Global Issues and Behavior
PH 866 (3 units)
Spring 2014

Instructor: Hala Madanat, PhD  
e-mail: hmadanat@mail.sdsu.edu
Days: Thursdays  
Telephone: 619-594-3754
Times: 1-3:40pm  
Office hours: by appointment.
Location: AH 2134  
Office Location: HH-114F

Teaching Assistant: Jen Sanchez

Course Description:
The course addresses topics relating to political, socioeconomic, cultural and demographic conditions of developing countries and their impact on population and family health, and the environment. Other topics addressed include nutrition, health consequences of poor nutrition, health disparities, health promotion programs, family planning, cultural competence, and community assessment methods.

The course is the product of years of collaboration between the Graduate School of Public Health and Tijuana, Mexico’s medical school at the Universidad Autónoma de Baja California (UABC). The course activities will center around our semi-annual Viaje Interinstitucional Docente, Asistente y Investigación (VIIDAI-Inter-institutional Teaching, Service and Research Field Trip), organized by UABC for their students and their counterparts from the SDSU and UCSD’s School of Medicine. Students will be working in service and research teams in our 3 ½ day trip to a colonia of San Quintin, Baja California.

This is an exceptional opportunity for students to learn first hand the reality of global health (and for that matter, economic globalization), and to get to know students and their professors with similar interests from UABC and UCSD. Although the ability in Spanish is desirable, we anticipate enough language skills among all students and faculty groups to be able to accommodate the motivated non-Spanish speaker. Students must, however, be able to:
1) Attend the SDSU class sessions,
2) Attend a six hour planning seminar in Tijuana at UABC.
3) Make the VIIDAI trip to San Quintin from April 20-23. DO NOT REGISTER IF YOU CANNOT MAKE THIS TRIP ON THESE DAYS.

This course is taught in conjunction with PH664, its MPH counterpart. You will be working with research and practice teams comprising MPH students and occasionally, UABC and even UCSD medical and other students. The objectives for the MPH students apply to you as well, as these are the building blocks for competence in applications of health behavior theory and practice to issues in developing countries. Your role, however, will involve more leadership (reviewing
drafts and providing input). Although the performance indicators will be different for the students taking PH866, you will need to address all objectives for the two courses:

**Course learning objectives:**

*Masters students who successfully complete PH664 will be able to*

1. Identify the major public health problems in developing countries, and how these apply to general living conditions in a poor barrio in San Quintin, Mexico.
2. Identify factors that determine poverty and health in poor countries.
3. Describe the impact of social and economic development on disease patterns.
4. Apply international health promotion concepts to field work.
5. Propose a culturally competent study that aims to understand and promote health in a rural community in Mexico.
6. Design and prepare a written proposal that includes appropriate, specific, measurable, and clear goals.
   a. Understand and appropriately apply methods for survey development and data collection.
   b. Prepare a data analysis plan.
7. Collect and summarize qualitative and quantitative data.
8. Prepare and deliver a professional presentation on the final program plan.
9. Prepare a scientific report describing the project’s rationale, methods, results, limitations and strengths, conclusions, and recommendations for follow up studies.
10. Describe how health and disease distributed is influenced by different social classes within countries.

*Masters and Doctoral level students who successfully complete PH866 will be able to:*

1. Reinforce the skills mentioned above gained by the master level, given that they have been exposed to these methods in prior training.
2. Provide meaningful input on any written document
3. Apply leadership skills by guiding the master level students through the proposal development (e.g., assist in refining study goals), IRB submission, study design, database development, data analysis, and interpretation of results.
4. Apply lessons learned from the course activities to broader public health related issues stemming from globalization, excessive consumption, poverty and disparities, and overpopulation.

**Critique papers [15% of course grade]:**

A 1-2 page reflection paper on the assigned weekly articles will be due at the beginning of the class. The critique will be on the articles assigned which will be available in blackboard 1-2 weeks ahead of time; the chapters in the textbook are intended to give you some background. The first paragraph should consist of a summary of the readings and the rest of the paper should include a reflection—(i.e., whether you agree or disagree with the author(s), and why).

**Group projects [30% report, 10% peer evaluation, 5% presentation=45% of grade]**

Each student will participate in a group project (approximately 1-3 group projects per semester) that will be implemented in the VIIDAI trip. The topic of the project will be determined ahead of time by the SDSU/UABC faculty which is dependent on the needs/priority of the community; Students will be asked to design a study that will help achieve the study goals, such as creating
an intervention program and/or a measurement tool. At the end of the semester, students will turn in a report that will include an introduction, methodology, results, and implication section. The quality of the project and the written report will count as 25% of your grade. Each group should have a leader who will be responsible for submitting the summary of the project to the IRB as well as corresponding with the instructor and TA about the group projects. The final reports will be given to our UABC collaborator to be submitted to local Mexican health departments. Thus, it is extremely important that the final reports are polished and professionally written. Samples of previous reports can be found on the VIIDAI website (see below). There will be a few weeks in which we are not scheduled to have class lecture; during this time, the students are expected to meet with their respective group members to further develop the projects. Following the VIIDAI trip, students will be asked to provide an evaluation of each other (see form) which will be 10% of their grade. The rationale for including this component is to assure that each group member contributes to the success of the project. Finally, the group presentation will be given on the last day of the course and each group will present for 30 minutes. To goal of this assignment is to share with the rest of the class the findings of the project. The group presentation should be in power point and structured as such: introduction, methods, results, and discussion.

Proposal [30% of course grade]:
Prior to data collection/intervention implementation in San Quintin, a proposal and survey/intervention tool will be developed and submitted to the instructor who will provide feedback for refinement. The proposals will include the following: 1) Aims, 2) Background/rationale, 3) Conceptual Model, 4) Methodology (e.g., recruitment, data collection process), 5) Translation process, 6) Analysis plan, and 7) Limitations and Strengths. A draft of the evaluation tool should also be included for review. If you would like a draft of your proposal to be reviewed, please submit a hard copy by March 6th to receive feedback before the final proposal due date on March 27th.

Participation [10% of course grade]
Students are expected to participate in discussions during class time. Participation will be counted as asking questions during speakers’ presentations, providing comments, etc. Moreover, there will be a couple of case studies that will be discussed during class time.

Written Assignments
All assignments must be typed. In addition to spelling, grammar, and writing style, your work will be evaluated on professional appearance. A hard copy of each written assignment will be due at the beginning of class and the due date. No assignments will be accepted via email. Late reflection papers will be given half the credit. The format of all written assignments will be 1-inch margins, 12-point font (preferably Times-New Roman), APA or AMA-style formatting for paper sections and references in the text and reference section (see “Assignment” folder in blackboard for guides).

Grading:
Critique papers on the readings: 15%
Group report: 30%
Peer evaluation: 10%
Course grades will be assigned on each individual’s absolute percentage score; grades will not be “curved.” Grades will be based on the following percentages of the semester grades earned:

- A 96-100
- A- 90-95
- B+ 87-89
- B 84-86
- B- 80-83
- C+ 77-79
- C 74-76
- C- 70-73
- F < 70

Other resources
VIIDAI website (www.viidai.com): In the website, there is currently a 'Participant' section for all VIIDAI participants that includes final reports and documents from previous VIIDAIIs. While some documents are still in the process of being uploaded to the site, the information that is available will be useful for students preparing for the upcoming report and trip. The login is: “student” and password: “viidai”

Academic Integrity
Academic dishonesty is an affront to the integrity of scholarship at SDSU and a threat to the quality of learning. Violations of academic integrity are noted in the SDSU Statement of Student Rights and Responsibilities:

2.1 Cheating shall be defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to (a) copying, in part or in whole, from another’s test or other examination; (b) discussing answers or ideas relating to the answers on a test or other examination without the permission of the instructor; (c) obtaining copies of a test, an examination, or other course material without the permission of the instructor; (d) using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition; (e) collaborating with another or others in work to be presented without the permission of the instructor; (f) falsifying records, laboratory work, or other course data; (g) submitting work previously presented in another course, if contrary to the rules of the course; (h) altering or interfering with the grading procedures; (i) plagiarizing, as defined; and (j) knowingly and intentionally assisting another student in any of the above.

2.2 Plagiarism shall be defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the University as one’s own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to (a) submitting work, either in part or in whole, completed by another; (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another; (c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof; (d) close and lengthy paraphrasing of the writings of another; (e) submitting another person’s artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and (f) submitting as one’s own work papers purchased from research companies.
3.0 Academic and Punitive Sanctions: Cheating and plagiarism in connection with the academic program at The University may warrant two separate and distinct courses of disciplinary action that may be applied concurrently in response to a violation of this policy: (a) academic sanctions, such as grade modifications; and (b) punitive sanctions, such as probation, suspension, or expulsion.

**Students with disabilities**
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Classroom disruptions**
Cell phones and beepers should be turned off during class time; there will be no laptop computers open during lectures; you may use your laptop during group discussions.

**Important considerations**
In previous VIIDAI trips, students have raised funds to purchase incentives for participants to complete surveys, etc. Incentives have included small gifts from the dollar store, 5-a day bags, etc. Over the course of the semester, please consider ways to collect small incentives for participants. Also, SDSU is usually responsible for organizing a social activity during our visit in San Quintin. We will discuss the various types of activities that have been organized in the past.

**Extra credit [5 points or 5% of grade]**
Attend the Research Symposium (March 6 & 7) and write a two-page report describing the way in which the presenters’ information helps improve global health. Alternatively, read the book Mountain beyond Mountains (by Tracy Kidder) and write a one to two page report on whether you agree with Paul Farmer’s approach to combating health disparities. The reports are due April 24th (hard copy).
***NOTE*** The course topics and dates may be adjusted. Depending on the needs of the projects, a lecture may be scheduled on the days that indicate “meet with group and work on project”.

### Course topics

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<thead>
<tr>
<th>Topics</th>
<th>Date</th>
<th>Readings/tasks</th>
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<tbody>
<tr>
<td>Class 1- Introductions and expectations Hala Madanat</td>
<td>January 23</td>
<td>• Discuss previous projects, group projects, and course topics</td>
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<td>Class 2- Wheel of Disease- Dr. Elder</td>
<td>January 30</td>
<td>• Taking on the Wheel of Disease (Chapter 8). Elder, P. (2001).</td>
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<td>Class 3- Proposal Writing</td>
<td>February 6</td>
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<td>Class 4- Orianna Bretschger, PhD- Microbial fuel cells: A sustainable technology for wastewater treatment &amp; Linda Llyod, Dr.PH Water and sanitation: Keystones to public health</td>
<td>February 13</td>
<td>• Progress on Sanitation and Drinking Water- 2013 update</td>
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<td>Class 5- Dr. Christina Holub- Qualitative and Mixed Methods at a Glance</td>
<td>February 20</td>
<td>• Mixed Methods in Intervention Research: Theory to Adaptation</td>
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<td>• Positive Parenting, Family Cohesion, and Child Social Competence Among Immigrant Latino Families</td>
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<td>Class 6- Dr. Greg Talavera- Metabolic Syndrome</td>
<td>February 27</td>
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<td>Class 7- Lilian Perez Constanza – Data analyses</td>
<td>March 6</td>
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<td>STUDENT RESEARCH SYMPOSIUM—March 5th and 6th</td>
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<td>Class 8- Richard Gersberg, PhD- Sanitation and Disease: The Global Burden of Unsafe Water</td>
<td>March 13</td>
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<td>• Health Promotion in a globalized world. Report by the Secretariat.</td>
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<td>• The Bangkok Charter for Health Promotion in a Globalized World.</td>
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<td>• Visit the following websites: The WHO (<a href="http://www.who.int/en/">www.who.int/en/</a>) and PAHO (<a href="http://www.paho.org">http://www.paho.org</a>).</td>
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<td>Meet with group and work on project</td>
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<td>Class</td>
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<td>Class 11</td>
<td>April 10</td>
<td>Meet with group and work on project</td>
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<td>Class 12</td>
<td>April 17</td>
<td>Meet with group and work on project</td>
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<tr>
<td>Class 13</td>
<td>April 24</td>
<td>Meet with group and work on project</td>
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**SPRING BREAK - March 31 to April 4**

**VIIDAI trip April 25 to 28**

Class 14 | May 1 | Meet with group and work on project |
Class 15 | May 8 | Meet with group and work on project |
Class 16 | May 15 | PRESENTATIONS |

**Of note:**
For the VIIDAI trip, you will need to pay for your fair share of transportation, food and lodging. This should be expected to run around US$200. Please bring the amount in cash to the March 15th seminar. In addition, note that rooms and beds will be shared by students while on the trip.