

Faculty of Science Course Outline

HLTH-3101 for Fall 2026

GLOBAL HEALTH

Course Instructor: Dr. Katia Mohindra

Email: _____

Student Hours: By appointment Fridays or catch me before/break/after class

Office Location: Off campus (meetings to be held online or before class on campus)

Class Location:

Class Times: _____

Prerequisites: HLTH 2001 and HLTH 2003, or permission of the department

Department/Unit: Health Sciences

Course TAs:

TA & Coordinator of Global Health Rounds: _____

Topics Covered and Learning Outcomes

Timetable at a Glance

Week	Topic	Tuesday – Part I	Tuesday – Part II	Optional (online)*
1	What is global health	International to global health	Colonialism & health	
2	Measuring health	Global health methods	Interpreting data	
3	Health burdens I	Infections I	Infections II	Snakebites
4	Health burdens II	NCDs	(S)RMNCAH	Coffee shop apps
5	Health burdens III	Brain health	Writing & AI workshop	
6	Economics & health	Poverty & health	Occupational health	
READING WEEK				
7	Doing global health	Ethics	Interventions & AI	Global kidney trade
8	War & violence	War	GBV	
9	Planetary health	Heat & AMR	Air pollution	
10	Global health rounds	Rounds	Rounds	
11	Global health rounds	Rounds	Rounds	
12	Global health rounds	Rounds	Rounds	

***These weeks there will be an optional, online activity will be posted, which would be counted towards participation marks. These activities will be asynchronous, posted Sunday evening and must be submitted *prior* to that week's class. Time permitting, may be discussed in class as well. No late submissions for online activities.**

Topics to be Covered

Week	Topic/Content	Readings/Prep for Class
1/ Sept 15	What is global health? Part I: -Intro to course -Defining global health & global health equity -Global health myths -Compendium overview -Global health challenge Part II: - Colonialism 101 - Indigenous peoples - Early health systems - Alma Ata Declaration	• Review course outline • Review global health compendium & sign up for article on Brightspace • Koplan JP, Bond TC, Merson MH, et al. (2009). Consortium of Universities for Global Health Executive Board. Towards a common definition of global health. <i>Lancet</i>; 373(9679):1993-1995. • Airhihenbuwa, CO. (2007). On being comfortable with being uncomfortable: Centering an Africanist vision in our gateway to global health. <i>Health Education & Behavior</i>, 34(1):31-42. [Read pp. 31-37] • Cueto, M. (2006). The origins of Primary Health Care and Selective Primary Health Care. <i>American Journal of Public Health</i>, 94; 1864-1874.
2/ Sept 22	Measuring health, globally Part I: - Categorizing countries/peoples -Measuring health, globally -Data challenges & innovations -Metrics: the DALY & BOD studies -Non metrics & unmeasured Part II -How (not) to interpret data	• Murray, C. (2022). The global burden of disease study at 30, <i>Nature Medicine</i> 28: 2019-2026. • Ortega, R.P. (2022). Microbiome data dominated by wealthy countries. <i>Science</i>, 373:709. • Visit these websites: ○ https://ourworldindata.org ○ https://www.who.int/data/gho ○ https://data.worldbank.org ○ https://data.unicef.org
3/ Sept 29	Health burdens I: Infection Part I: -Infectious & parasitic diseases -Classifying infectious diseases -How to eradicate an infectious disease? -Vaccines & antibiotics Part II: -Snakebites, HIV/AIDS, Cholera	• Morens, et al. (2004). The challenge of emerging and re-emerging diseases. <i>Nature</i>, 430: 242-249. • Yusufzai A. (2026). HIV: "At least" 329 children infected in Pakistan province, as medical association blames negligence. <i>BMJ</i>, 393, s734. https://doi.org/10.1136/bmj.s734 • Botswana case study (link to be provided)

4/ Oct 6	Health burdens II: NCDs, malnutrition & RMNCAH Part I: - Chronic, NCDs - Epidemiological transition - Double & triple burdens of malnutrition & disease Part II: - (S)RMNCAH - Child revolution - Newborn survival - Maternal mortality	- Narayan KM, Ali MK, Koplan JP. (2010); Global noncommunicable diseases--where worlds meet. <i>N Engl J Med.</i> 363:1196-8. - Visit these websites: https://www.who.int/activities/measuring-child-growth-through-data https://data.unicef.org/resources/health-country-profiles-and-dashboards/
5/ Oct 13	Health burdens III: Brain Part I: - Global brain health - Neurotropic infections - Aging & neurodegeneration - Mental health & substance use - Brain banks Part II: - Writing & AI workshop - How to prepare a country report	- Wang, Y. et al. (2020). What is brain health and why is it important? <i>BMJ</i>, 371:m3683 - Review Assignment 1 overview & rubric
6/ Oct 20	Economics & health Part I - Measuring poverty - Poverty and health - Economic policies - Globalization - Injuries & occupational health - Health risks of coal, silica, cobalt, - Child labour	- World Bank approach to measuring poverty: https://www.worldbank.org/en/topic/measuringpoverty - Kerala case study (link to be provided) - Graham SM, Chokocho L, Mkandawire N, et al. (2025) Injury: a neglected global health challenge in low-income and middle-income countries. <i>Lancet Global Health</i>, 13(4):e613-e615. - Review Assignment 2 overview & rubric
7/ Nov 3	Ethics, AI & interventions Part I: - Global health ethics	- Visit these websites: https://www.who.int/health-topics/ethics-and-health#tab=tab_1

	- Applied challenges Part II: - Interventions - Implementation science - AI & global health	○ https://www.mckinsey.com/industries/health-care/our-insights/ten-innovations-that-can-improve-global-health#/
8/ Nov 10	War & violence Part I: -War: Role of health in war, health impacts of war, modern warfare Part II: -Gender-based violence	• Recommended readings will be posted on Brightspace
9/ Nov 17	Planetary health Part I: -Heat - Antimicrobial resistance Part II: -Air pollution -Interlinkages, One health	• Recommended readings will be posted on Brightspace • Review Assignment 3 overview & rubric
10/ Nov 24	Global Health Rounds	Get your slides in on time!
11/ Dec 1	Global Health Rounds	Get your slides in on time!
12/ Dec 8	Global Health Rounds	Get your slides in on time!



Course level learning outcomes:

1. Understanding global health through multidisciplinary approaches
2. Using science-based tools and approaches to advance global health
3. Thinking critically about global health
4. Engaging in practical activities relevant for careers, including clinical, research, policy & communication
5. Developing writing, analysis, research & AI skills for global health

Assessments

Grade Breakdown (Overview)

COMPONENT	GRADE VALUE	DATE
PARTICIPATION	10 %	Ongoing
ASSIGNMENT 1	15 %	October 20
ASSIGNMENT 2	5 %	November 10
ASSIGNMENT 3	15%	December 8
COMPENDIUM	40 %	See below
ROUNDS	15 %	Sign-up

Grade Breakdown (Detailed)

Participation

#	Part	Key skills evaluated	Value	Due date
A	In class participation	Participation, applied learning	= fQ1xQ2*	Ongoing
B	Online participation	Participation, applied learning	+2/activity	See timetable

*where Q1 refers to quantity and Q2 refers to quality.

Assignments

#	Assignment	Key skills evaluated	AI	Value	Due date
1	Country health profile	Data presentation & interpretation	Yes	15	Oct 20, 11:59 pm
2	Slum profile	Data skills & poor communities	Yes	5	Nov 10, 11:59pm
3	Innovate	Innovation & implementation science	Yes	15	Dec 8, 11: 59 pm

Global Health Compendium (GHC)

#	Part	Key skills evaluated	AI	Value	Due date
pre	Sign-up for article	-	Yes	0	Sept 15, 11:59 pm
A	Review of article	Writing, summarising	No	5	Sept 22, 11:59 pm
	Forum Discussion	Peer review	No	5	Sept 22-Sept 28
B	Synthesis	Research, writing, synthesising	Yes*	30	Nov 3, 11: 59 pm

*But with parameters that are detailed in the GHC overview & rubric.

Global Health Rounds (GHR)

#	Content	Key skills evaluated	AI	Value	Due date
A	Disease & context	Knowledge, presentation	Yes	15	Sign up for date

NOTE: When signing-up for activities do not overwrite or change another student's sign-up

information or you may receive a 0 for that assignment!



Naming files submitted for course work

Files submitted for all course work must be in the following format:

Last name, First Name_[Insert title of assignment]. For example:

Dončić , Luka_GHC_Part B_Nov 5th.doc

If there are multiple students then include names in alphabetical order. ***Improper labelling of documents will lead to automatic -1 mark deduction per submission.***



Late and Missed Work Policies

Late Work

Unless otherwise specified, students may seek deadline extensions **before work is due** by discussing with instructor and/or sending a brief email that states: which assignment will be late, the date you will submit it and a brief rationale (e.g. #writingMCATs); no official forms are required. Appropriate TA should be copied. If extensions are not granted before work is due, or work is turned in after agreed upon revised submission date, then late work will be penalized **one mark per day**.

Missed Work

Missed work will be graded 0 unless student discusses with instructor, if student is not comfortable discussing or emailing instructor they may fill out appropriate forms [academic considerations form longer-term accommodation](#)).

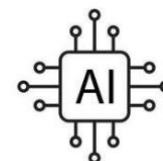
Learning Material(s) and Other Course/Lab-Related Resources

Students are not required to purchase textbooks or other learning materials for this course. I have posted required readings on Brightspace as well as glossaries for certain weeks. Recommended readings are posted – come see me if you want further reading recommendations on topics.

Academic Accommodations and Regulations

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>).

Statement on Generative AI usage



- 1) Course work explicitly indicates whether gen AI use is permitted or not.
- 2) Use of AI adopts the following principles:
 - a. **Noncompulsory** – students are not obligated to use gen AI.
 - b. **Transparency** – students must *describe* how gen AI is used (see point 3).
 - c. **Critical use** – students should understand limits and biases related to AI.
 - d. **Responsible use** - Students are ultimately responsible for correcting, revising and editing statements generated by AI.
- 3) Each assignment that permits gen AI must include a statement about its use:
 - a. Statements should include which gen AI system (s) was used and how it was used (or if it was not used). This should not appear in any reference list but rather placed clearly in the assignment where student finds appropriate (e.g. beginning, end, footnote, etc.).
- 4) Writing and quantitative data assistive tools are encouraged and will be discussed in class.

Statement on Academic Integrity

Misconduct in scholarly activity will not be tolerated and will result in consequences as outlined in [Carleton University's Academic Integrity Policy](#). A list of standard sanctions in the Faculty of Science can be found [here](#).

Additional details about this process can be found on [the Faculty of Science Academic Integrity website](#).

Students are expected to familiarize themselves with and abide by [Carleton University's Academic Integrity Policy](#).

Student Rights & Responsibilities

Students are expected to act responsibly and engage respectfully with other students and members of the Carleton and the broader community. See the [7 Rights and Responsibilities Policy](#) for details regarding the expectations of non-academic behaviour of students. Those who participate with another student in the commission of an infraction of this Policy will also be held liable for their actions.

Student Concerns

If a concern arises regarding this course, **your first point of contact is me**: Email me or see me before/after class and I will do my best to address your concern. If I am unable to address your concern, the next points of contact are (in this order):

Note: You can also bring your concerns to [Ombuds services](#).

