Global Health in a Post Covid-19 New World

COURSE DETAILS

Course Designator and Number: UMN TBD / CAPA SDNY HSCI 3122
Number of Credits: 3
Language of Instruction: English
Contact Hours: 42 hours
Dates: TBD
Instructor: Nidia Raya Martinez
Office Hours/Contact Info: TBC

COURSE DESCRIPTION

COVID-19 has been described as a 'once-in-a-generation' global emergency that has reverberated all aspects of global health practice. This course is designed to increase your awareness and appreciation for the deep and emerging ways in which individual countries and the global community has responded. We will examine the impact of the virus and its management on communications, communities, and health and development systems. Comparisons between the US, Australia, Italy and China will be made to directly relate learning to your local setting as well as contrasting responses internationally. This will be a Globally Networked Learning experience with experts drawn from Australia, Italy and China.

Course Objectives

The aims of this course are:

- To provide you with an overview of different country responses to the pandemic and their effectiveness
- To outline the complex interrelationship of individual, community, national and international efforts to curb the pandemic
- To enable you to understand the permanent changes to global health systems and structures that may emerge as a result of the pandemic

Learning Outcomes
On successful completion of this course, you will be able to:

a. Understand and describe the COVID-19 pandemic and its response in key countries and relate this back to the US experience
b. Recognize, describe and debate the impact of COVID-19 pandemic on cross cutting issues such as gender equality and human rights
c. Explore and make new meanings of the community and institutional communications during health crises, and their implications for future infectious diseases
d. Understand and debate the impact of COVID-19 on other health issues and international development agencies, and its impact on the Sustainable Development Goals
e. Demonstrate an ability to advocate on policy issues of international importance to a local audience

Methodology

This unit will use a combination of lectures, seminars, presentations and student discussion.

Statement of Technology

- What technology is required in the course (computer, operating system, software, webcams, internet connectivity, etc.)?
  - The use of the following applications or platforms may be required for this course: Canvas, Google Maps, Google Hangouts, Google Slides, Screencast-O-Matic, and Zoom is required in this course.
  - It is recommended for you to use a desktop or laptop computer less than six years old with at least 1GB of RAM, and to use the most recent version of Chrome or Firefox with JavaScript enabled. Internet connections should be at least 512kbps.
  - Email AcademicAffairs@capa.org regarding any concerns you have about your ability to secure reliable internet access or about any other academic technology needs.
- Any use of technology must be compliant with FERPA.

Course Prerequisites

There are no prerequisites for this course.

Required Readings/Materials

There are no prescribed textbooks for this unit. You are expected to complete the designated readings and utilize the following recommended journals and websites for completing assessments.

Journals

- American Journal of Public Health
- Annual Review of Public Health
- BMC Public Health
- Bulletin of the World Health Organization
- European Journal of Public Health
- Global Health Action
- International Journal of Public Health
- The Lancet
Websites


Online Library Resources

You are advised to review assignments and readings. If you do not have access to sufficient additional resources from your home institution to complete the coursework for this class, you may request access to resources through CAPA. To access this resource, you must contact the CAPA Sydney Academic Affairs team.

Grading

<table>
<thead>
<tr>
<th>Task</th>
<th>Weighting</th>
<th>SLO</th>
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<tbody>
<tr>
<td>1. Individual Research paper: COVID-19 in a low to middle income country</td>
<td>20%</td>
<td>a, b, d</td>
</tr>
<tr>
<td>2. Paired oral case study presentations</td>
<td>30%</td>
<td>a, d</td>
</tr>
<tr>
<td>3. Individual Blog and Elevator Pitch</td>
<td>30%</td>
<td>b, c, e</td>
</tr>
<tr>
<td>4. In-class participation</td>
<td>20%</td>
<td>a, b, c, d</td>
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**DESCRIPTOR**

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Alpha</th>
<th>Numeric</th>
<th>GPA</th>
<th>REQUIREMENT/EXPECTATION</th>
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<tbody>
<tr>
<td>Outstanding (High Distinction)</td>
<td>A</td>
<td>93+</td>
<td>4.0</td>
<td>Maximum grade: In addition to description for grade “A-”, the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.</td>
</tr>
<tr>
<td>Excellent (Distinction)</td>
<td>A-</td>
<td>90 – 92</td>
<td>3.7</td>
<td>Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.</td>
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<tr>
<td>Grade</td>
<td>Mark</td>
<td>Range</td>
<td>GPA</td>
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<tr>
<td>Very good (High Credit)</td>
<td>B+</td>
<td>87 – 89</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>Good (Credit)</td>
<td>B</td>
<td>83 – 86</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Good (Credit)</td>
<td>B-</td>
<td>80 – 82</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>Average (Good Pass)</td>
<td>C+</td>
<td>77 – 79</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>Adequate (Pass)</td>
<td>C</td>
<td>73 – 76</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>Below Average (Borderline Pass)</td>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>Inadequate (Borderline Fail)</td>
<td>D+</td>
<td>67 – 69</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>Poor (Fail)</td>
<td>D</td>
<td>60 – 66</td>
<td>0.7 – 1.0</td>
<td></td>
</tr>
<tr>
<td>Poor (Fail)</td>
<td>F</td>
<td>&lt;60</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Incomplete</td>
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- **Very good (High Credit)**: Shows evidence of a capacity to generalize from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.

- **Good (Credit)**: The work is well organized and contains coherent or logical argumentation and presentation.

- **Good (Credit)**: Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.

- **Average (Good Pass)**: The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.

- **Adequate (Pass)**: Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.

- **Below Average (Borderline Pass)**: Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.

- **Inadequate (Borderline Fail)**: Fails to show a clear understanding or much insight into the material in the textbook and notes.

- **Poor (Fail)**: Besides the above for D+, student has not shown interest or engagement in the class work or study.

- **Poor (Fail)**: Shows little or no understanding of any of the material.

- **Incomplete**: Please see CAPA policy in the Faculty Handbook.
1. Individual Research paper: COVID-19 in a low to middle income country
You will submit one 1500-word assignment (excluding references) that will explore the trajectory, management and future recommendations for the COVID-19 pandemic in a low to middle income country.
You must demonstrate your ability to search the literature and broader resources to produce a critical and balanced argument drawing on this research and relevant concepts in the field of global health. Relevant resources will be found through your institutional online access to scholarly journals.
A minimum of FIVE academic journal references is expected in this report. The report will be submitted online in Turnitin.
Due: Unit 5
Length: 1500 words
Instructions for submitting written work
- Submit work online only.
- Leave a space and a half between lines.
- Number all pages and ensure your name is clearly written on each essay page.
- Use the referencing system as set out in the Student Academic Handbook.
- Make sure you retain a copy of your work at all times in case of lost or misplaced essays.

2. Paired oral case study presentations
For this assessment, you will work in pairs to analyze the global health dimensions of a COVID-19 issue or problem related to cross-cutting issues covered in units 5-7 of the course. Presentations should be of a 30-minute duration (20 minutes presentation plus 10 minutes Q&A).
You will work together with your group member to locate, explain and analyze an appropriate case that relates to the topic of the unit in which you are presenting. The case may relate to any type of organization (corporate, governmental, not for profit, etc.) according to the interests of the group members.
The problem referred to may occur in any country (or across several countries). You are expected to succinctly explain the geographic, cultural, political, social and economic background to the context of the problem early on in your presentation particularly for people who may not be familiar with the cultural context.
You will be required to work together to:
- Research the organisation (provide background information on the organisation, where it is located, who runs it, its stakeholders) and the country context (the level and nature of the pandemic, its impact and management).
- Research the nature of the intervention (explain what happened, what worked and what did not work, find and analyse clips from the news, other academic articles written on this case to help you understand what happened).
- Relate this problem to ideas, theories and concepts from the designated readings and other readings you find on your own.
- Suggest recommendations (what could be done to improve the situation or what could have been done to avoid the situation). The recommendations should be tightly aligned to the unit’s theme.
Due: Units 5-7
Length: 30 minutes (20-minute presentation + 10 minutes Q&A)

3. Individual Blog and Elevator Pitch
A 500-word blog: You are required to write a 500-word blog to communicate with local policymakers to advocate for policy changes on one theme from units 8 – 11 (gender, human rights, other health issues, international agencies).

You will need to utilize published peer-reviewed journal articles as key evidence for writing the blog, however this blog should be in a conversational not scientific tone. You can also search for more relevant evidence to support your writing in order to achieve effective communication.

A 3-minute elevator pitch: Based on your written blog, you will prepare a 3-minute elevator pitch to local political or community leaders to engage and mobilize more local actions.

Due: Unit 12

4. In-class and online participation
Please review the following table as a guide:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Discussion</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>A range</td>
<td><strong>Excellent:</strong> consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.</td>
<td>Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.</td>
</tr>
<tr>
<td>B+</td>
<td><strong>Very Good:</strong> frequent, willing, and able contributor; generally, offers thoughtful comments based on the readings.</td>
<td>Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.</td>
</tr>
<tr>
<td>B / B-</td>
<td><strong>Satisfactory:</strong> frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature.</td>
<td>Displays familiarity with some readings and related concepts but tends not to analyse them.</td>
</tr>
<tr>
<td>C range</td>
<td><strong>Poor:</strong> sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.</td>
<td>Displays familiarity with few readings; rarely demonstrates analytical thought.</td>
</tr>
<tr>
<td>D / F</td>
<td><strong>Very Poor:</strong> rarely speaks; merely quotes text or repeats own comments or those of others.</td>
<td>Little to no apparent familiarity with assigned material or application to relevant discussion.</td>
</tr>
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You must complete all required components for each course by the established deadlines. Failure to do so will result in a reduction of the course grade and may result in an F grade for the course in question.

COURSE CONTENT

Course Schedule

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<tr>
<th>Date</th>
<th>Seminar topics</th>
<th>Class activities</th>
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### Unit 1

Seminar 1 – An introduction to Global Health and COVID-19

This seminar will encompass an introduction to the course and review of assessment tasks. The class will explore what is meant by Global Health and investigate the scale and impact of COVID-19 on international health and development measures.

**Required Readings:**


### Unit 2

Seminar 2 – Starting at the beginning – China

The first case of COVID-19 occurred in Wuhan Province, China. In this seminar we will hear from a Guest Lecturer on the trajectory of the virus in China and its management.

**Required Readings:**


**Guest Lecturer:** Professor Dahai ZHAO, School of International and Public Affairs, Shanghai Jiao Tong University (SJTU)

**Group Discussion**
Allocation of paired oral presentation groups

### Unit 3

Seminar 3 – COVID-19 goes global – Italy

Italy was one of the first countries outside of China to experience a large-scale impact of COVID-19 with little time to upscale health systems. In this seminar we will listen to a Guest Lecturer discuss the Italian context and its implications.

**Guest Lecturer to be confirmed**

**Group Discussion**
Discussion of research paper requirements
| Unit 4 | Seminar 4 – The Australian and New Zealand response  
Australia and New Zealand have been lauded as success stories in their initial COVID-19 response. This seminar will examine the measures that were taken in these two country contexts. A specific focus on 'second waves' of the pandemic will examined.  

**Required Readings:**
| Lecture  
Media Analysis activity  
Group Discussion |
| Unit 5 | Seminar 5 – COVID-19 communications  
In this seminar we will examine the many perspectives of health and risk communications in a pandemic. Governmental crisis communications will be juxtaposed with digital and online user generated content.  

**Required Readings:**
Lecture  
Media analysis activity  
Start of student paired oral presentations  
Group Discussion  
Individual research paper due on Sunday |
### Unit 6

**Seminar 6 – Community mobilization and participation**

The mobilization and participation of communities in the development of COVID-19 responses is essential to the sustainability of public health interventions. In this class we will examine the fundamentals of community participation, examples of best practice from within the COVID-19 response, and lessons learnt from other health issues.

**Required Readings:**


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### MID-TERM

### Unit 7

**Seminar 7 – Accelerating digital uptake**

In this seminar we will examine the significant technological health transformation that has occurred during the COVID-19 pandemic and investigate the roles this will play in future health system delivery. A particular focus on the role of telehealth will be examined.

**Required readings:**


- Sansom-Daly UM, Bradford N 2020,
### Unit 8

**Seminar 8 – Gender equality and COVID-19**

In this seminar we will explore the gender impacts of the pandemic, including the burden of disease and social/cultural implications, such as health care delivery, domestic violence and economic insecurity.

**Required readings:**


### Unit 9

**Seminar 9 – Pressures and changing roles of health and development agencies**

In this seminar we will examine the role of the World Health Organization and debates around its future role and funding. Alternate governance models will be discussed.

**Required readings:**


Kentikelenis, A, Gabor, D, Ortiz, I, Stubbs, T, McKee, M, Stuckler, D 2020, ‘Softening the blow of the pandemic: will the International Monetary Fund and World Bank make things worse?’, *The Lancet Global Health*, vol. 8, no. 6, e 758–e 759.
### Unit 10

**Seminar 10 - Human rights and COVID-19**

In this seminar we will investigate the significant human rights issues that have emerged in the COVID-19 pandemic from lockdowns and sovereign citizens, to end of life ethical decision making by clinicians.

**Required readings:**


**Debate and discussion**

### Unit 11

**Seminar 11 – Impact of COVID-19 on other health issues, such as HIV and Malaria**

In this seminar we will examine how COVID-19 has and will continue to impact the ‘Big Three’ diseases of Malaria, Tuberculosis and HIV and AIDS.

**Required readings**


**Lecture**

**Group Discussion**

### Unit 12

**Seminar 12 – Global Health 2021 and beyond**

In our final session, we will discuss the long-term impact of COVID-19 on the international Sustainable Development Goals with a particular focus on poverty, and changing international power dynamics.

**Required readings:**


**Lecture**

**Group Discussion**

**Individual Blog and Elevator Pitch due this unit**
POLICIES

**Attendance:** CAPA has a mandatory attendance policy. Student attendance at all classes is required and expected. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course.

**Excused Absences:** Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, you must contact excused.absence@capa.org ahead of time with the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, they should still contact CAPA to inform CAPA they will not be in class. In addition to contacting excused.absence@capa.org, it is the responsibility of the student to contact their instructor and make up any missed assignments.

**Class Participation:** You need to be committed to full participation in a live community of learners, albeit online in the case of any Globally Networked Learning components, and insure you attend class and participate fully.

You are expected to participate in all sessions and to participate actively and critically in class discussions: the participation portion of the class will be graded accordingly. You must read assigned reading BEFORE the class and arrive at the session on time.

Participation is a vital part of your grade: you are expected to participate orally in class sessions and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow you with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others will not be tolerated.

**Academic Accommodations:** Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact Academic Affairs at their earliest convenience at academicaffairs@capa.org. Students requesting Accommodations must have their home institution’s Disabilities Services or an appropriate licensed professional or healthcare provider submit official documentation directly to CAPA in a timely manner outlining their specific needs. If the documentation is submitted by a provider other than the home institution’s Disabilities Services, it must be someone familiar with the history and functional limitations of the student’s disability (not a relative or family member of the student). Any required accommodations will be approved by CAPA’s Vice President for Academic Affairs, in consultation with relevant Academic Directors, before being relayed to faculty.

Any student who requires an accommodation based on official documentation should also discuss their needs directly with their instructor.
Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in their scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program. Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. You risk receiving a "0" for any assignments in which they have duplicated their own work. All substantial writing assignments and examinations may be run through the plagiarism checking software Turnitin when submitted via CANVAS.

Sexual Misconduct, Required Reporting, and Title IX: CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our seven CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination. CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages you to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect you with appropriate resources. Because you may not understand the implications of Title IX abroad, CAPA will work to advise you about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA’s status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of “0” will be given for the assessment.

Behavior During Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, accessing online resources of any kind is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.

Examinations: These may take place in timed format, with all students required to undertake the exam together in a limited time, or in an open “take home” format, where a prompt will be provided in advance by faculty and you will be given a certain number of hours to complete their work. Exam questions will be made available in CANVAS at a certain time and will be removed at the end of the scheduled time. You will write your answers directly in CANVAS or as an MS Word.doc, as required by the instructor. Where an MS Word document is required, these must be uploaded by the student via Turnitin in CANVAS by the end of the scheduled time.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own
can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

**Scholastic Dishonesty**

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

**Student Conduct**

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.