

Course Last Updated 9/19/2024



Global Health in an Interconnected World

Section I: Course Overview

Course Code: HLT312

Subject Area(s): Health Sciences

Prerequisites: One 200-level course or two 100-level courses in health science or other relevant subject area

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: None

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 student awareness and appreciation for the deep and emerging ways in which individual countries and the global community responded. Students 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 students' local setting as well as contrasting responses internationally. This will be a Globally Networked Learning experience with experts drawn from Australia, Italy and China.

Learning Objectives

Upon successful completion of this course, students are able to:

- Outline the COVID-19 pandemic and its response in key countries as compared to the US response;

- Analyse the impact of COVID-19 pandemic on a range of issues such as gender equality and human rights;
- Record the community and institutional communications during health crises to their implications for future infectious diseases;
- Evaluate health policy issues of international importance to a local audience.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement – 20%

Individual Research Paper – 25%

Paired Oral Case Study Presentations – 25%

Individual Blog – 20%

Elevator Pitch – 10%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Individual Research Paper (25%): 1500 words (+/- 10%). Topic: COVID-19 in a low to middle income country in the Asia Pacific region. Students 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 in the Asia Pacific region. Students must demonstrate their 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 students' 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.

Paired Oral Case Study Presentations (25%): For this assessment, students will work in pairs to analyse the global health dimensions of a COVID-19 issue or problem related to cross-cutting issues covered in weeks 5-7 of the course. Presentations should be of a 30-minute duration (20 minutes presentation plus 10 minutes Q&A). The problem referred to may occur in any country (or across several countries) except for Australia, Italy and China which are covered extensively in the unit. Students are expected to succinctly explain the geographic, cultural, political, social and economic background to the context of the problem early on in their presentation particularly for people who may not be familiar with the cultural context.

Individual Blog (20%): Students are required to write a 500-word blog to communicate with local policymakers to advocate for policy changes on one theme from weeks 8–11 (gender, human rights, other health issues, international agencies). Students will need to utilise published peer-reviewed journal articles as key evidence for writing the blog, however this blog should be in a conversational not scientific tone. They can also search for more relevant evidence to support their writing in order to achieve effective communication.

Elevator Pitch (10%): Based on their written blog, students will prepare a 3-minute elevator pitch to local political or community leaders to engage and mobilise more local actions.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Health Clinic Tour

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Alene, K. A., Wangdi, K., Clements, A. C. A. (2020). Impact of the COVID-19 Pandemic on Tuberculosis Control: An Overview. *Tropical Medicine and Infectious Disease*, 5, (123). <https://pubmed.ncbi.nlm.nih.gov/32722014/>

Anonymous 2020, 'How to stop COVID-19 fuelling a resurgence of AIDS, malaria and tuberculosis', *Nature*, 584 (7820): 169. <https://pubmed.ncbi.nlm.nih.gov/32788740/>

Ataguba, O. A. and Ataguba, J. E. (2020). Social determinants of health: the role of effective communication in the COVID-19 pandemic in developing countries. *Global Health Action* 13 (1). <https://pubmed.ncbi.nlm.nih.gov/32657669/>

Basch, C. H., Hillyer G. C., Jaime, C. (2020). COVID-19 on TikTok: harnessing an emerging social media platform to convey important public health messages. *International Journal of Adolescent Medicine and Health* 34 (5): 367-369. <https://pubmed.ncbi.nlm.nih.gov/32776899/>

De Sio, S., Buomprisco, G., La Torre, G., Lapteva, E., Perri, R., Greco, E., Mucci, N., Cedrone, F. (2020). The impact of COVID-19 on doctors' well-being: results of a web survey during the lockdown in Italy. *European Review for Medical Pharmacological Sciences* 24 (14) 7869-7879. <https://pubmed.ncbi.nlm.nih.gov/32744715/>

Durrheim, D. N., Gostin, L. O., Moodley, K. (2020). When does a major outbreak become a Public Health Emergency of International Concern? *Lancet Infectious Disease*, 20 (8): 887-889. <https://pubmed.ncbi.nlm.nih.gov/32442526/>

He, S., Ojo A., Beckman, A. L., Gondi, S., Gondi, S., Betz, M., Faust, J.S., Choo, E., Kass, D., Raja, A. S. (2020). The Story of #GetMePPE and GetUsPPE.org to Mobilize Health Care Response to COVID-19: Rapidly Deploying Digital Tools for Better Health Care." *Journal of Medical Internet Research*, 22 (7). <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7373376/>

Hostmaelingen, N. & Bentzen, H. B. (2020). How to operationalise human rights for COVID-19 measures. *BMJ Global Health*, 5 (7). <https://gh.bmj.com/content/5/7/e003048>

Johnson, O., Goronga T. (2020). Why communities must be at the centre of the Coronavirus disease 2019 response: Lessons from Ebola and Human immunodeficiency virus in Africa. *African Journal of Primary Health Care & Family Medicine*, 12 (1). <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7343917/>

Kassam, N. and Negin, J. (2020). Episode 8: Covid-19 and the World Health Organisation', COVIDcast, audio podcast. *The Lowy Institute, Sydney*. <https://www.loyyinstitute.org/the-interpreter/covidcast-episode-8-covid-19-and-world-health-organisation>

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*, 8 (6): 758-759. <https://pubmed.ncbi.nlm.nih.gov/32278363/>

Khorram-Manesh, A., Carlstrom, E., Hertelendy A. J., Goniewicz, K. (2020). "Does the prosperity of a country play a role in COVID-19 outcomes?" *Disaster medicine and public health preparedness*, August 12, 1-20. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7477401/>

Kupferschmidt, K. and Cohen, J. (2020). Can China's COVID-19 strategy work elsewhere? *Science*, 367 (6482), 1061-1062. <https://www.science.org/doi/10.1126/science.367.6482.1061>

Marston, C., Renedo, A., Miles, S. (2020). Community participation is crucial in a pandemic *The Lancet*, 395 (10238): 1676-1678. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7198202/>

Mazey, S., Richardson, J. (2020). Lesson- Drawing from New Zealand and Covid-19: The Need for Anticipatory Policy Making. *The Political Quarterly* 91 (3), 561-570. <https://pubmed.ncbi.nlm.nih.gov/32836413/>

Naidoo, R. and Fisher, B. (2020). Reset Sustainable Development Goals for a pandemic world. *Nature*, 583 (7815): 198-201. <https://www.nature.com/articles/d41586-020-01999-x>

Nay, O. (2020). Can a virus undermine human rights? *The Lancet Public Health*, 5 (5): 238-239.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7170793/>

Palladino, R., Bollon, J., Ragazzoni, L., Barone-Adesi, F. (2020). Excess Deaths and Hospital Admissions for COVID-19 Due to a Late Implementation of the Lockdown in Italy. *International Journal of Environmental Research and Public Health*, 17 (16).
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7459617/>

Patterson, A. and Clark M. A. (2020). COVID-19 and Power in Global Health. *International Journal of Health Policy and Management*, 9 (10): 429-431.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7719215/>

Sansom-Daly U. M., Bradford N. (2020). Grappling with the 'human' problem hiding behind the technology: Telehealth during and beyond COVID-19. *Psycho-oncology*, 29: 1404-1408.
<https://doi.org/10.1002/pon.5462>

Seale, H., Heywood A. E., Leask, J., Sheel M., Thomas, S., Durrheim D. N., Bolsewicz, K., Kaur, R. (2020). COVID-19 is rapidly changing: Examining public perceptions and behaviors in response to this evolving pandemic. *PLoS ONE* 15(6): e0235112.
<https://doi.org/10.1371/journal.pone.0235112>

World Health Organisation. (2020). *Timeline: WHO's COVID-19 response*. The United Nations
<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/interactive-timeline>

Zhang, X. and Wang, Y. (2020). Prevention and control mechanism for coronavirus disease 2019 epidemic at the primary level: perspective from China. *Epidemiology and Infection*, 148 (161), 1-4.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7399136/>

Course Calendar

Session 1	
Topics	An introduction to Global Health 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.
Activity	Introductions Overview of syllabus Lecture Screening of COVID-19 video Group Discussion
Readings & Assignments	Khorram-Manesh, A., Carlstrom, E., Hertelendy A. J., Goniewicz, K. (2020). "Does the prosperity of a country play a role in COVID-19 outcomes?" <i>Disaster medicine and public health preparedness</i> , August 12, 1-20. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7477401/ World Health Organisation. (2020). <i>Timeline: WHO's COVID-19 response</i> . The United Nations https://www.who.int/emergencies/diseases/novel-coronavirus-2019/interactive-timeline

Session 2	
Topics	<p>Starting at the beginning – China</p> <p>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.</p>
Activity	<p>Guest Lecturer</p> <p>Group Discussion</p> <p>Allocation of paired oral presentation groups</p>
Readings & Assignments	<p>Kupferschmidt, K. and Cohen, J. (2020). Can China’s COVID-19 strategy work elsewhere? <i>Science</i>, 367 (6482), 1061-1062. https://www.science.org/doi/10.1126/science.367.6482.1061</p> <p>Zhang, X. and Wang, Y. (2020). Prevention and control mechanism for coronavirus disease 2019 epidemic at the primary level: perspective from China. <i>Epidemiology and Infection</i>, 148 (161), 1–4. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7399136/</p>

Session 3	
Topics	<p>COVID- 19 goes global – Italy</p> <p>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.</p>
Activity	<p>Guest Lecturer</p> <p>Group Discussion</p>
Readings & Assignments	<p>De Sio, S., Buomprisco, G., La Torre, G., Lapteva, E., Perri, R., Greco, E., Mucci, N., Cedrone, F. (2020). The impact of COVID-19 on doctors’ well-being: results of a web survey during the lockdown in Italy. <i>European Review for Medical Pharmacological Sciences</i> 24 (14) 7869-7879. https://pubmed.ncbi.nlm.nih.gov/32744715/</p> <p>Palladino, R., Bollon, J., Ragazzoni, L., Barone-Adesi, F. (2020). Excess Deaths and Hospital Admissions for COVID-19 Due to a Late Implementation of the Lockdown in Italy. <i>International Journal of Environmental Research and Public Health</i>, 17 (16). https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7459617/</p>

Session 4	
Topics	<p>The Australian and New Zealand response</p> <p>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.</p>
Activity	<p>Lecture</p> <p>Media Analysis activity</p>

	Group Discussion
Readings & Assignments	<p>Mazey, S., Richardson, J. (2020). Lesson- Drawing from New Zealand and Covid-19: The Need for Anticipatory Policy Making. <i>The Political Quarterly</i> 91 (3), 561-570. https://pubmed.ncbi.nlm.nih.gov/32836413/</p> <p>Seale, H., Heywood A. E., Leask, J., Sheel M., Thomas, S., Durrheim D. N., Bolsewicz, K., Kaur, R. (2020). COVID-19 is rapidly changing: Examining public perceptions and behaviors in response to this evolving pandemic. <i>PLoS ONE</i> 15(6): e0235112. https://doi.org/10.1371/journal.pone.0235112</p>

Session 5	
Topics	<p>COVID-19 communications</p> <p>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.</p>
Activity	<p>Lecture Media analysis activity Start of student paired oral presentations Group Discussion Individual research paper due on Sunday</p>
Readings & Assignments	<p>Basch, C. H., Hillyer G. C., Jaime, C. (2020). COVID-19 on TikTok: harnessing an emerging social media platform to convey important public health messages. <i>International Journal of Adolescent Medicine and Health</i> 34 (5): 367-369. https://pubmed.ncbi.nlm.nih.gov/32776899/</p> <p>Ataguba, O. A. and Ataguba, J. E. (2020). Social determinants of health: the role of effective communication in the COVID-19 pandemic in developing countries. <i>Global Health Action</i> 13 (1). https://pubmed.ncbi.nlm.nih.gov/32657669/</p>

Session 6	
Topics	<p>Community mobilisation and participation</p> <p>The mobilisation 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.</p>
Activity	<p>Lecture Student paired oral presentations Group Discussion</p>
Readings & Assignments	<p>Johnson, O., Goronga T. (2020). Why communities must be at the centre of the Coronavirus disease 2019 response: Lessons from Ebola and Human</p>

	<p>immunodeficiency virus in Africa. <i>African Journal of Primary Health Care & Family Medicine</i>, 12 (1). https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7343917/</p> <p>Marston, C., Renedo, A., Miles, S. (2020). Community participation is crucial in a pandemic <i>The Lancet</i>, 395 (10238): 1676-1678. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7198202/</p>
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Session 7	
Topics	Health Clinic Tour

Session 8	
Topics	<p>Accelerating digital uptake</p> <p>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.</p>
Activity	<p>Lecture</p> <p>Student paired oral presentations</p> <p>Group discussion</p>
Readings & Assignments	<p>He, S., Ojo A., Beckman, A. L., Gondi, S., Gondi, S., Betz, M., Faust, J.S., Choo, E., Kass, D., Raja, A. S. (2020). The Story of #GetMePPE and GetUsPPE.org to Mobilize Health Care Response to COVID-19: Rapidly Deploying Digital Tools for Better Health Care." <i>Journal of Medical Internet Research</i>, 22 (7). https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7373376/</p> <p>Sansom-Daly U. M., Bradford N. (2020). Grappling with the 'human' problem hiding behind the technology: Telehealth during and beyond COVID-19. <i>Psycho-oncology</i>, 29: 1404-1408. https://doi.org/10.1002/pon.5462</p>

Session 9	
Topics	<p>Gender equality and COVID-19</p> <p>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.</p>
Activity	<p>Lecture</p> <p>Group Discussion</p>
Readings & Assignments	<p>Al-Ali, N. (2020). Covid-19 and feminism in the Global South: Challenges, initiatives and dilemmas. <i>European Journal of Women's Studies</i>, 27 (4). https://journals.sagepub.com/doi/10.1177/1350506820943617</p> <p>King, T., Hewitt, B., Crammond, B., Sutherland, G., Maheen, H., Kavanagh, A. (2020). Reordering gender systems: can COVID-19 lead to improved gender equality and</p>

	health? <i>Lancet</i> , 296 (10244): 80-81. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7304958/
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Session 10	
Topics	Pressures and changing roles of health and development agencies In this seminar we will examine the role of the World Health Organisation and debates around its future role and funding. Alternate governance models will be discussed.
Activity	Lecture Group Discussion
Readings & Assignments	Durrheim, D. N., Gostin, L. O., Moodley, K. (2020). When does a major outbreak become a Public Health Emergency of International Concern? <i>Lancet Infectious Disease</i> , 20 (8): 887-889. https://pubmed.ncbi.nlm.nih.gov/32442526/ Kassam, N. and Negin, J. (2020). Episode 8: Covid-19 and the World Health Organisation', <i>COVIDcast</i> , audio podcast. <i>The Lowy Institute</i> , Sydney. https://www.lowyinstitute.org/the-interpreter/covidcast-episode-8-covid-19-and-world-health-organisation 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? <i>The Lancet Global Health</i> , 8 (6): 758-759. https://pubmed.ncbi.nlm.nih.gov/32278363/

Session 11	
Topics	Field Study
Activity	Tour of local health facility – details TBC
Readings & Assignments	N/A

Session 12	
Topics	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.
Activity	Online debate and discussion
Readings & Assignments	Hostmaelingen, N. & Bentzen, H. B. (2020). How to operationalise human rights for COVID-19 measures. <i>BMJ Global Health</i> , 5 (7). https://gh.bmj.com/content/5/7/e003048

	Nay, O. (2020). Can a virus undermine human rights? <i>The Lancet Public Health</i> , 5 (5): 238-239. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7170793/
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Session 13	
Topics	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.
Activity	Lecture Group Discussion
Readings & Assignments	Alene, K. A., Wangdi, K., Clements, A. C. A. (2020). Impact of the COVID-19 Pandemic on Tuberculosis Control: An Overview. <i>Tropical Medicine and Infectious Disease</i> , 5, (123). https://pubmed.ncbi.nlm.nih.gov/32722014/ Anonymous 2020, 'How to stop COVID-19 fuelling a resurgence of AIDS, malaria and tuberculosis', <i>Nature</i> , 584 (7820): 169. https://pubmed.ncbi.nlm.nih.gov/32788740/

Session 14	
Topics	Work and Review
Activity	Lecture Group Discussion Discuss blogs and elevator pitches in groups
Readings & Assignments	N/A

Session 15	
Topics	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.
Activity	Lecture Group Discussion Individual Blog and Elevator Pitch due this week
Readings & Assignments	Required readings: Naidoo, R. and Fisher, B. (2020). Reset Sustainable Development Goals for a pandemic world. <i>Nature</i> , 583 (7815): 198-201. https://www.nature.com/articles/d41586-020-01999-x

	Patterson, A. and Clark M. A. (2020). COVID-19 and Power in Global Health. <i>International Journal of Health Policy and Management</i> , 9 (10): 429-431. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7719215/
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Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.