

**BROWN SCHOOL
WASHINGTON UNIVERSITY IN ST. LOUIS
FALL 2018**

Global Public Health

S55-5102-01

CREDIT HOURS: 3

INSTRUCTOR: Parul Bakhshi, PhD

ROOM: Goldfarb 38

OFFICE HOURS: Thursday 1-3 pm or by appointment.
Walk & Talk appointments encouraged.

TIME: Thursday, 9:00 am – 12:00 pm

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I. COURSE DOMAIN AND BOUNDARIES

This course provides an overview of key issues and diseases in international health, with particular emphasis on those affecting low-income countries. The Disease Control Priorities Project provides the framework through which the course addresses cross-cutting themes and conditions affecting large proportions of the world's population. The biology, epidemiology and intervention evidence base will be covered on the major conditions affecting global health.

II. MPH FOUNDATIONAL KNOWLEDGE AND COMPETENCIES ADDRESSED IN THIS COURSE:

A. Foundational Knowledge

Profession and Science of Public Health

1. Explain public health history, philosophy and values.
2. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
3. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
4. Explain the critical importance of evidence in advancing public health knowledge.

Factors Related to Human Health

5. Explain effects of environmental factors on a population's health.
6. Explain biological and genetic factors that affect a population's health.
7. Explain behavioral and psychological factors that affect a population's health.
8. Explain the social, political, economic determinants of health and how they contribute to population health and health inequities.
9. Explain how globalization affects global burdens of disease.

B. Foundational Competencies (and or Specialization Competencies as applicable)

Evidence-based Approaches to Public Health

10. Apply epidemiological methods to the breadth of settings and situations in public health.
11. Select quantitative and qualitative data collection methods appropriate for a given public health context.

Public Health & Health Care Systems

12. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
13. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.

Planning & Management to Promote Health

14. Assess population needs, assets and capacities that affect communities' health.
15. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
16. Select methods to evaluate public health programs.

Policy in Public Health

17. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
18. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
19. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
20. Evaluate policies for their impact on public health and health equity.

Communication

21. Select communication strategies for different audiences and sectors.
22. Communicate audience-appropriate public health content, both in writing and through oral presentation.
23. Describe the importance of cultural competence in communicating public health content.

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are **required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program.** The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion

from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student's responsibility to familiarize themselves with the behaviors that constitute an [academic integrity violation](#) requiring referral.

[Student Handbook 2018](#)

Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The [Disability Resource Center](#), a University-wide resource, provides diagnostic and academic accommodations support and referrals.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the [English Language Program](#) (ELP). ELP is a University-wide resource that provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the [Office for International Students and Scholars](#) to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including "smart pens" (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of

participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student's choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University's Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at [\(314\) 935-3118](tel:(314)935-3118), jwkennedy@wustl.edu, or by visiting her office in Umrath Hall. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at [\(314\) 935-5555](tel:(314)935-5555) or your local law enforcement agency. You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling [\(314\) 935-8761](tel:(314)935-8761) or visiting the 4th floor of Seigle Hall.

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth.

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office in Brown Hall, room 320.

V. READINGS

Read the international pages of a newspaper everyday

Required textbooks

Merson, M., Black, R., & Mills, A. editors (2012). *Global Health: Diseases, Programs, Systems, and Policies*. 3rd edition. Sudbury, MA: Jones & Bartlett Publishers.

Levine, R. & the What Works Working Group (2007). *Case Studies in Global Health: Millions Saved*. Sudbury, MA: Jones & Bartlett Publishers.

<http://www.cgdev.org/page/case-studies>

Disease Control Priorities in Developing Countries, 2nd edition.

<http://www.dcp-3.org/sites/default/files/dcp2/DCPFM.pdf>

To go further:

Richard Skolnik (2016). *Global Health 101*. MA: Jones & Bartlett Publishers

Other readings as assigned

VI. ORGANIZATION OF THE COURSE

The structure of class sessions will generally be following a standard format but will vary some according to the topic. Classes will begin with the current events discussion. Following this, there will be a lecture on the session topic from the instructor or a guest lecturer. In the second half, a round table discussion will be facilitated by the delegated student or students.

VII. ROLE OF FACULTY AND STUDENTS

Instructor's role

The instructor is responsible for the learning environment and course content. The instructor will grade assignments and provide appropriate feedback. A lecture/discussion format will be used in class, followed by group work and in-class exercises. The instructor will respond to student inquiries regarding the readings and assignments. The instructor has regular office hours and is available by appointment.

Student role

Class attendance and participation: Students are expected to attend all class sessions unless illness or other emergencies make attendance impossible. If you are unable to attend class, please contact the instructor in advance, or failing that, immediately afterwards. Students are expected to participate in class. It is the student's responsibility to seek guidance and feedback from the instructor as needed to assure one's progress.

Seeking assistance: Proactive and creative-problem solving is an essential public health competency. Prior to seeking assistance about an assignment from the instructor, students are expected to A) have completed all the relevant readings; B) have attempted to frame the problem clearly and succinctly; and, C) have a clear and concise question or request for assistance.

Writing requirements: Use a professional style in all written communication (e-mail & class assignments). Please avoid colloquial expressions, proof read all documents, and employ good grammar. All assignments must be typed and submitted as Microsoft Word or Excel. Specific instructions will be given for each paper. Use of other sources and references should be properly cited.

Accommodations/special needs: If you have a disability or impairment that requires an accommodation, please inform the instructor and contact the Disability Student Services at the Disability Resource Center (DRC), Voice/TTY: 935-4062, FAX, 935-8272. The DRC will provide the instructor with official notification of necessary accommodations. If English is your second language and you think that you need accommodations, please let the instructor know by the end of the second week.

Academic honor: Academic honesty in the composition of assignments is expected. If problems arise regarding any aspect of the course, please talk with the instructor so that the problem(s) may be remedied. Violations of academic honesty in the preparation of papers (e.g., plagiarism) will result in notification to the Associate Dean for Public Health at the Brown School, Washington University.

PROFESSIONAL USE OF TECHNOLOGY DURING CLASS: While note-taking on computers can be an appropriate learning tool, it can also detract from attention to class discussions and the quality of participation. The instructor retains the right to ask students to not use computers during portions of the class. At all times, students are encouraged to consider the impact of their in-class use of computers on the learning environment for themselves, their classmates and the instructor. Texting, checking e-mail or using the computer or internet for personal or non-class related purposes during class time is never appropriate and will be immediately addressed by the instructor. For additional information, please refer to the [Brown School policy for electronic devices in the classroom](#) in the student handbook section of Inside Brown.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the [English Language Program](#) (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the [Office for International Students and Scholars](#) to be helpful.

VIII. ASSIGNMENTS AND GRADING CRITERIA

1) Participation (10%)

Discussion throughout the various sessions should demonstrate that students have done the reading before class and actively listened to lectures and critically appraised the questions up for discussion. Each student will pay attention to current events in global mental health throughout the semester to contribute to all the discussions. Class discussion will be evaluated based on the level of complexity and creativity of questions and issues raised. Discussion points should demonstrate that students have done the reading before class and actively listened to lectures. For round table facilitation, each student will sign up for a case study/topic of interest and develop a series of questions and problems from the readings for students to discuss eventually in groups. Finally, each student will pay attention to current events in global health throughout the semester. Students should bring news items to share periodically throughout the semester.

2) Reading Log (20%)

The reading log is an individual assessment. Students will be asked to conduct an in depth critical reading of 1-2 papers for each lecture. They will then be asked to summarize the readings in fewer than 250 words as well as link it to the lecture on the given topic. Students will be required to do this for 8 sessions (starting at lecture 2) in order to get the grade.

3) Case study (30%)

Case study presentation (10%); 2) leading and facilitating class discussion (10%); and 3) level of complexity and clarity of questions and issues raised (5%). For discussion facilitation, each student will sign up for a case study/topic of interest and develop a series of questions and problems from the readings for students to discuss in groups. This assignment will be done in pairs.

4) Literature Review and Presentation for preparation of academic BLOG (20%)

Students will be required to choose a GH topic within the first weeks of the semester (before 20th September). They will prepare a literature review on the chosen topic that summarizes the existing evidence (or discuss the lack of) in less than 300 words (10%). During sessions 10, they will deliver an 'elevator pitch' presenting their topic of choice to their peers in class in 3 minutes and respond to questions (10%).

5) Academic BLOG on Global Health (20%)

Throughout the semester students will be encouraged to explore a given issue in Global Mental Health in order to write an academic blog. *Blogs are not just add-ons to academic research, but a simple reflection of the passion underpinning it.* " Blogging just makes good sense ... what starts as a blog, ends as an academic output, and an output with a ready-made audience, eager to cite it." (Tim Hitchcock, LSE). Students will be asked to determine a point of view, state the issue within the given body of evidence and articulate challenges and opportunities based on the lectures of the course. Students will prepare an academic BLOG on the theme chosen. The BLOG will be between 800-1000 words, followed by the bibliography and appendices as needed. A paper rubric outlining the required content and grading criteria will be distributed in class and placed on BB. You are free to give your BLOG at anytime during the class and at last on the last session.

IX. MPH COMPETENCY ALIGNMENT TO ASSESSMENT OPPORTUNITY

	MPH Competency(ies)	Assessment Opportunity
1	Explain public health history, philosophy and values.	Understanding of these concepts will be gauged through all assessments: participation, case studies, readings, blog.
2	Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.	Assessed through the case studies and well as the writing of the academic blog.
3	Explain the critical importance of evidence in advancing public health knowledge.	Gauging the role of evidence as well its validity will be assessed through the case studies, reading logs and the review of the literature for the academic blog.
4	Explain the social, political, economic determinants of health and how they contribute to population health and health inequities.	This will be evaluated through the presentation and discussions on the various case studies.
5	Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.	This will constitute a central element of all the assessments.
6	Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.	This will constitute a central element of all the assessments.
7	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	This will be assessed through the writing of an academic blog on a selected health issue.
8	Evaluate policies for their impact on public health and health equity.	This will constitute a central element of all the assessments.
9	Select communication strategies for different audiences and sectors.	This will be assessed through the presentation of the case study, the presentation of an elevator pitch as well as the writing of an academic blog.
10	Communicate audience-appropriate public health content, both in writing and through oral presentation.	This will be assessed through the presentation of the case study, the presentation of an elevator pitch as well as the writing of an academic blog.
12	Describe the importance of cultural competence in communicating public health content.	This will constitute a central element of all the assessments.

X. COURSE OUTLINE *Note that topics may vary due to guest lecturers' schedules

WEEK	TOPIC	ASSIGNED READINGS (Reading LOG)	DISCUSSANTS & DEADLINES
1 Aug 30	GLOBAL BURDEN OF DISEASE & RISK FACTORS - Introduction - Global health metrics - Socio-economic determinants - Choosing topic for presentation	<ul style="list-style-type: none"> Merson et al. Chapter 1: <i>Measures of Health & Disease in Populations</i> 	
2 Sep 6	SOCIAL JUSTICE, HUMAN RIGHTS AND CAPABILITIES APPROACH TO HEALTH - Frameworks and conventions; - Poverty, Human Development and CA - Social determinants of health		
3 Sep 13	HEALTH SYSTEMS - Design of health systems - Performance and reform of health systems - Health equity	<ul style="list-style-type: none"> Merson et al. Ch. 12: <i>The Design of Health Systems</i> DCPP Ch. 3: Strengthening Health Systems DCPP Ch 13: Recent Trends and Innovations in Development Assistance for Health 	<ol style="list-style-type: none"> MS Case 9: Cash transfer: Improving the Health of the Poor in Mexico Filling the void: Health systems in fragile and conflict affected states' http://www.conflictandhealth.com/series/Filling_the_void
4 Sep 20	REPRODUCTIVE HEALTH; MATERNAL & CHILD HEALTH - Human behavior and sensitization - Family Planning - Maternal Mortality - Gender perspectives in GH - <i>A Walk to Beautiful</i>	<ul style="list-style-type: none"> Merson et al. Ch. 5: <i>Infectious Diseases (pgs. 187-194 only)</i> Merson et al. Ch. 4: <i>Reproductive Health</i> DCPP Ch. 57: <i>Contraception</i> DCPP Chapter 26: <i>Maternal & perinatal conditions</i> 	<ol style="list-style-type: none"> MS Case 8: Diarrhea: Preventing Diarrheal Deaths in Egypt MS Case 6: Saving Mothers' Lives in Sri Lanka MS Case 13: Reducing Fertility in Bangladesh
5 Sep 27	INFECTIOUS DISEASES III Neglected Tropical Diseases Guest lecturer: Gary Weil "Research to Eliminate Lymphatic Filariasis and Related Neglected Tropical Diseases"	<p>DCPP Ch. 22: <i>Tropical Diseases Targeted for Elimination</i></p> <p>DCPP Ch. 24: <i>Helminth Infections</i></p> <p>DCPP Ch. 23: <i>Tropical Diseases Lacking Adequate Control Measures</i></p>	<ol style="list-style-type: none"> MS Case 7: Controlling Onchocerciasis in Sub-Saharan Africa MS Case 11: Reducing Guinea Worm in Asia & Sub-Saharan Africa
6 Oct 4	NUTRITION - Protein-energy malnutrition - Micronutrient malnutrition - Dual-burden of malnutrition Guest lecturer: Lora Iannotti	Merson et al. Ch. 6: <i>Nutrition</i>	<ol style="list-style-type: none"> MS Case 4: Reducing Child Mortality through Vitamin A in Nepal MS Case 15: Preventing Iodine Deficiency Disease in China
7 Oct 11	VACCINE PREVENTABLE DISEASES Guest Lecturer: Jean Francois Trani	Merson et al. Ch. 5: <i>Infectious Diseases (pgs. 177-187 only)</i>	<ol style="list-style-type: none"> MS Case 5: Eliminating Polio in Latin America & the Caribbean MS Case 17: Eliminating Measles in Southern Africa

WEEK	TOPIC	ASSIGNED READINGS (Reading LOG)	DISCUSSANTS & DEADLINES
8 Oct 18	GLOBAL MENTAL HEALTH Guest lecturer: Clement Bayetti (to be confirmed)	Merson et al. Ch. 9: <i>Global Mental Health</i> • Patel V. et al 2017. Lancet.	11) The Healthy Activity Program in India
9 Oct 25	INFECTIOUS DISEASES II - HIV/AIDS Guest lecturer: Bill Powderly	Merson et al. Ch. 5: <i>Infectious Diseases</i> (pgs. 203-212 <u>only</u>)	12) MS Case 2: Preventing HIV/AIDS & STIs in Thailand https://www.youtube.com/watch?v=OqIGFOZKC_s
10 Nov 1	ENVIRONMENTAL HEALTH I - Water & sanitation - <i>Flow</i>	Merson et al. Ch. 10: <i>Environmental Health</i> (pgs: 481-486 & 500-528)	Lit Review Presentations (elevator pitch)
11 Nov 8	INFECTIOUS DISEASES I - Malaria - Tuberculosis Guest lecturer: Rachel Edwards (10 am-12 am)	• DCPP Ch. 21: Controlling Malaria • DCPP Ch. 16: Tuberculosis	13) MS Case 3: <i>Controlling Tuberculosis in China</i> 14) MS Case 10: Trachoma un Morocco
12 Nov 15	CONFLICT AND COMPLEX EMERGENCIES Luc Chounet-Cambas (TBC)	Merson et al. Ch. 8: <i>Unintentional Injuries & Violence</i> Merson et al. Ch. 11: <i>Complex Emergencies</i>	
13 Nov 29	Environmental Health Indoor & outdoor air quality Guest lecturer: Dr Jay Turner	World Bank. Air Quality report. 2016, chap. 2.	15) MS Case 14: <i>Curbing Tobacco Use in Poland</i>
14 Dec 4	CHRONIC DISEASES - Demographic & epidemiological transitions - Urbanization, globalization & chronic disease Guest lecture: Prof. Diana Parra	Merson et al. Ch. 7: <i>Chronic Diseases & Risks</i> Recommended DCPP Ch. 45: <i>The Growing Burden of Risk from High Blood Pressure, Cholesterol, & Bodyweight</i> DCPP Ch. 33: <i>Cardiovascular Disease</i> DCPP Ch. 30: <i>Diabetes – The Pandemic & Potential Solutions</i>	
15 Dec 13	Poverty, Ethics and Human Rights		Academic BLOG due 9th December Midnight

Citations & Websites for Articles in Syllabus

1. Alkema L, Chao F., You D., Pedersen J., Sawyer C.C. 2014. National, regional, and global sex ratios of infant, child, and under-5 mortality and identification of countries with outlying ratios: a systematic assessment. *Lancet Glob Health* 2: e521–30.
2. Danzhen You, Lucia Hug, Simon Ejdemyr, Priscila Idele, Daniel Hogan, Colin Mathers, Patrick Gerland, Jin Rou New, Leontine Alkema, for the United Nations Inter-agency Group for Child Mortality Estimation (UN IGME) 2015. Global, regional, and national levels and trends in under-5 mortality between 1990 and 2015, with scenario-based projections to 2030: a systematic analysis by the UN Inter-agency Group for Child Mortality Estimation. *Lancet*: 386: 2275–86
3. Barquera, S., Campirano, F., Bonvecchio, A., Hernandez-Barrera, L., Rivera, J. A., & Popkin, B. M. (2011). Caloric beverage consumption patterns in Mexican children. *Nutr J*, 9, 47.
4. Bauman A. & Craig C.L. (2005). The place of physical activity in the WHO Global Strategy on Diet and Physical Activity. *International Journal of Behavioral Nutrition & Physical Activity*, 2(10): doi:10.1186/1479-5868-2-10
5. Black RE, Allen LH, Bhutta ZA, Caulfield LE, de OM, Ezzati M, et al. 2008 Maternal and child undernutrition: global and regional exposures and health consequences. *Lancet*. Jan 19;371(9608):243-60.
6. Brownson, R. C., Baker, E. A., Housemann, R. A., Brennan, L. K., & Bacak, S. J. (2001). Environmental and policy determinants of physical activity in the United States. *Am J Public Health*, 91(12), 1995-2003.
7. Fraser, B. (2005). Latin America's urbanisation is boosting obesity. *Lancet*, 365(9476):1995–1996
8. Frohlich, K. L., & Potvin, L. (2008). Transcending the known in public health practice: the inequality paradox: the population approach and vulnerable populations. *Am J Public Health*, 98(2), 216-221.
9. Gomez, L., Jacoby, E., Ibarra, L., Lucumi, D., Hernandez, A., Florindo, A. A., et al. [Sponsorship of physical activity programs by the sweetened beverages industry: public health or public relations?]. *Rev Saude Publica*.
10. Hawkes, C., Chopra, M., & Friel, S. (2009). Globalization, trade, and the nutrition transition. In R. Labonte, T. Schrecker, C. Packer & V. Runnels (Eds.), *Globalization and Health. Pathways, evidence and policy* (pp. 235-262). New York: Routledge.
11. Hoehner et al. Physical Activity Interventions in Latin America: A Systematic Review. *Am J Prev Med*. 2008 Mar;34(3):224-233. <http://www.projectguia.org/>
12. Lozano, R., et al., *Global and regional mortality from 235 causes of death for 20 age groups in 1990 and 2010: a systematic analysis for the Global Burden of Disease Study 2010*. The Lancet, 2012. **380**(9859): p. 2095-2128.
13. Omran, A. R. (2005). The epidemiologic transition: a theory of the epidemiology of population change. 1971. *Milbank Q*, 83(4), 731-757.
14. Vikram Patel, Benedict Weobong, Helen A Weiss, Arpita Anand, Bhargav Bhat, Basavraj Katti, Sona Dimidjian, Ricardo Araya, Steve D Hollon, Michael King, Lakshmi Vijayakumar, A-La Park, David McDaid, Terry Wilson, Richard Velleman, Betty R Kirkwood, Christopher G Fairburn 2017. The Healthy Activity Program (HAP), a lay counsellor delivered brief psychological treatment for severe depression, in primary care in India: a randomised controlled trial. *Lancet* 2017; 389: 176–85
15. Patz, JA et al. Impact of regional climate change on human health. *Nature*. 2007; 438(17): 310-17.
16. Ronsmans C, Graham W. Maternal mortality: who, when, where, and why. *Lancet*. 2006; 368: 1189-2000.

17. Scott JAG et al. (2011). Relation between falciparum malaria and bacteraemia in Kenyan children: a population-based, case-control study and a longitudinal study. *Lancet* 2011; 378: 1316–23
18. Strong K, Mathers C, Leader C, Beaglehole S. Preventing chronic diseases: How many lives can we save? *Lancet*. 2005; 365: 1578-82.
19. Global Health Risks Mortality & Burden of Disease Attributable to Selected Major Risks: http://www.who.int/healthinfo/global_burden_disease/GlobalHealthRisks_report_full.pdf
20. The Community Guide: <http://www.thecommunityguide.org/index.html>
21. U.S. Government’s Physical Activity Guidelines: <http://www.health.gov/paguidelines/pdf/paguide.pdf>

Bibliography – additional recommended readings

- Barry, J. *The Great Influenza: The Epic Story of the Deadliest Plague in History*. Penguin Books: London. 2005.
- Chin, J. *Control of Communicable Diseases Manual*. American Public Health Association: Washington, D.C.
- Crisp, Nigel. *Turning the World Upside Down: The Search for Global Health in the 21st Century*. Oxford University Press 2010.
- Garrett, L. *The Coming Plague: New Emerging Diseases in the World in a World Out of Balance*. Farrer, Straus, & Giroux: New York. 2004.
- Kidder, T. *Mountains beyond Mountains: Healing the World: The Quest of Paul Farmer*. Random House: New York. 2003.
- Morris, R. *The Blue Death: Disease, Disaster, and the Water We Drink*. Harper Collins: New York. 2007.

Websites – readings and resources

- Disease Control Priorities Project: <http://www.dcp2.org/page/main/Home.html>
- Kaiser Family Foundation’s U.S. Global Health Policy Report: <http://globalhealth.kff.org/>
- Lang-8 Learn a Language from Native Speakers: <http://lang-8.com/>
- UNAIDS: <http://www.unaids.org/en/default.asp>
- World Health Organization (WHO) <http://www.who.int/en/>, Health topics: <http://www.who.int/topics/en/>
- World Health Reports: <http://www.who.int/whr/en/index.html>
- World Malaria Report (WHO, 2011): http://www.who.int/malaria/world_malaria_report_2011/en/

Films & Documentaries

- *Rx for Survival: A Global Health Challenge* - PBS series about public health heroes around the world, and the challenges and successes achieved over time. <http://www.pbs.org/wgbh/rxforsurvival/index.html>
- *Flow* – Irena Salina’s documentary about the worldwide water crisis. <http://www.flowthefilm.com/>
- *A Walk to Beautiful* – Engel Entertainment (Mary Olive Smith) documentary about five Ethiopian women with obstetric fistula. <http://www.walktobeautiful.com/>
- *Yesterday* – A Zulu film by Darrell Roodt about a young mother with AIDS