

MSS Second Semester

Course No. POP 507: Perspectives of Health and Illness

Credit hours: 4

Course Description

1. Chapter One: Introduction
Origin and Development; Definition; Nature and Scope; Social Sciences, Natural Sciences and Health; Methodological Issues.
2. Chapter Two: Basic Issues
Health and Illness; Diseases; Epidemiology; Medicalization
3. Chapter Three: Theoretical Perspectives
Basic Theoretical Perspectives in Social Sciences; Interpretation of Health and Illness Issues
4. Chapter Four: Contemporary Issues
Western Biomedical Model; The Body; Medicine History; Postmodernity; Neoliberalism
5. Chapter Five: Health, Gender and Feminism
Basic Issues; Women Patients; Patriarchal Science and Medicine; Men, Gender and Health
6. Chapter Six: Health, Race and Ethnicity
Basic Issues, Aboriginality, Race and Disease; Ethnicity; Genetic Issues
7. Chapter Seven: Health Care and Social System
The Physician-Patient Relationship; Health Professions; Health and Illness Management

Books Recommended:

1. Kevin White (2002) *An Introduction to the Sociology of Health and Illness*. London: SAGE Publications Ltd.
2. Minako K. Maykovich (1980) *Medical Sociology*. Alfred Publishing CO., Inc.
3. Michael Marmot and Richard G. Wilkinson(ed) (1999) *Social Determinants of Health*. Oxford University Press.
4. Steve Taylor and David Field (ed) (2003) *Sociology of Health and Health Care* (4th Edition) Blackwell Publishing.
5. John Germov (ed) (1998) *Second Opinion: An Introduction to Health Sociology* Oxford University Press
6. Michael Bury and Jonathan Gabe (2004) *The Sociology of Health and Illness*. Routledge

Course No. POP 508: Global Health

Credit hours: 2

Introduction to the course:

This course will provide an overview of the most important health challenges facing the world today. Graduate students will gain insight into how challenges have changed over time. Also the students will seek the answer- 'why are some people in some countries so much healthier than others?' This course will explore the factors that explain the unequal distribution of health and disease in the world and will discuss the likely determinants of such changes and examine future scenarios.

Aims of the course

The aim of the course is to make the graduate students understand the challenges and solutions to global health issues. The students should be able to describe and explain the variations in health in and between countries and over time and urgency to priorities the courses of actions in this regard.

Specific objectives

- To explore the variations in health between and within countries
- To highlight the successful international strategies and programs promoting global health
- To map and explore the global health governance structures and the role of the key actors.

Learning outcomes

From this course it is expected that the students will be able to-

- Define and discuss key terms, functions, and core principles of global health
- To introduce key concepts and frameworks used in examining global health issues
- To explore issues and controversies in global health in an interdisciplinary manner
- To introduce the key actors in the global health system and to understand the structure and governance of institutions addressing global health challenges
- To learn to articulate the policy relevance of complex global health issues
- Discuss how the strong links between health, economic and social development affect the health of populations globally
- Identify major global health challenges and key features of the current global health system

- Describe the necessary functions of an effective global health system

Instructions strategies

The course is structured into topics as listed in the course outline. Lecture and discussions, selected readings, getting examples on various case studies including videos are the instruction strategies. Learning activities of the course will consist of class lectures with PowerPoint presentations, suggested reading, and discussions. Individual/group readings will be provided. There will be group presentation on a specific topic and group will be formed following numerical cluster. Beginning of the semester all reading materials will be provided to students.

Total number of classes

There will be 30 classes of the course. Duration of each class will be 50 minutes.

Assessment

A midterm examination will take place according to the date fixed by the department. Final examination will be held at the end of the semester. Short questions and/or short notes and/or broad essay types questions will be drawn from the lectures, reading materials, group discussions and topic of presentation held to date. Total assessment will be as follows:

Attendance	2.5
Participation	5
Assignment	7.5
Mid-term exam	10
Final exam	25
Total:	50

Course Outline

Introduction to Global Health: Defining and Measuring Global Health; Principles and Goals of Global Health; Health Determinants, Measurements, and Trends; International Cooperation in Global Health: A Historical Overview; Principles and Goals of Global health, Global Burden of Diseases, Unequal Distribution of Health in the World

Suggested Readings:

1. Skolnik, Richard (2015). *Global Health 101, Second Edition*. Jones & Bartlett Learning.
2. Levine, Ruth (2007). *Case Studies in Global Health*. Jones and Bartlett Publishers.

3. Birn, Anne-Emanuelle, Yogan Pillay, and Timothy Holtz (2009). *Textbook of International Health: Global Health in a Dynamic World*. Third Edition. Oxford: Oxford University Press, 2009
4. Lindstrand, A. et al. (2006). *Global Health: An Introductory Textbook*, Studentlitteratur: Lund, 2006.
5. Koplan, J.P. et al. (2009). Towards a common definition of global health. *Lancet*. 2009 June 6; 373
6. Beaglehole, B. Bonita, R. (2010). What is global health? *Global Health Action*; 2010:3

Health Systems and Global Health Governance: Frame work for Health Systems; NCDs and Health Care Systems; Financing Universal Health Coverage; Health System and Financing in a Global Perspective; Global Health Governance; Framework Convention on Tobacco Control, The Role of International Actors in the Delivery of Health Services, Health Service Delivery-Demand Side Issues; Health Service Delivery- Supply Side Issues; Health System in Low and Middle Income Countries; the Role of NGOs in Global Health

Suggested Readings:

1. Szlezak NA, Bloom BR, Jamison DT, Keusch GT, Michaud CM, Moon S & Clark WC. (2010). The Global Health System: Actors, Norms, and Expectations in Transition. *PLoS Med*. 7(1), e1000183.
2. Gostin, Lawrence O.; Mok, Emily A. (2010). "Innovative Solutions to Closing the Health Gap between Rich and Poor: A Special Symposium on Global Health Governance." *Journal of Law, Medicine & Ethics*. Fall. 38(3): 451-458.
3. Moon, S., Szlezak, N. A., Michaud, C. M., Jamison, D. T., Keusch, G. T., Clark, W. C., & Bloom, B. R. (2010). The Global Health System: Lessons for a Stronger Institutional Framework. *PLoS Medicine*, 7(1), e1000193.
4. The Lancet Commission on Investing in Health (2013). Global health 2035: A world converging within a generation. *The Lancet* 382(9908): 1898-1955.

Priorities in Global Health Policy and Challenges of Global Health Importance: Unfinished agenda—Maternal and Child Health and Rights Globally; Unfinished Agenda—Global Health Impact of HIV/AIDS and Tuberculosis; Undernutrition and Obesity; Violence and Injuries; Chronic Diseases and Risk Factors; Emerging Infectious Diseases; Urban Health in Developing Countries, Migration and Health: Climate Change, Refugees and Internally and Internationally Displaced/ Humanitarian Emergencies/ Healthcare in Emergencies

Suggested Readings:

1. Levine, Ruth (2007). *Case Studies in Global Health: Millions Saved*, Jones & Bartlett Learning, MA.
2. Garrett L (2007). The Challenges of Global Health. *Foreign Affairs*. 86(1): 15-38.

3. Marmot M, et al. (2008) Closing the gap in a generation: Health equity through action on the social determinants of health. Final report of the WHO Commission on the Social Determinants of Health. Available:
http://www.who.int/social_determinants/thecommission/finalreport/en/
4. Alam, N., Merry, L., Mainul Islam, M. and Cortijo, C. (2015) International Health Professional Migration and Brain Waste: A Situation of Double-Jeopardy. *Open Journal of Preventive Medicine*, 5, 128-131.
http://file.scirp.org/pdf/OJPM_2015032015170591.pdf
5. Islam MM, Islam MK, Hasan MS, Hossain MB (2017) Adolescent motherhood in Bangladesh: Trends and determinants. *PLoS ONE* 12(11): e0188294.
<https://doi.org/10.1371/journal.pone.0188294>
6. Mohammad Mainul Islam and Tasmiah Nuzhath. Health risks of Rohingya refugee population in Bangladesh: A call for global attention, *Journal of Global Health*, 2018, Vol.2 (Forthcoming) <http://www.jogh.org/>
7. Mohammad Mainul Islam et al. Effects of Remittances on Health Expenditure and Cost of Treatment of International Migrant Households in Bangladesh.

Ethical Issues in Global Health Research and Interventions: Ethics and Human Rights; Ethical and Human Rights Concern in Global Health Research and Interventions

Suggested Readings:

1. Winkler, Daniel and Richard Cash (2009). Ethical Issues (Chapter 12), *Global Public Health: a new era* (Second Edition), Oxford.
2. Rubenson, B. (2002). *Health and human rights*, Sida: Stockholm. www.sida.se
3. Tehmina Ghafur, Mohammad Mainul Islam, Nazmul Alam and Mohammad Sazzad Hasan. Health and Demographic Surveillance System Sites: Reflection on Global Health Research Ethics
4. Mohammad Mainul Islam and Mohammad Bellal Hossain. Ethics review committee approval in Bangladesh: An examination of internationally funded health and demographic surveys

Course No. POP 509: Population Estimations and Projections

Credit hours: 2

Introduction to the course:

This course will provide an overview to the students with basic skills in computing population estimates and projections as part of the routine demographic analysis. Specific aims of this course are to develop capability among students to set assumptions about three components of population change for population projections: fertility, mortality, and migration. Hands-on training will be provided to students on most commonly used methods of projection in the context of Bangladesh. Projective computations are actually conducted to furnish predictions or

forecasts about the future size and structure of the population in response to the needs of a certain users from a wide range of sectors (e.g. education, employment, housing, pension schemes). The methods of projections examined in this course are not “purely” demographic, as they incorporate, at varying degree, some theoretical and technical considerations from other scientific disciplines (regional science, social development, economics and behavioural sciences). It is true to say the likelihood of population projections heavily rests in a good knowledge of the changes affecting other dimensions of development. For this reason, for generating reliable projection it is important for students to demonstrate some general knowledge about development issues related to population change. The students are advised to acquire a scientific calculator with basic statistical functions.

Aims of the course

The overall aim of this course is to provide students with basic skills in computing population estimates and projections as part of the routine demographic analysis.

Specific objectives

Following the completion of this course, students will be able to:

- Overview the concepts and definitions related to population estimates and projection;
- Distinguish between estimates and projections;
- Comprehend the importance of population estimates and projection from a policy perspective;
- Understand the theoretical perspectives of fertility;
- Perform projection on future fertility;
- Understand the theoretical perspectives of mortality;
- Perform projection on future mortality;
- Understand the theoretical perspectives of migration;
- Perform projection on future migration;
- Do population projection through microsimulation;
- Use the DemProj—a computer program for making population projection;

Learning outcomes

Students will be able to:

- Understand the importance and use of population projection;
- Perform all types of projection;
- Operate demographic software DemProj for projection;
- Operate Microsoft excel to produce tables, graphs and charts;

Instructions strategies

The course is structured into topics as listed in the course outline. Learning activities of the course will consist of class lectures with Power Point presentations, reading, and discussions. Individual reading will be given and student will be presenting his/her summary. In addition to this there will be group presentation on a specific topic and group will be formed. Apart from theoretical classes a significant lab classes will be held. At the beginning of the semester all reading materials will be provided to students in a folder.

Total number of classes

There will be 30 classes for the course. Duration of each class will be 50 minutes.

Assessment

A mid-term examination will take place according to the date fixed by the department. Final examination will be held at the end of the semester. Short questions and/or short notes and/or broad essay types questions will be drawn from the lectures, reading materials, group discussions and topic of presentation held to date.

Course Outline

Concepts and definitions: Concepts and definitions related to population estimates and projection, estimates versus projections, importance of population estimates and projection from a policy perspective, understanding population projection, Who produces projections.

Fertility Projection: Theoretical Perspectives on fertility, Trends and Patterns of fertility (global and national), forecasting fertility and setting assumptions, Projecting future fertility.

Mortality Projection: Theoretical Perspectives on Mortality, Trends and Patterns of Mortality, Forecasting Mortality and setting assumptions, Comparison of Various Life Tables for Projection, Projecting Future Mortality.

Migration Projection: Theoretical perspectives of internal and international migration, trends and patterns of internal and international migration, forecasting migration and setting assumptions; Importance of including migration in projections and risk of excluding migration in projection, Projecting Future Migration.

Projection methodology: Cohort component methods, alternative methods, time series, microsimulation, multi-state cohort component projections, Uncertainty, Scenario, Probabilistic projection, Choosing a population projection.

Projection Outcomes: Total Population Size, Projection by Age-Sex, Projection of Urban and Rural Population, Projection of Labour Force, Regional/District Level Projection, Accuracy of projection.

Population projection through microsimulation: Population projection through microsimulation.

Socio-Demographic Estimates and Projections: Child Marriage, Adolescent Fertility, Education, TVET, Poverty, Contraceptive Use/FP.

DemProj: A computer program for making population projection.

Suggested Readings:

1. Alho J and Spencer BD (2005) *Statistical demography and forecasting*. New York: Springer.
2. Bijak J (2010) *Forecasting international migration in Europe: a Bayesian view*. Dordrecht: Springer.
3. Booth H (2006) Demographic forecasting: 1980 to 2005 in review. *International Journal of Forecasting* 22(3): 547–581.
4. George MV, Smith SK, Swanson DA and Tayman J (2004) Population projections. In: *The methods and materials of demography*, 2nd Edition, Siegel JS and Swanson DA, eds., pp. 561–601. Amsterdam: Elsevier.
5. Isserman AM (1993) The right people, the right rates: Making population estimates and forecasts with an interregional cohort-component model. *Journal of the American Planning Association* 59(1): 45–64.
6. Keilman N (2001) Data quality and accuracy of United Nations population projections, 1950-1995. *Population Studies* 55(2): 149–164
7. Keilman N (2007) UK national population projections in perspective: How successful compared to those in other European countries? *Population Trends* 129: 20–30.
8. Keilman N (2008) European demographic forecasts have not become more accurate over the past 25 years. *Population and Development Review* 34(1): 137–153.
9. O’Neill BC, Balk D, Brickman M and Ezra M (2001) A guide to global population projections. *Demographic Research* 4(8): 203–288.
10. Preston SH, Heuveline P and Guillot M (2001). *Demography: Measuring and modelling population processes*. Oxford: Blackwell.
11. Shaw C (2007) Fifty years of United Kingdom national population projections: how accurate have they been? *Population Trends* 128: 8–23.
12. Smith KS, Tayman J and Swanson DA (2001) *State and local population projections: Methodology and analysis*. New York: Kluwer Academic / Plenum.
13. Wilson T and Rees P (2005) Recent developments in population projection methodology: A review. *Population, Space and Place* 11: 337–360.

Course No. POP 510: Proposal Development

Credit hours: 2

Course Objectives:

The general objective of this course is to familiarise the students about the process of developing a proposal. However, the course will specifically focus on the process of developing grant proposal for implementing programs to solve problems and academic research proposal. After the completion of this course, the students will learn:

- The purpose of proposals and their uses.
- The basic features and types of proposals.
- How to plan and do research for a proposal?
- How to organize and draft the major sections in a proposal?
- How to develop a technical and financial proposal?

Detail Syllabus:

- **The Proposal-Readers, Expectations and Functions:** What is a proposal? Functions and purposes of the proposal-communication, contract, and plan. Basis of proposal: research questions or research problems. Types of proposal: Request for proposal (RFP), Informal proposal, Speculative proposal, Grant proposal, and Academic research proposal.
- **General Framework for Developing Proposals:** Overall framework, Hierarchy of concepts, Research areas and topics, General and specific research questions, Data collection questions, Research questions and data: the empirical criterion, Tactical issues: the importance of pre-empirical stage; questions before methods; and need of hypothesis in proposal
- **Role of Theory and Dealing with the Literature:** Perspective behind the research, Role of theory-descriptive versus explanation and theory verification versus theory generation, Pre-structured versus unfolding research, Literature and reviewing literature- relevant literature, relationship between study and literature
- **Writing the Technical Proposal:**
 - Writing academic research proposal-Title page, Abstract, Table of contents, Introduction: area, topic and statement of purpose, Research questions: general and specific, Conceptual framework, theory and hypotheses, Review of literature, Methods, Sampling, Data collection instruments, Data collection procedures, Data analysis techniques, Significance, Grantt chart, Limitations and delimitations, Ethical issues: consent, access and participant's protection, References, Appendices.

- Writing grant proposal for implementing programs to solve problems-Title page, Executive summary, Table of contents, Detailed explanation of the proposal: introduction to the situation, research and analysis, Goals and objectives of the project, solutions (descriptions of project activities), unique selling proposition (USP)/ innovativeness in proposing solutions, description of expected project results, project implementation plan, grantt chart, Background information about the organization and personnel, Logistics-budget, equipments, roles and responsibilities of human resource, Appendix
- **Writing the Financial Proposal:**
 - What is financial proposal? Need for a financial proposal, How to prepare a budget? Budget preparation checklist, Sponsor’s instructions, guidelines, and/or requirements regarding budget, Budget categories-direct cost, facilities and administrative (F & A) costs, indirect cost, Justifications of budget, Step-by-step: creating a budget.

References:

Punch, K. F. 2006. Developing Effective Research Proposals. New Delhi: SAGE Publications

Sawers, N. 2009. How to Write Proposals, Sales Letters & Reports. Kolkata: Viva Books

Grants Proposal Writing, World Bank Small Grants Program

Budgeting, World Bank Small Grants Program

Help sheet for Research Proposals, The University of Sydney, Australia

Course No. POP 511: Internship

Credit hours: 2

Course No. POP 512: Comprehensive

Credit hours: 4 (Exam 2 Credits & Oral 2 Credit)

Course No. POP 549: Thesis

Credit hours: 8