

****PUBH 510 SYLLABUS****

Interdisciplinary Perspectives in Global Health

Fall 2013

Wednesdays, 12:30-2:50pm

**1304 McGavran-Greenberg
UNC Gillings School of Global Public Health**

Instructors:

Margaret Bentley, PhD.

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Teaching support:

Sherine El-Toukhy

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Office hours:

Mamie Sackey Harris: **Tuesdays 2:00 - 3:00pm.** Room
2144 Bioinformatics Building.
<http://globalhealth.unc.edu/contact-us/directions/>

Sherine El-Toukhy : **Wednesdays 3.00 – 4.00 p.m.**
Rosenau Room 104

Course Objectives:

- To explore contemporary issues, problems, and controversies in global health through an interdisciplinary perspective.
- To examine the major determinants of, and responses to, poverty and health in developing countries.
- To understand the roles and agenda of major players in global health.
- To understand the social determinants of health and health inequities.
- To analyze health disparities through a social justice, ethics and human rights lens.
- To analyze system level properties and complexities inherent in scaling up quality programs for health.
- To examine the complex tapestry of social, economic, political, and environmental factors that affect global health.

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Course Information:

Course Evaluation:	Total Points Possible:	100 points
	Discussion Groups	10 points (10%)
	Online Posts	25 points (20%)
	Reflection Assignment	25 points (20%)
	Final Project and Presentation	40 points (40%)

Text: Eric G. Bing and Marc J. Epstein. **Pharmacy on a Bicycle: Innovative Solutions for Global Health and Poverty.** Berrett-Koehler Publishers, Inc. 2013.

Course Readings: Unless otherwise indicated, all course readings and materials will be posted on the course Sakai site in the “Course Documents” section. A valid UNC Onyen and password is required to log in to this site. Instructors reserve the right to make changes at least one week in advance to respond to emerging current events or student’s needs.

A hard copy of this reading will be provided in class: Stephen J. Morrison et al. A report of the CSIS Global Health Policy Center, February 2013. **Global Health Policy in the Second Obama Term.** *Center for Strategic & International Studies (CSIS).*

Sakai Site: <https://www.unc.edu/sakai/>

Course Format:

Lecture discussions by experts in key global health will include panel discussions, videos, and group discussions with select lectures open for university wide student, faculty and staff participation.

Student’s responsibilities include timely completion of assigned readings, coursework and online posts. Prompt attendance in class with active participation in both online and small group discussions is required. We encourage asking questions during the class and also connecting with guest speakers after class for further dialogue and networking. A ten (10) minute break is assigned between lecture sessions for personal time and to network with guest speakers.

Attendance: Students are required to attend and participate in all class and discussion sessions. If you have to miss a class or arrive late, please email Sherine sherine_eltoukhy@unc.edu at least 24 hours before class unless under extenuating circumstances. Each unexcused absence (defined as no notification to Sherine or the instructors in advance of the class) will result in a 5 point grade reduction.

Grading: Graduate students will be graded on the H, P, L scale

H = 92 – 100

P = 79 – 91.9

L = 70 – 78.9

Undergraduate students will be graded on the plus /minus A, B, C, D, F scale

A = 93– 100

B = 83 – 85.9

C = 73- 76.9

D =60 – 65.9

A- = 90 -92.9

B- = 79 – 82.9

C- = 70 – 72.9

F = <60

B+ = 86 - 89.9

C+ = 77 – 78.9

D+= 66 – 69.9

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Peer Evaluation (ungraded): Instructors and TA will meet with each team over the course of the semester to share team progress - contribution, preparation and participation. Students are encouraged to share with instructors any team differences to ensure smooth and efficient resolution.

Assignments

Discussion groups (10 points): Four small group discussions have been built into the lectures and will occur after selected class lectures (see course schedule). Students will be assigned to specific discussion groups and expected to lead (co-facilitate) at least one discussion session - see Sakai "Students and Groups folder" for group assignments and an overview and full description of the Discussion group sessions. Points awarded are based on student's facilitation, participation and attendance.

Online posts (25 points): A total of 9 discussion topics will be posted over the course of the semester for online discussion. Students can choose 7 out of 9 discussion topics to post responses. Provide your views (i.e. post) on the discussion topic and respond to the post of at least 1 other student. Posts and responses are due by midnight Monday of the week indicated on the course calendar. All posts and responses should comprise of at least 4 substantive, well thought out sentences. See Sakai – "Students and Groups folder" for a full description of the online posts.

Reflection Paper (25 points): **Roots of Health: Local Health is Global Health – Due September 23rd on Sakai.** Having watched the film, Roots of Health, and based on readings / course discussions on the social determinants of health, write a **4-5 page reflection paper** on a local (i.e. United States) public health problem that demonstrates health disparities or inequalities. For example, there are several health disparities in NC that vary by ethnic group, socioeconomic status, education, residential location, or gender – and sometimes the disparities cut across several of these variables. Your paper should clearly identify the related social determinants of health for your topic and conclude with a health advocacy statement that clearly articulates some recommendations to address the issue. Other examples of health disparities in the U.S. include, breastfeeding initiation or duration, HIV/AIDS prevalence, obesity and chronic disease rates, depression, access to clean water, violence, etc. (See the Sakai course site for the reflection paper format and grade rubric – some 2012 exemplar reflection papers will also be posted on Sakai).

Final Paper Project (Total 40 points):

Students will work in small 3 – 4 member groups for the final project paper. Groups will be assigned based on self-selected geographic regions of interest. E.g. Asia, Africa, Latin America, Caribbean. Within their small groups students can choose their country(s) of focus for their project.

a. Project outline and IMPACTS Logic Model (8 points)

Provide a brief 3 page outline on the final paper topic including your IMPACTS logic model (see below). Display the logic model in a tabular form using the Bing reading (Pharmacy on a Bicycle) IMPACTS logic model as a guide. Include a brief narrative on the processes selected (IMPACT points) for your project and the rationale for your country /geographic region of focus and the organization chosen to lead the scale-up.

b. Final Project Paper (20 points)

The Vetiver Foundation, well known for addressing pressing global health challenges and health inequities, has put out a request for applications (RFA) for the scale up of **successful** global health programs with an initial budget of up to **\$3 million (USD) for the first 2 years**. The scale up can be within a country or within a specific

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region. What global burden of disease, geographic region and organization would you focus on for scale up and, what would be your operational approach? Give your rationale for your choices including a **well-developed logic model** to indicate the program plan. Use the Global Health IMPACTS Logic Model described in the Bing reading (Pharmacy on a Bicycle) as a basis for your logic model and clearly identify which portions of the IMPACTS approach are most critical for achieving scale in your context. Include a 1 page socio-ecological model to indicate the burden of disease and a one page budget summary. Of importance to the Vetiver Foundation are the engagement of local governments / organizations and a clear demonstration of sustainability. Proposals will be reviewed by a high level advisory board representing key global health experts.

Note: In accordance with the Vetiver Foundation policy, applicants with proposals in the final round of review are invited for a prestigious onsite presentation to the expert panel.

c. Final Project Presentation (12 points)

At the end of the semester each team will present a **6-minute power point presentation** of their project to an expert panel of judges. Presentation format: **6 minute oral presentation** with supporting PowerPoint slides, **followed by 3 minutes Q&A.** Presentations can be made by a minimum of 2 team members but the whole team must be present and able to respond to questions. Presentations will be judged on criteria such as significance, rationale, innovation and clarity.

Final Paper Submission: Final papers should be **posted on Sakai by December 3rd** and a hard copy submitted in class on December 4th.

Honor Code confirmation: Students are required to abide by the UNC-Chapel Hill Honor Code for the completing of all assignments. See Honor code below. Please confirm that you abided by the Honor Code by including and signing the following statement on the cover page of each assignment: *"I abided by the Honor Code of the University of North Carolina in completing this assignment."*

Assignment Due Dates - Hard copies submitted should be identical to soft copies, no changes will be accepted:

Aug 30 - Final project regional selections

Sept 23 - Reflection paper posted on Sakai before 12 midnight (hard copy in class on Wed 25th).

Oct 28 - Project outline, IMPACTS approach and Logic model posted on Sakai before midnight (hard copy in class Oct 30th)

Dec 3 - Final project paper posted on Sakai before midnight (hard copy in class December 4th)

Dec 4 - Final project presentations to expert panel soft copy of presentation posted online by 10:00am

UNC-Chapel Hill Honor System

"For more than 120 years, Carolina students have pledged not to lie, cheat, or steal. Students enjoy a great deal of freedom at Carolina and have been entrusted to hold each other accountable for maintaining a just and safe community. As such, students hear and decide all alleged cases of conduct and academic integrity violations."

"The Honor Code is the heart of integrity here at Carolina. In brief, the Honor Code says that all students shall "Refrain from lying, cheating, or stealing," but the Honor Code means much more. It is the guiding force behind the students' responsible exercise of freedom, the foundation of student self-governance here at UNC-

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Chapel Hill. The University maintains an Honor Code because we believe that all members of our community should be responsible for upholding the values that have been agreed upon by the community. A written Honor Code is an affirmation of our commitment to high standards of conduct inside and outside of the classroom. It is a document to be proud of because the Honor Code belongs to all of us as much as the Bell, the Well, or our excellence in athletics!"

"The Honor Code is found in a document known as the *Instrument of Student Judicial Governance*. The Instrument is the University's official statement of the rules and regulations that guide the Honor System. The list of prohibited conduct and the possible sanctions given by the Honor Court can all be found in the *Instrument*. This document also includes information on the rights and responsibilities of all members of our community to the Honor System and under the Honor System." Source:

<http://honor.unc.edu/honor/index.html>

For more information, please contact Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Course Calendar (see sakai for reading list)

Class 1: August 21st

**Course Overview &
Introduction to Global Health**

Peggy Bentley, PhD, Associate Dean for Global Health, Professor of Nutrition, UNC Gillings School of Global Public Health and Associate Director, Institute for Global Health and Infectious Diseases AND Mamie Sackey Harris, MS, MPH, Africa Programs Director, UNC Institute for Global Health and Infectious Diseases

TOPIC 1: Introduction to Course, Course Objectives & Review of Syllabus

TOPIC 2: What is Global Health, Global Burden of Disease and DALYS, post MDGs

- What is global health?
- How do we approach global health from an interdisciplinary perspective?
- Why is this paradigm important?
- Video (Roots of Health) and brief discussion

VIDEO: Roots of Health (produced by Linda Harrar)

"*Roots of Health* features three powerful stories filmed in London, England, Ahmedabad, India, and Oakland, California. Each story looks at the socio-economic conditions that contribute to illness, and how people can take charge of their own lives and health."

RECOMMENDED READINGS: See Sakai

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Class 2: August 28th

**Social Determinants of Health and
Small Group Discussion I**

Mamie Sackey Harris, MS, MPH, Director, Office of Global Health, Adjunct Assistant Professor, Public Health Leadership Program, UNC Gillings School of Global Public Health

TOPIC 1: Social Determinants of Health

- Social Determinants of Health and Social Ecological Models
- Social gradients and Determinants of health and factors that contribute to a person's current state of health
- Social, political, economic and cultural systems /structures that shape health and health patterns

TOPIC 2: Small Group Discussion I – Addressing Health disparities

VIDEO: Selected sections: PBS video: "Unnatural causes; is inequality making us sick".

<http://hsl.lib.unc.edu/videos/unnaturalcauses>

REQUIRED READINGS AND VIEWING: Sakai

Reflections Assignment given

Class 3: September 4th

**Global Health Coordination: Policy, Finance & Governance
AND Small Group Discussion II**

Online post 1- due Tues Sept 3rd midnight –*Mon Sept 3rd holiday.*

Stephen Morrison, Director of the Center on Global Health Policy and a Senior Vice President, Center for Strategic International Studies (CSIS)

Topic 1: Global Health Policy in the Second Obama Term - Policy, Finance and Governance

Topic 2: Small Group Discussion II - Global Health Initiative

REQUIRED READINGS: Sakai

Class 4: September 11th

**Global Nutrition &
Water and Sanitation**

Online post 2 Nutrition - due Monday Sept 9th midnight

Peggy Bentley, PhD, Associate Dean for Global Health, Professor of Nutrition, UNC Gillings School of Global Public Health and Associate Director, Institute for Global Health and Infectious Diseases AND

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Jamie Bartram, PhD, Professor, Department of Environmental Sciences & Engineering, UNC Gillings School of Global Public Health

TOPIC 1: The Global Landscape of Malnutrition, Under-nutrition & Hunger

- Distribution and etiology of protein energy, micronutrient deficiencies
- Vulnerable groups: women, children, adolescents
- Infant feeding, weaning, and growth
- Prevention strategies and proven interventions

TOPIC 2: Global Water and Sanitation

REQUIRED READINGS: See Sakai

Class 5: September 18th

**Globalization & Health; AND
Demographic Transitions**

Online post 3- due Mon Sept 16th midnight on Demographic Transitions

Bruce Fried, PhD, Associate Professor, Health Policy & Management, UNC Gillings School of Global Public Health AND

Sian Curtis, PhD, Research Associate Professor, Department of Maternal and Child Health, UNC Gillings School of Global Public Health / Project Director, MEASURE Evaluation, UNC-Chapel Hill.

TOPIC 1: Globalization and Health

TOPIC 2: Demographic Transition & Population Indicators: 6.6 billion and growing

- Be able to explain basic demographic concepts such as demographic transition and population momentum
- Summarize the different demographic profiles in developed and less developed countries
- Describe some of the social and other factors that affect fertility rates
- Summarize some implications of different demographic profiles
- Film: World in the Balance (PBS/NOVA)

REQUIRED READINGS: Sakai

Class 6: September 25th

Implementing Global Health Programs

Reflection Paper (hard copy) due in class.

Jeffrey Stringer, MD, Professor, Obstetrics & Gynecology; co-founder and Board Chair, Centre for Infectious Disease Research in Zambia (CIDRZ); Head of UNC Global Women's Health.

Topic 1: Public Health Programs in Zambia - Creating sustainable global health programs. Visionary leaders and sustainable interventions.

Topic 2: Open class discussion - Eric Bing book chapter discussion on IMPACTS logic model (whole class)

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REQUIRED READING: See Sakai

Class 7: October 2nd

**Monitoring & Evaluation and Program Indicators
Implementation Science/ taking programs to scale**

Online post 4 - due Mon Sept 30th midnight - Implementation Science panel readings

Ilene Speizer, PhD, Research Professor, Maternal and Child Health AND

**Panel discussion – Herbert (Bert) Peterson, MD, Professor and Chair Maternal and Child Health Department,
Prof Obstetrics and Gynecology, SOM; Bryan Weiner, PhD, Professor, Health Policy and Management.**

Topic 1: Monitoring and Evaluation in Global Health - defining Program Indicators

Topic 2: Implementation Science and scaling up what works: How do we take programs to scale.

REQUIRED READINGS: See sakai

Class 8: October 9th

Innovative Solutions to Global Health

Eric Bing, MD, PhD, MPH, MBA, Senior Fellow and Director for Global Health George W. Bush Institute

Topic 1: Scaling up to Save Lives in Developing Countries (school wide lecture)

Topic 2: PUBH 510 Class – Case study and IMPACTS model discussion with Eric Bing (small class discussion)

REQUIRED READINGS: See sakai

Dr. Eric Bing has a solution: “<http://www.youtube.com/watch?v=TCMdlzJwnU4> scale down the healthcare system to help more people. By encouraging people's natural entrepreneurial spirit and training them to open micro-clinics and micro-pharmacies in the hard to reach and most affected areas, these important health education services, medications and treatments can be made available to the most vulnerable at a fraction of the cost of current aid packages. With new technology and a scaled-down bottom-up healthcare strategy, Bing argues we can make these startling statistics a thing of the past.”

Class 9: October 16th

**Maternal Health: Why in the World are Women
Still Dying? & MCH, Gender rights and Mental health**

Online post 5 - due Monday Oct 14th midnight

**Martha Carlough, MD, MPH, Assistant Professor, Department of Family Medicine; Maternal and Child Health Program Director; Co-Director, Office of International Activities, School of Medicine, UNC-Chapel Hill;
Consultant to IntraHealth International**

Panel Discussion: Constance Newman, IntraHealth - Senior team leader for gender equality and health; Anu Kumar PhD, Ipas – Executive Vice President;

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TOPIC 1: Why in the World Are Women Still Dying?

TOPIC 2: Panel Discussion: MCH, Gender rights and mental health

REQUIRED READINGS: See Sakai

Class 10: October 23rd

**Global Cancer AND
Group Discussion III**

Online post 6 on GH cancer due Mon 21st midnight

Cancer Panel Discussion: Dr. Jennifer Smith PhD, Associate Professor, Gillings School of Global Public Health Epidemiology Department; Dr. Dirk Dittmer PhD, Professor, Department of Microbiology and Immunology, School of Medicine.

TOPIC 1: Global Cancer

- **Prevalence , Research and Funding**
- **Focus on Low and Middle income countries**
- **Treatment, care and prevention**

HPV and Cervical Cancers (*perspective on the way forward on cancer prevention /research*). Dr. Jennifer Smith.
Cancers in the context of the global HIV epidemic. (*HIV malignancies and KSHV, perspectives on the way forward on cancer prevention, research and funding*). Dr. Dirk Dittmer.

Topic 2: Group Discussion III – Global Health and Cancer

REQUIRED READINGS: See Sakai

Class 11: October 30th

**Infectious Diseases: HIV &STIs
Group Discussion IV**

Project Outline and IMPACTS logic model (hard copy) due in class

Mike Cohen, MD, Associate Vice Chancellor, J. Herbert Bate Distinguished Professor of Medicine, Microbiology and Immunology, and Public Health; Director, UNC Institute of Global Health and Infectious Disease; Chief, Division of Clinical Infectious Diseases, UNC School of Medicine

TOPIC 1: HIV/AIDS: A Global Update

- **A global snapshot and Biological basis of HIV risk**
- **Epidemiology and vulnerable populations**
- **Social and behavioral factors fueling the HIV/AIDS pandemic**
- **Prevention approaches and best practices**

TOPIC 2: Small Group Discussion IV

REQUIRED READINGS: See Sakai

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Class 12: November 6th

**Curable Infectious Diseases:
Malaria**

Online post 7 on Malaria due Mon 4th midnight

Jonathan J. Juliano, MD, MSPH, Infectious Disease Fellow, School of Medicine, UNC-Chapel Hill

Topic 1 Malaria

Topic 2 Class discussion on final paper drafts/ project plans

REQUIRED READINGS – Sakai

Class 13: November 13th

**Latino Panel Discussion &
Group Discussion V**

Latino Health Panel Discussion: Joshua Hinson, Clinical Instructor, UNC-CH School of Social Work; Zoë Cummings N.C. Department of Health and Human Services, Office of Rural Health and Community Care; Laura Villa-Torres - Sociologist and PhD Candidate Department of Health Behavior, UNC Gillings.

TOPIC 1: Migration, Health, & Latino Experiences – In class (12:30 – 2:00 pm)

- Challenges of working with migratory target populations
- The relationship of acculturation to health
- Snapshot of some of the key health issues affecting Latino immigrants

TOPIC 2: Small Group Discussion V – Latino Health and Immigration policies (2:15 – 2:50)

QUIZ: Take the 2 quizzes (1.Health Reform and 2.Uninsured) before class and bring a print of your FIRST attempt with answers you selected: http://kff.org/graphics/search?post_type=quiz

REQUIRED READINGS: See Sakai

Class 14: November 20th

TB and One Health

Online post 8 One Health and Online Post 9 TB - due Mon 18th midnight

Chris Woods, MD, MPH, Associate Professor of Medicine and Pathology at Duke University, Chief of Infectious Diseases and Clinical Microbiology - Durham VA Medical Center, and Co-Director Hubert-Yeargan Center for Global Health AND

Annelies Van Rie, MD, PhD, Associate Professor of Epidemiology, UNC Gillings School of Global Public Health

Topic 1 One Health – Human, Animal and Environmental Health: importance of holistic approaches and multidisciplinary engagements in Health.

Topic 2 Tuberculosis

REQUIRED READINGS: See Sakai

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Class 15: December 4th

Final Paper Presentation

Final Paper Presentations to expert panel of judges.

Wrap-up: Peggy Bentley, PhD, Associate Dean for Global Health, Professor of Nutrition, UNC Gillings School of Global Public Health and Associate Director, Institute for Global Health and Infectious Diseases; Mamie Sackey Harris, MS, MPH, Africa Programs Director, UNC Institute for Global Health and Infectious Diseases; Sherine El Toukhy PhD (Post – Doctorate student), Office of Global Health Asst Director; and Aliza Liebman, PhD candidate Epidemiology.

TOPIC 1: Final Paper Presentations 12:30 – 2:30pm

TOPIC 2: Wrap-up 2:30 – 2:50pm

Course Overview Calendar 2013

August

Monday	Tuesday	Wednesday	Thursday	Friday
19	20	21) Class 1: a. Introductions, course review b. What is global health / global burden of disease(Bentley) c. Roots of Health viewing.	22	23
26	27	28) Class 2: a. Social Determinants of Health (Harris) b. Small group discussion I Reflection Paper assignment given Final paper regional choices shared	29	30

September

Monday	Tuesday	Wednesday	Thursday	Friday
2 <i>Labor Day</i>	3 Online post 1 due	4) Class 3: a. Global Health Policy /Funding (Morrison) b. Small Group Discussion II Final paper groups /regional choices assigned	5	6

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Monday	Tuesday	Wednesday	Thursday	Friday
9 Online post 2 due	10	11) Class 4: a. Global Nutrition (Bentley) b. Water and Sanitation (Bartram)	12	13
16 Online post 3 due	17	18) Class 5: a. Globalization and Health (Fried) b. Demographic transition (Curtis);	19	20
23 Reflection assignment posted on Sakai	24	25) Class 6: a. Public Health Program in Zambia (Stringer) b. Class discussion Bing book chapter on IMPACTS logic model Reflection Paper (hard copy) due in class.	26	27

October

Monday	Tuesday	Wednesday	Thursday	Friday
30 th Sept Online post 4 due	1 st October	2)Class 7: a. (Speizer) M & E - Program Indicators b. Panel Discussion – Implementation Science (Peterson, Weiner)	3	4
7	8	9) Class 8: a. Innovative Solution to Global Health (Bing) b. Book Discussion and student projects(Bing)	10	11
14 Online post 5 due	15	16) Class 9: a. Why are Women Still Dying (Carlough) b. MCH panel (Newton, Kumar ,) <i>Fall break begins at 5:00pm</i>	17	18
21 <i>Classes resume</i> Online post 6 due	22	23) Class 10: a. Global Cancer (Dittmer and Smith) b. Small group discussion III	24	25
28 Project outline IMPACTS & logic Model posted on Sakai.	29	30) Class 11: a. HIV/AIDS (Cohen) b. Small group discussion IV Project outline and IMPACTS approach plus logic model (hard copy) due in class	31	

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November

Monday	Tuesday	Wednesday	Thursday	Friday
4 Online post 7 due	5	6) Class 12: a. Malaria (Juliano) b. Class discussion on final paper drafts/ project plans	7	8
11	12	13) Class 13: a. Latino Health Panel (Marti, Davis,) b. Small group discussion V	14	15
18 Online post 8 (OH) & 9 (TB) due	19	20) Class 14: a. One Health (Woods) b. Tuberculosis (Van Rie)	21	22
25	26	27) <i>Thanksgiving recess-- no class</i>	28	29

December

Monday	Tuesday	Wednesday	Thursday	Friday
2 <i>Classes resume</i>	3 Final paper posted on Sakai	4) Class 15: <i>Last Class</i> a. Final Presentations b. Class wrap- up Hard copy Final paper due in class	5	6

RESOURCES

See Sakai “resources folder” for links to useful global health tools and resources. This folder will be continuously updated over the course of the semester. Students should feel free to share resources to be posted.