

**UNIVERSITY OF FLORIDA**  
**COLLEGE OF PUBLIC HEALTH & HEALTH PROFESSIONS**  
**PHC6762 INTERNATIONAL PUBLIC HEALTH**  
**Spring 2013**

**CREDITS:** 3

**PERIODS:** Thursdays from 1:55 to 4:55 PM

**Room:** G-210

**FACULTY:** Alba Amaya-Burns, MD, MSc.  
 Phone: (352) 273 6565  
 Email: aaburns@phhp.ufl.edu  
 Office hours: by appointment.

**COURSE PROSPECTUS:**

This course is designed to provide students an overview of International Health. We will review several areas of health determinants that impact health outcomes around the globe. Special attention will be provided to continents economically disadvantaged and currently suffering from major pandemics such as HIV/AIDS, TB and Malaria, and from other emerging and re-emerging diseases.

Content areas will include: population and reproductive health; health promotion; child survival; water and sanitation (and implications for water-borne diseases); prevention and control of infectious and chronic diseases; preparedness, prevention, and control of infectious diseases and mental health problems in war/post war areas; refugee health; and civil conflict/natural disasters; international health reform and policy; the role of international donors: multilateral and bilateral, private sector aid organizations. The exploration of opportunities to work with international health organizations, non-governmental organizations, and ministries of health to improve health where available funding is limited will be at the core of the course.

**COURSE REQUIREMENTS:**

This course is intended for Graduate Students who have an interest in International Health. Undergraduate Students who want to be enrolled would be accepted with permission of Instructor.

**COURSE OBJECTIVES:**

Upon completion of this course, students will be able to:

- Identify key health determinants of health around the world;
- Recognize the leading infectious diseases worldwide, their control, prevention, and relationship with socioeconomic status in varied geographic areas;
- Explain the role of multilateral, bilateral and private organizations in the global effort to halt major emerging and re-emerging diseases and the challenges they face in improving health through reform and modernization of health systems;
- Identify posttraumatic diseases/disorders that occur as a result of natural and war-related disasters, their prevention, management, and control; and
- Identify opportunities to work in international health with organizations that currently work worldwide to improve health where available funding is limited.

**REQUIRED TEXT:**

- 1)  Essentials of Global Health (Essential Public Health) (Essential Public Health) (Paperback) by [Richard Skolnik](#) (Author).  **Publisher: Jones & Bartlett Publishers; 2 edition (August, 2011)**
- ISBN-10: 0763734217
- ISBN-13: 978-0763734213

## EVALUATION

The course will be conducted via lectures and seminars.

Students are required to complete two exams (multiple choice and short answer): 02/28 **Mid-Term** (15%) and 05/02 **Final Exam** (15%).

Each student will prepare a **presentation** which will be delivered to the class. Each student will also prepare a final **paper** on the subject.

Attendance will be taken each class and will be a determinant of **class participation**.

Mid-term Exam:	15%
Final Exam:	15%
Team Presentation:	30%
Team Final Paper:	30%
Class Participation:	10%

## DETAILED COMPONENTS OF COURSE

**Presentation (30%):** Students will be assigned to a team on the first day of class. Using the reading assignments and outside sources, each team will have one hour to present and lead a discussion on their chosen topic (beginning on 01/24). Held during the last hour of class, the presentations and discussions will be evaluated for each individual based on participation, quality of the discussion, and overall presentation. The professor will introduce topics for each group's seminar, and students are expected to engage in debate and discussion of the readings. Each team will make one presentation to the class and each individual will submit a final paper.

Student teams will be responsible for presenting one of the following topics:

### 1. Sub-Saharan Africa: Ebola and Marburg fever

<http://www.liebertonline.com.lp.hscl.ufl.edu/doi/pdfplus/10.1089/vbz.2008.0167?cookieSet=1>

Eric M. Leroy, Alain Epelboin, Vital Mondonge, Xavier Pourrut, Jean-Paul Gonzalez, Jean-Jacques Muyembe-Tamfum, Pierre Formenty.. Human Ebola Outbreak Resulting from Direct Exposure to Fruit Bats in Luebo, Democratic Republic of Congo, 2007. Vector-Borne and Zoonotic Diseases. -Not available-, ahead of print. doi:10.1089/vbz.2008.0167

### 2. Asia: Avian Influenza

<http://www.springerlink.com.lp.hscl.ufl.edu/content/8248kq80w9j5hh42/fulltext.pdf>

Aro AR, Vartti AM, Schreck M, Turtiainen P, Uutela A. [Willingness to take travel-related health risks--a study among Finnish tourists in Asia during the avian influenza outbreak](#). Int J Behav Med. 2009;16(1):68-73. Epub 2009 Jan 6. PMID: 19127439 [PubMed - in process]

### 3. Western and Central Africa: Trypanosoma brucei Gambiense

<http://www.pubmedcentral.nih.gov.lp.hscl.ufl.edu/picrender.fcgi?artid=2602597&blobtype=pdf>

Fèvre EM, Wissmann BV, Welburn SC, Lutumba P. The burden of human african trypanosomiasis. PLoS Negl Trop Dis. 2008;2(12):e333. Epub 2008 Dec 23. PMID: 19104653 [PubMed - in process]

### 4. Worldwide: Multi and Extreme Drug Resistant Tuberculosis (MDR and XDR)

### 5. Eastern Mediterranean, South America and Asia: Leishmaniasis

<http://www.pubmedcentral.nih.gov/ip/renderer.fcgi?artid=2640372&blobtype=pdf>

David Claborn<sup>1</sup>Penny Masuoka<sup>2</sup>, Meredith Morrow<sup>2</sup> and Lisa Keep<sup>2</sup>.. Habitat analysis of North American sand flies near veterans returning from leishmania-endemic war zones. *International Journal of Health Geographics* 2008, **7**:65

Coleman RE, Burkett DA, Putnam JL, Sherwood V, Caci JB, Jennings BT, Hochberg LP, Spradling SL, Rowton ED, Blount K, Ploch J, Hopkins G, Raymond JL, O'Guinn ML, Lee JS, Weina PJ. [Impact of phlebotomine sand flies on U.S. Military operations at Tallil Air Base, Iraq: 1. background, military situation, and development of a "Leishmaniasis Control Program"](#). *J Med Entomol.* 2006 Jul;43(4):647-62.

### 6. Latin America: Chagas

<http://www3.interscience.wiley.com/ip.hscl.ufl.edu/cgi-bin/fulltext/122262653/PDFSTART>

E. Castro. **Chagas' disease: lessons from routine donation testing.** Journal compilation # 2009 British Blood Transfusion Society, *Transfusion Medicine*, 19, 16–23

### 7. Latin America: dengue fever

<http://www.scielosp.org/pdf/csp/v25s1/02.pdf>

TEIXEIRA, Maria Glória; COSTA, Maria da Conceição N.; BARRETO, Florisneide and BARRETO, Maurício Lima. Dengue: twenty-five years since reemergence in Brazil. *Cad. Saúde Pública* [online]. 2009, v. 25, suppl. 1 [cited 2009-04-01]

### 8. Africa: Malaria

### 9. Worldwide: Leptospirosis

<http://web.ebscohost.com/ip.hscl.ufl.edu/ehost/pdf?vid=2&hid=7&sid=4c498bfd-5ef6-47d3-b6c2-0b15267f916c%40sessionmgr8>

Pankaj Bhardwaj, K k. kosambiyal, vVikas k. Desai1. A case control study to explore the risk factors for acquisition of leptospirosis in Surat City, after flood Indian *J Med Sci*, Vol. 62, no. 11, November 2008

### 10. Schistosomiasis (bilharziaiss)

<http://www.pubmedcentral.nih.gov/ip/renderer.fcgi?artid=2614474&blobtype=pdf>

Kapito-Tembo AP, Mwapasa V, Meshnick SR, Samanyika Y, Banda D, et al. (2009) Prevalence Distribution and Risk Factors for *Schistosoma hematobium* Infection among School Children in Blantyre, Malawi. *PLoS Negl Trop Dis* 3(1): e361. doi:10.1371/journal.pntd.0000361.

Students will be required to complete a peer evaluation for each student presentation (except their own).

Student presentation grades will be based on:

- Preparation of project and presentation (15/30)
- Effectiveness in facilitating class discussion. (10/30)
- Peer evaluation of presentation ( 5/30)

**Team Final Paper (30%):**

This paper will be a document of 15-25 pages, double space, including references, on the topic chosen and presented from the above list.

**Class participation (10%):**

Participation is based on daily class attendance and engagement in the seminars discussions of topics and projects. **The use of laptops and cellular phones is not permitted during the class**, except when directed by the instructor.

The grading system for this course will be the standard scale below:

<b>A (93-100%)</b>	<b>C (73-77%)</b>
<b>A- (90-92%)</b>	<b>C- (70-72%)</b>
<b>B+ (88-89%)</b>	<b>D+ (68-69%)</b>
<b>B (83-87%)</b>	<b>D (63-67%)</b>
<b>B- (80-82%)</b>	<b>D- (60-62%)</b>
<b>C+ (78-79%)</b>	<b>E (&lt;60%)</b>

**POLICY ON MAKE-UP WORK/EXAMS:**

Students are allowed to make up work only if missed as a result of illness or other unanticipated circumstances warranting a medical excuse, consistent with College policy. You must notify the instructor in advance if you will miss an exam or project deadline. Documentation from a health care provider is required upon your return to class. Project extensions requested for medical reasons must be negotiated at the time of illness.

**ACADEMIC INTEGRITY:**

Each student is bound by the academic honesty guidelines of the University and the Code of Student Conduct, printed in the Student Guide and published on the University website. The Honor Code states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." Cheating, plagiarism, and other academic dishonesty or conduct violations in any form is unacceptable and inexcusable behavior and can result in dismissal from the College and/or University.

**CLASS ATTENDANCE:**

You are responsible for all information presented in class. As indicated above, class attendance and participation are important components of the grade. All students are expected to participate and evaluate colleagues in classes.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

If you require academic accommodation, you must first register with the Dean of Students' Office. The Dean of Students' Office will provide you with documentation that you must then provide to me as the faculty member for this course at the time you request the accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

**Schedule: PHC6762 INTERNATIONAL PUBLIC HEALTH  
Spring 2013**

DATE	TOPIC	ASSIGNMENT
<b>01/10</b> 1:55 – 4:55 PM	<b>1. Introductions:</b> Review syllabus; Student teams assigned (10); Overview of course; Brief history of public and global health.	Skolnik: Introduction and Chapter 1
<b>01/17</b> 1:55 – 4:55 PM	<b>2. Health Disparities:</b> <ul style="list-style-type: none"> <li>– Socioeconomic and political factors.</li> <li>– The most important emerging and re-emerging diseases. Compare and contrast leading causes in US, Europe, Asia, Africa and Latin America.</li> </ul> <p><b>Video 1:</b> Global Health and the Economy (Jeffrey Sachs, 56 minutes) <a href="http://www.globalhealth.columbia.edu/ghss/web/s1/">www.globalhealth.columbia.edu/ghss/web/s1/</a></p>	Skolnik: Chapter 2 & 3
<b>01/24</b> 1:55 – 4:55 PM	<b>1. Major Infectious Diseases in Africa, Asia, and Latin America I:</b> Pandemics: HIV/AIDS and TB; New international public health intervention strategies. <p><b>Video 2:</b> AIDS Panel Discussion (Sarah J. Schlesinger, 37 min) <a href="http://www.globalhealth.columbia.edu/ghss/web/s4/index.html">http://www.globalhealth.columbia.edu/ghss/web/s4/index.html</a></p> <p><b>Team 1: Western and Central Africa: Trypanosoma brucei Gambiense</b></p>	Skolnik: Chapter 11
<b>01/31</b> 1:55 – 4:55 PM	<b>4. Major Infectious Diseases in Africa, Asia and Latin America II:</b> Viral hemorrhagic fevers; SARS; Toxoplasmosis, Cisticercosis; Leptospirosis, Chagas, Leishmaniasis, Onchocercosis, Mad Cow disease, Asian Bird Flu <p><b>Team 2: Sub-Saharan Africa: Ebola and Marburg fever</b></p>	Skolnik: Chapter 11
<b>02/07</b> 1:55 – 4:55 PM	<b>5. Global Child Survival (status in all WHO regions):</b> Respiratory Infections; malnutrition; preventable diseases; and public health interventions. <p><b>Team 3: Asia Avian Influenza</b></p>	Skolnik: Chapter 10
<b>02/14</b> 1:55 – 4:55 PM	<b>6. Reproductive Health (status, trends in all WHO regions):</b> population issues; maternal mortality; infant mortality; adolescent pregnancy; and policy implications <p><b>Team 4: Africa: Malaria and pregnancy</b></p>	Skolnik: Chapter 8 & 9

:

<p><b>02/21</b> 1:55 – 4:55 PM</p>	<p><b>7. Environmental Health (global):</b> Global warming, water and sanitation; waterborne diseases; Bioterrorism; contaminants; and socio-economic factors.</p> <p><b>Video 3:</b> History of Bioterrorism (CDC, 27 minutes) <a href="http://www.bt.cdc.gov/training/historyofbt/index.asp">http://www.bt.cdc.gov/training/historyofbt/index.asp</a></p> <p><b>Team 5: Eastern Mediterranean, South America and Asia: Leishmaniasis</b></p>	<p>Skolnik: Chapter 7</p>
<p><b>02/28</b> 1:55 – 3:55 PM (Mid term exam) 4-4:55 (lecture)</p>	<p><b>8. Waterborne Diseases (Africa, Asia and Latin America):</b> diarrhea-viral, parasite, bacteria; examples - dengue, malaria, Cholera and Typhoid fever.</p> <p><b>MID TERM EXAM</b></p>	<p>Skolnik: Chapter 6 &amp;11</p> <p><b>MID TERM EXAM</b></p>
<p><b>03/07</b></p>	<p><b>SPRING BREAK</b></p>	<p><b>NO CLASS</b></p>
<p><b>03/14</b></p>	<p><b>9. Traditional Medicine in Latin America. The case of Mexico.</b> <b>Guest Speaker: Dr Allan Burns.</b> CLAS/Anthropology</p> <p><b>Team 6: Latin America: dengue fever</b></p>	<p>Skolnik: Chapter 6 &amp;7</p>
<p><b>03/21</b> 1:55 – 4:55 PM</p>	<p><b>10. Natural Disasters and public health challenges:</b> Earthquakes; floods; tsunamis; and hurricanes; preparedness to respond to human crisis.</p> <p><b>Team 7: Schistosomiasis (bilharziaiss)</b></p>	<p>Skolnik: Chapter 14</p>
<p><b>03/28</b> 1:55 – 4:55 PM</p>	<p><b>11. Health Systems:</b> policy and reform; modernization of health systems in economically disadvantage countries</p> <p><b>Team 8: CHAGAS</b></p>	<p>Skolnik: Chapter 4 &amp; 5</p>

<p><b>04/4</b> 1:55 – 4:55 PM</p>	<p><b>12. Migration and health:</b> patterns of migration; infectious disease; international implications; gender issues.</p> <p><b>Video 5:</b> Global Health and Human Rights: 'Pragmatic Solidarity' as a Path to Health Justice Paul Farmer, M.D., Ph.D.</p> <p><b>Team 9: Leptospirosis</b> <a href="http://www.globalhealth.columbia.edu/ghss/web/s9/index.html">http://www.globalhealth.columbia.edu/ghss/web/s9/index.html</a></p>	<p>Skolnik: Chapter 3 &amp; 4</p>
<p><b>04/11</b> 1:55 – 4:55 PM</p>	<p><b>13 Complex Humanitarian Emergencies:</b> War and public health; during/post war health issues and interventions (<b>Darfur, Colombia cases</b>)</p> <p><b>Team 10: Sub-Saharan Fevers</b> <b>Video 4:</b> Health and Human Rights (Ron Waldman, 30 minutes) <a href="http://www.globalhealth.columbia.edu/ghss/web/s2/index.html">www.globalhealth.columbia.edu/ghss/web/s2/index.html</a></p> <p><b>FINAL PAPER DUE DATE</b></p>	<p>Skolnik: Chapter 14</p>
<p><b>04/18</b> 1:55 – 4:55 PM FINAL CLASS</p>	<p><b>14. Donors:</b> Organization, management, leadership and partnership. Small scale NGO's and large scale organizations.</p> <p><b>15. Partners in International Health:</b> Opportunities and options for future work. Governmental and non-governmental organizations working in International Public Health Interventions.</p> <p><b>Video 5:</b> Global Health - Is a Rational Future Even Possible? (Bill Foege 34 min) <a href="http://www.earthinstitute.columbia.edu/sop2004/dkv/global_health">www.earthinstitute.columbia.edu/sop2004/dkv/global_health</a>.</p>	<p>Skolnik: Chapter 15 &amp; 16</p>
<p><b>04/25</b> 1:55-4:55</p>	<p>READING DAY</p>	<p><b>NO CLASS</b></p>
<p><b>5/02</b> 1:55-3:55 PM</p>	<p><b>FINAL EXAM</b></p>	