olPdxZel">https://www.youtube.com/watch?v=oK-olPdxZel</a>  <a href="http://video.unfpa.org/video/0-48265011001-safe-motherhood-the-sri-lanka-experience">http://video.unfpa.org/video/0-48265011001-safe-motherhood-the-sri-lanka-experience</a></p> <p><b>Presentation:</b> Chapter 8</p> <p><b>Discussion:</b> Assigned group will present, then on-ground discussion will start:</p> <ol style="list-style-type: none"> <li>1. What are the most important micronutrient deficiencies and what health problems do they cause?</li> <li>2. Why is anemia a special risk in pregnancy?</li> <li>3. Why is exclusive breastfeeding for the first 6 months so important?</li> <li>4. What are the links between nutrition and economic development?</li> </ol> <p><b>Online Case Study CS6: Due by midnight</b> The Challenge of Iodine Deficiency Disease in China (Text: p 217).</p> <ol style="list-style-type: none"> <li>1. Discuss the most important micronutrients deficiencies and what health problems do they cause.</li> <li>2. What lessons does this case suggest for other global health programs?</li> </ol>	<p><b>Readings:</b> Chapter 8: Nutrition and Global Health</p> <p><b>Presentation:</b> Chapter 8</p> <p><b>Discussion of the week DF6: Due by midnight</b> Go to the discussion forum of the week, post your answers for the following questions, and then start discussing your colleagues' answers:</p> <ol style="list-style-type: none"> <li>1. What are the most important micronutrient deficiencies and what health problems do they cause?</li> <li>2. Why is anemia a special risk in pregnancy?</li> <li>3. Why is exclusive breastfeeding for the first 6 months so important?</li> <li>4. What are the links between nutrition and economic development?</li> </ol> <p><b>Online Case Study CS6: Due by midnight</b> The Challenge of Iodine Deficiency Disease in China (Text: p 217).</p> <ol style="list-style-type: none"> <li>1. Discuss the most important micronutrients deficiencies and what health problems do they cause.</li> </ol>

2. What lessons does this case suggest for other global health programs?



Week 7	Topics of the Week	Assignment / Activity - Blended Course	Assignment / Activity - Distant Learning
	<p><b>Natural Disasters and Complex Humanitarian Emergencies</b></p>	<p><b>Readings:</b> Chapter 14: Natural Disasters and Complex Humanitarian Emergencies</p> <p><b>Online Resources (presentations):</b>  <a href="http://www.history.com/topics/rwandan-genocide">http://www.history.com/topics/rwandan-genocide</a>  <a href="https://www.youtube.com/watch?v=K4dmfncERP0">https://www.youtube.com/watch?v=K4dmfncERP0</a>  <a href="https://www.youtube.com/watch?v=EMjUgMwdlGA">https://www.youtube.com/watch?v=EMjUgMwdlGA</a>  <a href="https://www.youtube.com/watch?v=qd8mujWLE3A">https://www.youtube.com/watch?v=qd8mujWLE3A</a> </p> <p><b>Presentation:</b> Chapter 14</p> <p><b>Discussion:</b> Assigned group will present, then on-ground discussion will start:  1. What are key steps that can be taken to reduce the vulnerability of certain places to the potential health threats of natural disasters?  2. What are key steps that need to be taken within the first few days of people fleeing to a refugee camp? How do those concerns change over time?  3. How can one try to ensure that relief agencies work together around a common framework and that they focus on the most cost-effective activities? </p>	<p><b>Readings:</b> Chapter 14: Natural Disasters and Complex Humanitarian Emergencies</p> <p><b>Presentation:</b> Chapter 14</p> <p><b>Discussion of the week DF7: Due by midnight</b> Go to the discussion forum of the week, post your answers for the following questions, and then start discussing your colleagues' answers:  1. What are key steps that can be taken to reduce the vulnerability of certain places to the potential health threats of natural disasters?  2. What are key steps that need to be taken within the first few days of people fleeing to a refugee camp? How do those concerns change over time?  3. How can one try to ensure that relief agencies work together around a common framework and that they focus on the most cost-effective activities? </p>

**Online Desk Search DS7: Due by midnight**

Discuss, by giving one or more example/s, the early stages of a complex humanitarian emergency. What are the likely to be the most significant health concerns for the refugees? How do those health concerns change over time? Who are the most affected by malnutrition, measles, pneumonia and cholera?

**Online Desk Search DS7: Due by midnight**

Discuss, by giving one or more example/s, the early stages of a complex humanitarian emergency. What are the likely to be the most significant health concerns for the refugees? How do those health concerns change over time? Who are the most affected by malnutrition, measles, pneumonia and cholera?

Week 8	Topics of the Week	Assignment / Activity - Blended Course	Assignment / Activity - Distant Learning
	<b>Key Messages &amp; Final Exam</b>	<b>On-Ground: Key Messages &amp; Final Exam</b>	<b>On-line: Final Exam</b> Instructions will be posted on e-learning