

<b>Course title: Public Health and Development: Issues and Methods</b>				
<b>Course code: MPD 122</b>		<b>No. of credits: 3</b>	<b>L-T-P: 30-06-06</b>	<b>Learning hours: 42</b>
<b>Pre-requisite course code and title (if any):</b>				
<b>Department:</b> Department of Policy Studies				
<b>Course coordinator(s):</b> Dr Chandan Kumar			<b>Course instructor(s):</b> Dr Chandan Kumar	
<b>Contact details:</b> chandan.kumar@terisas.ac.in				
<b>Course type:</b> Core			<b>Course offered in:</b> Semester 3	
<b>Course description</b> This course is designed to provide an interdisciplinary perspective on public health and development, in the global context. Along with the fundamental learnings of concepts, methods and approaches of Epidemiology, the course aims to equip students with theoretical and analytical ability for enriching problem-solving approach, so to make them effectively deal with public health challenges of varied nature. Thematic areas are carefully selected to highlight varied public health concerns that impose significant challenges towards meeting the overall goals of sustainable development.				
<b>Learning objectives:</b>				
<ul style="list-style-type: none"> <li>• To help students develop a global perspective on the population health and its significance in the overall development agenda.</li> <li>• To introduce students to the techniques of Epidemiological analysis helpful for understanding the dimensions of public health science.</li> <li>• To orient students on key determinants of population health e.g., malnutrition, social &amp; economic contexts, inefficient health system etc. and to inculcate solution-oriented approach for managing real-life public health challenges.</li> </ul>				
<b>Course content</b>				
<b>Module</b>	<b>Topic</b>	<b>L</b>	<b>T</b>	<b>P</b>
1.	<b>Introduction to Public Health</b> This module aims to build a perspective on global-health scenarios, discourses and public health agenda, across developed and developing nations. Major discussions in this module include: <ul style="list-style-type: none"> <li>▪ Health and development linkages in the context of global landmarks and looking beyond</li> <li>▪ Overview of global health and well-being in the global context, emphasizing on current status in different region/countries from Asia, Latin America, African continents</li> </ul>	6		
2.	<b>Introduction to Epidemiology</b> It aims to develop key knowledge and skills in the basic epidemiological techniques. Students would be expected to develop skills for causal reasoning in public health research in order to promote population health. This module majorly focuses on the following themes: <ul style="list-style-type: none"> <li>▪ Definition and scope of epidemiology, historical evolution and application in public health practices</li> <li>▪ The epidemiological approach: case-definition, descriptive, analytic and causative measures in exposure and health status in light of communicable and non-communicable diseases</li> </ul>	10		
3.	<b>Determinants of Population Health</b> This module provides an exposure to various concepts and determinants of population health, encompassing issues under social, economic and environmental contexts. The module is further categorized under following sub-themes: <ul style="list-style-type: none"> <li>▪ Introduction to the determinants of population health including social, economic, environmental and other dimensions, defining core values: health equity, human rights, and distribution of the power concept of health vulnerability, resilience and adaptation.</li> <li>▪ Health inequality and barriers to good health, measures in health- inequality assessment, concept of “Four A’s” in access to health care, more specific to the</li> </ul>	6		

	context of South-Asian region.			
4.	<p><b>Food, Nutrition and Poverty</b></p> <p>Discussion under this module include the understanding of the complex nature and linkages of Food Security, Nutrition and Poverty.</p> <ul style="list-style-type: none"> <li>▪ Concepts of Hunger, Undernutrition, Food security and Nutrition security</li> <li>▪ The Food Security Continuum: understanding the experience and consequences of food insecurity</li> <li>▪ Coping Strategies to address Food Insecurity and Nutrition Insecurity</li> </ul>	4		
5.	<p><b>Health System Strengthening</b></p> <p>Need for strengthening the health system is the focus of this module. Discussions on innovations in terms of service delivery, more in the context of highly restricted access to care, would help students understand and develop solution-oriented approaches.</p> <ul style="list-style-type: none"> <li>▪ WHO's approach on pillars of health systems, health system policy and infrastructure issues, delivery of healthcare and understanding health service delivery and access to services in developing nations.</li> <li>▪ Innovations and technology in health systems strengthening and as distance support system.</li> <li>▪ Role of Health Management Information System (HMIS) and its importance in maintaining systematic record of data in health sector.</li> </ul>	4		
6.	<p><b>Seminar by students on various themes identified in consultation with course-coordinator:</b></p> <p>This module aims to orient students for comprehending, developing, presenting and discussing various health-related issues and challenges concerned to global, regional, national and local levels. The students will be encouraged to develop a problem-solving approach, grounded on feasibility.</p>		6	6
		<b>30</b>	<b>6</b>	<b>6</b>
<p><b>Evaluation criteria:</b></p> <p>Course grades will be based on the following criteria:</p> <ul style="list-style-type: none"> <li>• <b>Test-1:</b> Written Test (20%); as a part of a mid-course evaluation under each Programme by the University in terms of intermediary minor tests, the students will be evaluated attending a written test. The structure of the minor test usually follows short-answer type questions, which would cover the initial two modules of the course. This minor test would share one-fifth of the total marks required for evaluating the students under this course. The test will be conducted after 8 weeks' lectures or after the completion of modules 1-2.</li> <li>• <b>Test-2:</b> Submission of Assignment (25%); the students are required to submit an assignment including a presentation on select health-related issues and challenges. The preparation of this assignment would be made during the tutorial/practical classes and will be submitted and presented after the completion of relevant sections of the course or as suggested by the Course Instructor.</li> <li>• <b>Test-3:</b> Written Test (15%); same as Test-1, which would cover modules 3 and 4.</li> <li>• <b>Test-4:</b> Written Test (40%); after the completion of the full syllabus, the final written test will be conducted. The structure of the major/final test will follow both short- and long-answer type questions.</li> </ul>				
<p><b>Learning outcomes</b></p> <p>At the end of the course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. develop global perspectives on population health and its significance in the overall development agenda.</li> <li>2. adapt and apply the basic techniques of epidemiological analysis, in order to facilitate systematic research studies in population health science.</li> <li>3. develop a solution-oriented approach to deal with real-life public health challenges.</li> </ol>				
<p><b>Pedagogical approach</b></p> <p>Classroom lectures, Excel based application for tutorial on epidemiological analytical methods, TED Talk from renowned public health scientists, short films on public health interventions, guest lectures, and case studies on public health managements prepared by international organizations. The students will be encouraged to opt a</p>				

problem-solving approach, grounded on feasibility.

### Suggested Readings

#### Module 1:

- Sen A (1999). Health in Development. *Bulletin of the World Health Organization*, 77(8): 619-623.
- Evans DB (2009). 'Health and Development: an Economic Perspective'. In Gatti A and Boggio A (Eds.) *Health and Development: Toward a Matrix Approach*. New York: Palgrave Macmillan.

#### Module 2:

- K. Park (2017). *Park's Textbook of Preventive and Social Medicine, 24<sup>th</sup> Edition*. Jabalpur, India: Bhanot Publishers.
  - Chapter -3: Principles of Epidemiology and Epidemiologic Methods

#### Module 3:

- WHO (2010). A Conceptual Framework for Action on the Social Determinant of Health. Social Determinants of Health Discussion Paper 2. Debates, Policy & Practice, Case Studies. Geneva: World Health Organization (WHO).
- Gwatkin DR (2000). Health inequalities and the health of the Poor: What do we know? What can we do? *Bulletin of the World Health Organization*, 78(1): 3-18.
- Wagstaff A (2002). *Inequalities in Health in Developing Countries: Swimming Against the Tide?* Washington, DC: The World Bank.
- Gwatkin DR, Guilot M (2000). *The Burden of Disease among the Global Poor: Current Situation, Future Trends, and Implications for Strategy*. Washington, DC: The World Bank.

#### Module 4:

- Babu SC, Gajanan SN, Sanyal P. (2014). *Food Security, Poverty, and Nutrition Policy Analysis. Statistical Methods and Applications, 2nd Edition*. London: Academic Press.
  - Chapter -1: Introduction to Food Security: Concepts and Measurement
- Smith, L.C. and Haddad, L. (2000). Explaining child malnutrition in developing countries: a cross-country analysis. Research Report No. 111. IFPRI, Washington, DC.
- Hendriks SL (2017). 'The Food Security Continuum: A Novel Tool for Understanding Food Insecurity as a Range of Experiences'. In Hassan A. (Ed.) *Food Security and Child Malnutrition. The Impact on Health, Growth, and Well-Being*. Ontario, Canada: Apple Academic Press.
- Ashley JM (2016). *Food Security in the Developing World*. London: Academic Press.
  - Chapter -2: Manifestations and Measurement of Food Insecurity
  - Chapter -4: Mitigation of Current Food Insecurity
- Klennert K (Ed.) (2005). *Achieving Food and Nutrition Security. Actions to Meet the Global Challenge*. A Training Course Reader. Feldafing, Germany: Internationale Weiterbildung und Entwicklung gGmbH

#### Module 5:

- WHO (2009). *Systems Thinking: For Health Systems Strengthening*. Geneva: World Health Organization (WHO).
- WHO (2008). *Framework and Standards for Country Health Information System, 2<sup>nd</sup> Edition*. Geneva: World Health Organization (WHO).
- Tan J (2010). *Adaptive Health Management Information Systems: Concepts, Cases, and Practical Applications*. Sudbury: Jones and Bartlett Publishers

**Additional information:** Up to 5 candidates will be accommodated from other courses/discipline after discussion with course coordinator

#### Student responsibilities

Attendance: At-least 75% attendance will be necessary to be able to appear for the final exam.

#### Course reviewers

1. Prof. Indrani Gupta, Professor and Head, Health Policy Research Unit (HPRU), Institute of Economic Growth (IEG), New Delhi
2. Dr. Sumit Mazumdar, Research Fellow, Centre for Health Economics, University of York, England.