

## FULL TEXT OF REPORT

### A COMPARISON OF 5 INTRODUCTORY TEXTBOOKS IN GLOBAL HEALTH

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with the collaboration of 37 participants<sup>3</sup>

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#### ABSTRACT

In response to the increased numbers of courses in global health, the Global Health Education Consortium (GHEC) commissioned a comparative review of introductory textbooks in global health, done under the aegis of the GHEC Subcommittee on Education. Among texts in global health, 5 introductory books were selected for comparison. The review was conducted with the participation of 37 volunteers who evaluated individual subject categories, and recorded their ratings in an electronic questionnaire. In addition, we solicited reviews from four experts in global health, plus comments from the 37 volunteers.

The 5 books were: Skolnik R. Essentials of Global Health; Markle WH, et al, editors. Understanding Global Health; Lindstrand A, et al. Global Health, an Introductory Textbook; Seear M. An Introduction to International Health; and Jacobsen KH. Introduction to Global Health. Each book had its own “flavor” and could be selected depending upon the student audience, the goals of the course, and the perspectives of the instructors. However, in a comparison of quality of their content and coverage of topics in global health, two books stood out, the Skolnik and the Markle texts. The Skolnik book was rated the best for undergraduate students and the Markle book best for professional and graduate students.

## INTRODUCTION

At academic institutions in the United States, there has been a great burgeoning of interest in global health, initiated by undergraduate, graduate, and professional students. In response, many universities have launched courses, programs, and degrees that present information, teach methods, and build relevant skills. Concomitantly, there has been a rapid increase of publications in global health, including a number of new textbooks.

The Global Health Education Consortium (GHEC) was created to foster education in this discipline. In pursuit of its mission, GHEC has an Education Committee, currently chaired by Timothy Brewer, with more than 20 volunteer members. The Education Committee undertakes a variety of projects that are designed to facilitate various aspects of the GHEC mission. In this report, we present the results of one such project, an evaluation of introductory textbooks in global health. Our approach was modeled on the evaluations that are published by the magazine *Consumer Reports*, in which similar products are compared across a variety of parameters, using a rating scale for each parameter. In view of the wide range of knowledge required, we recruited a large number of volunteer evaluators, using experts, faculty, and student participants.

## METHODS

The evaluation was developed in a stepwise fashion. (1) We first identified recently published textbooks in global health and sorted them into a group for evaluation, and a group that was excluded. We limited this project to 5 introductory textbooks because they were likely to be the most widely used and were roughly comparable (Table 1). Excluded were a variety of large textbooks and books that focused on specific areas of global health (Appendix Table 1). These judgments were supported by the GHEC Education Committee. (2) We reviewed the contents of the 5 books and sorted the chapters into 12 distinct subject categories (Table 2 and Appendix Table 2). We constructed a set of 6 parameters for evaluation of each of the subject categories: quality of information; quality of presentation; quality of illustrations; quality of supporting materials; appropriate for undergraduate students; appropriate for graduate students (Appendix Table 3). Each parameter was rated on a scale: 5 outstanding; 4 excellent; 3 good; 2 fair; 1 poor (Appendix Table 3). (3) We then sought volunteers to review individual subject categories. The goal was to identify at least three reviewers, an "expert", a faculty member, and a student for each category. We solicited unpaid volunteers, and gave them the opportunity to select a subject category which they felt qualified to review; volunteers identified themselves as experts, faculty, or students. For this purpose, we emailed a list of more than 200 names provided by GHEC. A total of 41 people volunteered, most of whom most reviewed only a single subject category; of these 41, 36 reviewers completed 41 individual reviews (Table 3). Nine subject categories received 3 or 4 reviews and three categories received only two reviews. (4) We distributed copies of the 5 books by mail, and respondents entered their evaluations in a SurveyMonkey® questionnaire. In addition to rating parameters, respondents could add verbal comments; a total of about 50 pages of comments were received and were used for the qualitative aspect of the report. (5) Four "experts" were recruited to provide an overall comparison of the books. Their responses played a major role in the qualitative component of the report.

We used analysis of variance (ANOVA) with post-hoc Tukey multiple comparison tests to determine whether there were significant pairwise differences between book ratings. We used SAS V9.2 (SAS Institute, Inc., Cary, NC) for the analysis.

As described above, we took two approaches to evaluation of the 5 books, qualitative comments to characterize each book and describe its strengths and weaknesses, and a semi-quantitative evaluation to rate individual subject categories,. Both of these data sets are presented in the following section.

## FINDINGS

An overview of the books is shown in **Table 1**. The books were all about the same length (300-350 pages), were published about the same date (2006 to 2008), and ranged in retail price from \$35 to \$57. Three books were single author products, one was written by a team of 6 authors, and one was a multi-authored book overseen by three editors. For convenience, we will refer to each book by the name of its first author or editor.

### Qualitative comments about each book

We asked four well qualified “experts” to do an overall review of the 5 books, both to provide a “flavor” of each book and to comment and compare them as introductory texts in global health. Their comments are reproduced below, unchanged except for minimal editing.

#### Skolnik

Reviewer 1. This is a well written, authoritative overview of global health issues. While it may be the most expensive of the books reviewed it also seemed good value for money in terms of the range of its coverage and the accessibility of its materials. It is well structured, building the reader's understanding step by step, with a clear learning objectives, conclusions and study questions for each chapter. It illustrates each issue with vignettes that help the reader imagine what it is like to experience health conditions in rich and poor countries, well chosen statistics and figures and case studies usually at system level. It was the most wide-ranging of the books reviewed, covering all the major issues affecting global health. From a personal perspective I would have liked to see more emphasis on globalization and global governance, but aside from this wish it was a comprehensive introduction to the topic. It would certainly be useful for undergraduates and as well as a good introductory book for health professional students.

Reviewer 2. This book is largely built from the 2<sup>nd</sup> edition of the publication, “Disease Control Priorities in Developing Countries.” As such it has great strengths, namely a consistent source of data on epidemiological magnitude and the cost-effectiveness of interventions. This is also a weakness as it does not explore alternative views as much as some of the other texts.

Reviewer 3. This book benefits from having a single author who while lacking specialized expertise that would be desirable for an advanced level textbook, can provide consistent style. The book includes learning objectives, study questions and a brief summary, all of value in a

textbook. The book is stronger than most with regard to the cultural, ethical and human rights dimensions of health. Important topics that are given little or no attention include the causes, consequences and programmatic implications of rapid population growth, global health careers, history of international health efforts, and vulnerable populations.

Reviewer 4. This book is a good introductory text for global health particularly at the undergraduate level. Its strengths include its consistent, logical format with clearly defined learning objectives, vignettes to help place global health issues at the individual level, and study questions. The tables, figures and graphs are well done, and tend to highlight important rather than peripheral issues though there is the occasional uninformative or unnecessary figure or graph (see for example Figure 1-1). The glossary at the end is another plus. The range of topics covered seemed appropriate for an introductory level textbook. While Chapter 1 does a great job of laying out the goals of the book, more background on the rise of global health would have been useful. The formatting of the text and the color choices were not as effective as some other books.

### Markle

Reviewer 1. This is an impressive reference book, full of the sort of information and detail needed to cover nearly all fields of global health. The figures and examples are well chosen and clear. It is more suitable for a health professional with some understanding of the field than an undergraduate and because different authors contribute each chapter there is less continuity and building of knowledge. The smaller page and print sizes may present a problem for some and an advantage for others. Within each chapter, there are clear learning objectives, examples and study questions. It covers all the main fields well, with relatively less emphasis on globalization, global governance and health systems and more emphasis on specific diseases. It covers displacement and conflict better than most other books reviewed.

Reviewer 2. This book has different authors for different chapters. This means that in principles they are knowledgeable about their area but this also means that the book does not have the same style throughout. This book was interesting in that it provides considerable depth on some topics. For example, the 23-page epidemiology and biostatistics chapter provided a depth of analysis that was missing in many of the other books. As with the Lindstrand book, the Markle book could be a useful source book at least for some topics.

Reviewer 3. With three editor-authors and 30 other authors this book has both the expected merits and liabilities of many specialized cooks preparing the global health 'meal'. The book comes with learning objectives, study questions and summaries and though the use of tables, sidebars, boxes and the like is variable, in general they are well chosen and informative. With 17 chapters the topic coverage is reasonably broad and provides good content on health systems, ethics, injuries, and global health careers. Important topics receiving limited attention included the historical context of global health, global health institutions and their programs, and the causes, consequences and programmatic implications of rapid population growth.

Reviewer 4. This textbook would be a reasonable choice for a health sciences-based global health course such as would be given to medical students. Its strengths include its in-depth

coverage of more traditional medical problems such as tuberculosis, HIV/AIDS, and nutritional deficiencies, as well as good coverage of ethical issues. Markle benefits from having clearly stated learning objectives, a chapter summary and study questions. With many different authors, the value of the study questions varies from chapter to chapter. The chapters on epidemiology/biostatistics, conflicts, and global health careers are stronger than those generally found in other books. The tables, figures and graphs are excellent, and the formatting easy to read (though small). The color choices facilitated reading. The book's strength of in-depth coverage of medical issues also is its biggest drawback. Topics such as bioterrorism, which globally is not an important health issue, get as much or more coverage than other much more pressing problems such as climate change. Except for one chapter on economic and health, social and economic determinants of health are not highlighted as much as in other texts

### Lindstrand

Reviewer 1. This is a book of great ambition, written by a team of Swedish academics with broad vision and strong views. It swoops from a history of human development, through the main causes of the burden of global disease to the development of health systems and global cooperation. Some chapters verge on a polemic while others are more of an extended glossary. While I found it lively and enjoyable to read in places, this was a personal view. It must be said it is not well structured as a text for student or a reference source for health professionals. It does not clarify its learning objectives or explain its conclusions, its examples are intermittent and while it leaves the reader with suggestions for further study one is not sure why these references are suggested. Coverage of the field is frankly patchy with perhaps too much emphasis upon an analysis of the broad sweep of history and the burden of disease and too little discussion of what to do about it in the 21st century. It is enjoyable to read in conjunction with Hans Rosling's "gapminder" images and these are useful teaching aids, but overall the book does not meet the need for a basic text on global health.

Reviewer 2. I liked this book. The figures, tables, and presentation were interesting and elucidated important points. The book seemed to cover the key topics of global health and to have a rational (grounded in the Global Burden of Disease studies) of what was included. In addition, the treatment of development and the cast of global health actors was quite balanced and sensible. The main problem is that many of the figures and tables were quite out of date. Figures shown for 2002, for example, are really quite old in 2010. My wish would be for an updated version of this book. In the global health field the data, priorities, and activities change quite quickly. I know that from the effort I have to make annually to stay on message in my undergraduate course in global health.

Reviewer 3. While enjoying parts of this book I find it quite uneven. The first four chapters, with more than 40% of the pages, provide an excellent introduction to development, health determinants and indicators, and the health transition. The two chapters on reproductive health and population change give more attention to these important topics than any other book reviewed, and the book also provides a fine chapter on health systems. But the flip side of the coin is limited, and in some cases, very little attention to important topics such as maternal and child health, culture and health, environmental health, ethical issues, health economics and

vulnerable populations. The book lacks chapter learning objectives, discussion questions and summary, important features in a textbook, but does provide ample references.

Reviewer 4. This book seems more appropriate for students with some previous knowledge of global health and global health issues. Its strengths include its comprehensive discussion of development and the linking of health with social and economic determinants. The layout by global burden of diseases is interesting and works reasonably well. The writing is engaging, though is less “objective” than some other texts. The graphs, photos, and figures are good, though the “DALY” maps are not very useful. For example, map 8-1, road accidents, could be read as showing that the only place where road accidents occur in North America is in Atlanta. The text does include vignettes, often in boxes, to bring global health issues to the individual level. It lacks the clear learning objectives, summaries and study questions present in other texts.

### Seear

Reviewer 1. This is a book about international health, focused on health in poor countries and the impact, or lack of it, of overseas aid from rich countries rather than global health issues affecting health across boundaries that must be addressed through international cooperation. Though not covering the full range of global health issues it still raises important questions. In fact these questions provide a useful structure for the book and each chapter sets clear learning objectives. As an overview of the subject it provides a reasonable introduction for a student. It attempts to enliven the subject with insightful statistics, some illustrations and some quotations. Personally I found these rather distracting and irritating but others may enjoy them. What I found lacking was any more ambitious solutions and while the author makes it clear that aid is not working he does not seem to suggest an approach that would offer greater hope. It seemed a little too basic for healthcare professionals while not providing enough basic coverage for an introduction to the subject.

Reviewer 2. This is a very odd book with way too much emphasis on development and aid for an introductory book on global health. The emphasis on the IMF and other development actors seemed to be magnified beyond what makes sense to me. These are important topics but the prominence given to them seemed to indicate a particular political viewpoint. The author include occasional “A Moment of Zen” boxes which made side by side comparisons of incomes or expenditures of a specified amount in a low and high income country. While putting the contrasts in stark relief they were also a bit odd to find in an academic text.

Reviewer 3. At least 6 of the 16 chapters deal with development, poverty, foreign aid projects, assistance partnerships and the like, with limited or almost no attention to such topics as the environment, population dynamics, injuries, and ethical issues. It does include a chapter on the health of indigenous populations. The book does not have chapters on communicable and non-communicable diseases, instead preferring to make very brief reference to the major diseases within a chapter on basic medical care. I found the “A Moment of Zen” and other boxes interesting and useful, albeit the Zen ones were rather surprising for a book of this sort. They do highlight the author’s strong social-economic views. The book includes learning objectives and summaries but lacks discussion questions. Chapter references are extensive. For an introductory

level class I find this book gives too much emphasis to poverty, development and international assistance, and too little to some other important core global health topics.

Reviewer 4. This book seems most appropriate for students studying social determinants of health rather than a general global health course. Social science, social justice or anthropology courses might consider using this book. It highlights - more than the other books - the interplay between poverty and health, and the disparities that exist across systems. The author's voice comes through clearly; as such it is less "objective" and fact driven than some of the other books. The emphasis is on international rather than global health.

#### Jacobsen

Reviewer 1. This is a well set out basic introductory text, though most of its focus is on international health. It introduces the issues and terms and builds a description of the current challenges and international health systems. While the overall organization of the book is topic driven, each chapter has "key points" for the reader. What is less clear is what conclusions should be drawn from each chapter or from the book as a whole. The reader is left with some useful information but no summary or questions to help them process this to decide what should be done about it. The book is well indexed and has several appendices largely drawn from UN sources but I could not help wondering why the reader could not simply look these documents up. I welcome the discussion of the application of the Articles of WHO and the Universal Declaration of Human Rights but I did not need to have them as appendices.

Reviewer 2. I found this book extremely basic and in fact a rather odd mix of things on global health. Some sections were useful and I assumed targeted to undergraduates. But there did not seem to be an overall guiding rationale to what was included in the text and what was not.

Reviewer 3. The initial chapters on defining global health, describing health inequalities and covering the socioeconomic context of disease provide a good introduction to the field. Later chapters then cover in logical form other major topics of the field. Three concluding chapters, on global health players and payers, on priorities, and additional learning resources, are useful. However, the book gives very brief attention to such topics as global health metrics, health systems, disasters and humanitarian emergencies, non-communicable diseases, careers, and the evolution of international health assistance. The chapters lack learning objectives, distribution questions and summaries; references are adequate. The book is suitable for undergraduate students but may be a bit too elementary.

Reviewer 4. This book has a strong public health focus with less attention to more traditional medical issues. Its strengths include the discussion of epidemiologic terms, transmission of infectious diseases, measures of association, bias and confounding and other topics that might be found in masters of public health courses. The chapters start with key points, but often lack summaries. There are no study questions. The tables, graphs and figures are good, and highlight issues from the text. Unlike some other texts, this book does not have any colors.

#### Comments by individual reviewers

The individual reviewers who rated specific subject categories contributed a large number of comments. Since these comments were optional they were rather patchy, and most of them were explanations of (and reflected in) their numerical ratings. Therefore, no attempt has been made to summarize them further in this report.

### Semi-quantitative comparisons

#### Comparison by 6 parameters

Each book was rated on 6 parameters (Table 4): quality of information; quality of presentation, quality of illustrations; quality of supplemental materials; appropriate for undergraduates; and appropriate for graduate and professional students. Four parameters (information, presentation, illustrations, supplemental materials) were grouped to form a composite measure of quality. As Table 4 indicates, two of the books (Skolnik and Markle) received the best ratings (3.77 and 3.68), while the other three books were somewhat lower (3.02 to 2.64). Furthermore, these differences were pretty consistent across the four quality parameters.

ANOVA showed that there were differences in the composite measure of quality in Table 4 ( $p > 0.0001$ ). The Tukey multiple comparison test results indicated that – in a pairwise comparison - ratings for both the Skolnik and Markle books differ significantly from each of the three other books, but they do not differ significantly from each other. Likewise, the three other books do not differ significantly from each other. These differences were very consistent with the majority of qualitative comments.

#### Comparison by 12 subject categories and 18 competencies

The content of the books could be conveniently divided into 12 subject categories shown in Table 2. Two books (Skolnik and Markle) covered 11 or 12 of these categories, while each of the other three covered 8 subjects; however, omissions differed among these three books. Although each subject category was rated on 6 parameters for each book, the number of entries (2-4) per cell was too small to justify a fine-grained analysis. However, a scan of these cells indicates that the best rated books had selected points of weakness while the books with lower ratings had individual points of strength.

An alternate approach to subject coverage was to use a list of “competencies” in global health and determine what proportion of these competencies was represented in each book. A combined index of subject and competency coverage is computed in Appendix Table 4, and is summarized in Table 4. The Skolnik and Markle books received a higher rating on this scale compared to the other three books.

#### Comparison by student audience



When books were evaluated by potential student audience, Skolnik stood out as a text for undergraduates while Markle received the best rating as a text for graduate and professional students.

### Overall ratings

The individual ratings have been gathered together in a summary form in [Table 4](#). There are several salient findings. An index of overall “quality” was compiled from 4 individual parameters (information, presentation, illustrations, supporting materials). The Skolnik and Markle books were given the best ratings compared to the other three books, and this difference was statistically significant as described above. An index of subject coverage was compiled ([Appendix Table 4](#)); again the Skolnik and Markle books were leaders. Finally, when evaluated as undergraduate texts, the Skolnik book received the highest rating, while the Markle book was at the top of the list as a text for professional and graduate students.

## DISCUSSION AND SUMMARY

Each of the 5 books under review has a somewhat different “flavor”, which is best captured in the comments of the four experts. When the books are compared as student texts, both qualitative and semi-quantitative evaluations are quite consistent. The Skolnik and Markle books received the best ratings, both on the quality of their content and on the coverage of subject categories. However, these two books differ in significant ways. The Skolnik text is a single author book that received the highest rating as an undergraduate text, and was designed for that specific audience. The Markle text is a multi-author book that benefits from the expertise of individual experts but inevitably is less consistent than a single author book. It received the highest rating as a text for professional and graduate students.

If one had to identify a “best buy” among the two leading books, the Markle book at \$35 would probably be selected by most reviewers.

Regarding the other three books, each of them has its own orientation and “flavor”. They all deserve consideration. Depending on the student audience and course goals, each of them might be selected by individual teachers.

Finally, these cumulative reviews provide input that authors might wish to consider in planning future editions of their books. Interested authors can obtain our raw data upon request.

## ACKNOWLEDGEMENTS AND DISCLAIMERS

Abigail Cohen designed the surveymonkey© questionnaire and abstracted the raw data, and Amy Praestgaard provided statistical consultation, both courtesy of the Center for Clinical Epidemiology and Biostatistics, Department of Epidemiology and Biostatistics, School of Medicine, University of Pennsylvania. Timothy Brewer, Subcommittee on Education and members of his committee, Global Health Education Consortium, provided advice and guidance in designing the study.

Neal Nathanson led the study design, oversaw the data collection, performed the data analysis, and drafted the report. Thomas Hall participated in the study design, provided volunteers to participate in the study, contributed evaluation of the books, and revised the report. Neither authors have a conflict of interest.

**TABLE 1**  
**INTRODUCTORY TEXTBOOKS OF GLOBAL HEALTH**  
 Books that were reviewed

<b>BOOKS</b>	<b>PUBLISHER YEAR</b>	<b>RETAIL PRICE (US DOLLARS)</b>	<b>NUMBER OF AUTHORS</b>	<b>PAGES (TEXT INDEX APPENDIX)</b>
<b>ESSENTIALS OF GLOBAL HEALTH</b> Skolnik R	Jones and Bartlett Publishers 2008	\$57	1	296 22 4
<b>UNDERSTANDING GLOBAL HEALTH</b> Markle WH, et al	McGraw Hill 2007	\$35	3 editors 33 authors	341 20 0
<b>GLOBAL HEALTH, AN INTRODUCTORY TEXTBOOK</b> Lindstrand A, et al	Studentlitteratur 2006	\$35	6	310 6 9
<b>AN INTRODUCTION TO INTERNATIONAL HEALTH</b> Seear M	Canadian Scholars Press 2007	\$49	1	346 16 0
<b>INTRODUCTION TO GLOBAL HEALTH</b> Jacobsen KH	Jones and Bartlett Publishers 2008	\$43	1	319 24 23

**TABLE 2**  
**SUBJECT CATEGORIES COVERED BY EACH BOOK**  
X: category covered

BOOKS	CATEGORY												
	INTRODUCTION	MEASURES OF DISEASE	DETERMINANTS OF HEALTH	COMMUNICABLE DISEASES	NON COMMUNICABLE DISEASES	ENVIRONMENTAL HEALTH	NUTRITION	MATERNAL CHILD HEALTH	HUMANITARIAN DISASTERS	HEALTH SYSTEMS	GLOBAL AID	ETHICS	TOTALS (OF 12)
Skolnik	X	X	X	X	X	X	X	X	X	X	X	X	12
Markle	X	X	X	X	X	X	X	X	X	X		X	11
Lindstrand		X	X	X	X		X	X		X	X		8
Seear	X	X	X				X		X	X	X	X	8
Jacobson	X	X	X	X		X	X	X			X		8

<b>TABLE 3</b> <b>REVIEWERS, FACULTY, EXPERTS, STUDENTS, AND</b> <b>TRAINEES</b> (37 reviewers contributed 41 individual reviews)	
<b>REVIEWERS: FACULTY AND</b> <b>EXPERTS</b>	<b>REVIEWERS: STUDENTS</b> <b>AND TRAINEES</b>
Andrea Boggio	Tonia Berg
Timothy Brewer	Eileen Cheung
Connie Currier	Alexa Coughlin
Richard Deckelbaum	Jennifer Hulme
Theodore Emmett	Sarah Hughes
Suzinne Pak-Gorstein	Sirina Keesara
Wayne Hale	Farhad Modarai
Thomas Hall	Kim Mooney
Amy Lee	Tej Nuthulaganti
Graham Lister	Ian Pereira
Theresa Lynch	Nitasha Puri
Sharon McDonnell	Trisha Rys
Carol McLaughlin	Beverly Wudel

<b>TABLE 3</b> <b>REVIEWERS, FACULTY, EXPERTS, STUDENTS, AND</b> <b>TRAINEES</b> (37 reviewers contributed 41 individual reviews)	
<b>REVIEWERS: FACULTY AND</b> <b>EXPERTS</b>	<b>REVIEWERS: STUDENTS</b> <b>AND TRAINEES</b>
Nazanin Meshkat	
Stephen Morris	
Christopher Murray	
Padmini Murthy	
Thomas Novotny	
Suzinne Pak-Gorstein	
Trevor Penning	
Antonio Sarria_Santamera	
Christopher Stewart	
Anvar Velji	
Calvin Wilson	

**TABLE 4**  
**RATINGS OF BOOKS BY VARIOUS PARAMETERS**  
**(SCALE: 5 OUTSTANDING; 4 VERY GOOD; 3 GOOD; 2 FAIR; 1 POOR)**

BOOKS	PARAMETER							
	QUALITY (4 MEASURES) N = 111-146	INFORMATION N = 23-35	PRESENTATION N = 26-37	ILLUSTRATIONS N = 26-37	SUPPORTING MATERIALS N = 26-37	TOPIC COVERAGE	UNDER GRADUATES N = 24-37	GRADUATES N = 26-37
SKOLNIK	3.77	3.74	4.00	3.49	3.86	4.44	4.14	3.24
MARKLE	3.68	3.86	3.59	3.49	3.81	4.24	3.38	3.76
LINDSTRAND	3.02	3.24	3.21	3.14	2.50	3.19	3.07	3.10
SEEAR	2.80	2.88	2.96	2.61	2.77	2.92	3.03	2.66
JACOBSON	2.64	2.83	2.96	2.62	2.13	2.92	2.96	2.46

None of these differences are statistically significant. N = the number of individual scores for each parameter. 4 measures: information; presentation; illustrations; and supporting materials. Topic coverage: see Appendix Table 4 for computation.

<b>APPENDIX TABLE 1 BOOKS THAT WERE NOT REVIEWED</b>	
<b>THE FOLLOWING WERE EXCLUDED BECAUSE THEY WERE CONSIDERED TO BE GENERAL TEXTS RATHER THAN PRIMERS IN GLOBAL HEALTH</b>	
<b>INTERNATIONAL PUBLIC HEALTH Merson M, et al</b>	<b>Jones and Bartlett Publishers 2005</b>
<b>TEXTBOOK OF INTERNATIONAL HEALTH: GLOBAL HEALTH IN A DYNAMIC WORLD Birn A-E, et al</b>	<b>Oxford University Press 2009</b>
<b>ESSENTIALS OF INTERNATIONAL HEALTH Sharma M, and Atri A *</b>	<b>Jones and Bartlett Publishers 2009</b>
<b>THE FOLLOWING WERE EXCLUDED BECAUSE THEY WERE NEITHER INTRODUCTORY PRIMERS NOR GENERAL TEXTS IN GLOBAL HEALTH</b>	
<b>CASE STUDIES IN GLOBAL HEALTH: MILLIONS SAVED Levine R, et al</b>	<b>Jones and Bartlett Publishers 2007</b>
<b>THE PRACTICE OF INTERNATIONAL HEALTH: A CASE-BASED ORIENTATION Perlman D, et al</b>	<b>Oxford University Press 2008</b>
<b>GLOBAL HEALTH CARE: ISSUES AND POLICIES Holtz C</b>	<b>Jones and Bartlett Publishers 2008</b>



**APPENDIX TABLE 1  
BOOKS THAT WERE NOT REVIEWED**

<b>CARING FOR THE WORLD: A GUIDEBOOK TO GLOBAL HEALTH OPPORTUNITIES</b> Drain PK, et al	University of Toronto Press 2009
<b>COMPARATIVE HEALTH SYSTEMS: GLOBAL PERSPECTIVES FOR THE 21ST CENTURY</b> Johnson JA, Stoskopf CH	Jones and Bartlett Publishers 2009
<b>WOMEN'S GLOBAL HEALTH AND HUMAN RIGHTS</b> Murthy and Smith	Jones and Bartlett Publishers 2009

\* Received too late for consideration.

**APPENDIX TABLE 2**  
**SUBJECT CATEGORIES FOR EVALUATION OF EACH TEXT**  
 Book code: 1 Skolnik; 2 Markle; 3 Lindstrand; 4 Seear; 5 Jacobsen

BOOK NO.	CHAPTER TITLE	CATEGORY FOR EVALUATION
1 2 4 5	B1 Ch 1. The principles and goals of global health B2 Ch 1. Global health: past, present, and future B4 Ch 1. An overview of international health B4 Ch 2. A history of overseas aid initiatives B5 Ch 1. Global health	INTRODUCTION AND HISTORY
2	B2 Ch 1. Epidemiology, biostatistics, and surveillance	MEASURES OF DISEASE
1 2 3 4 5	B1 Ch 2. Health determinants, measurements, and trends B2 Ch 2. The global burden of disease B3 Ch 3. Health indicators B4 Ch 3. The determinants of population health B4 Ch 6. Defining and measuring health B4 Ch 7. Child and adult health statistics for the developing world B5 Ch 14. Learning more about global public health	
5	B5 Ch 2. Health inequalities	
4 5	B4 Ch 14. Health of indigenous populations B5 Ch 5. The health of special populations	

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 Book code: 1 Skolnik; 2 Markle; 3 Lindstrand; 4 Seear; 5 Jacobsen

<b>BOOK NO.</b>	<b>CHAPTER TITLE</b>	<b>CATEGORY FOR EVALUATION</b>
1 2 3 4 5	B1 Ch 3. Health, education, poverty, and the economy B1 Ch 6. Culture and health B2 Ch 14. Economics and global health B3 Ch 2. Health determinants B4 Ch 3. The determinants of population health B4 Ch 4. Poverty and developing world debt B5 Ch 3. Socioeconomic context of disease	<b>DETERMINANTS OF HEALTH</b>
3 5	B3 Ch 4. Health transition B5 Ch 2. Health inequalities B5 Ch 14. Health of indigenous populations	
3	B3 Ch 10. Global population change	
1 2 3 5	B1 Ch 11. Communicable diseases B2 Ch 8. Tuberculosis and HIV/AIDS B2 Ch 12. Emerging diseases and antimicrobial resistance B3 Ch 5. Communicable diseases B5 Ch 6. The spread of infectious diseases B5 Ch 7. HIV/AIDS, malaria, and TB B5 Ch 8. Globalization and emerging infectious diseases	<b>COMMUNICABLE DISEASES</b>

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 Book code: 1 Skolnik; 2 Markle; 3 Lindstrand; 4 Seear; 5 Jacobsen

BOOK NO.	CHAPTER TITLE	CATEGORY FOR EVALUATION
1 2 3	B1 Ch 12. Non-communicable diseases, B1 Ch 13. Unintentional injuries B2 Ch 10. Injury and global health B2 Ch 11. Aging populations and chronic illness B3 Ch 7. Non-communicable diseases B3 Ch 8. Injury	NON-COMMUNICABLE DISEASES
1 2 5	B1 Ch 6. The environment and health B2 Ch 5. environmental health in the global context B5 Ch 10. Environmental health B5 Ch 11. Health effects of environmental change	ENVIRONMENTAL HEALTH
1 2 3 4 5	B1 Ch 8. Nutrition and global health B2 Ch 6. Nutrition B3 Ch 6. Nutritional disorders B4 Ch 5. Malnutrition B5 Ch 9. Nutrition	NUTRITION
1 2 3 5	B1 Ch 9. Women's health B1 Ch 10. Child health B2 Ch 4. The health of women/mothers and children B3 Ch 9. Sexual and reproductive health B5 Ch 4. Maternal and child health	MATERNAL AND CHILD HEALTH
1 2 4	B1 Ch 14. Natural disasters and complex humanitarian emergencies	HUMANITARIAN

**APPENDIX TABLE 2**  
**SUBJECT CATEGORIES FOR EVALUATION OF EACH TEXT**  
 Book code: 1 Skolnik; 2 Markle; 3 Lindstrand; 4 Seear; 5 Jacobsen

BOOK NO.	CHAPTER TITLE	CATEGORY FOR EVALUATION
	B2 Ch 9. Wars, catastrophes, displaced persons, refugees, and terrorism B4 Ch 13. Natural and humanitarian disasters and displaced populations	DISASTERS
1 2 3 4	B1 Ch 5. An introduction to health systems B2 Ch 7. Primary care in global health B2 Ch 15. Health systems, management, and organization in low- and middle-income countries B3 Ch 11. Health policy and health systems B4 Ch 9. Primary health care strategies B4 Ch 10. Basic medical care	HEALTH SYSTEMS
1 3 4 5	B1 Ch 15. Working together to improve global health B3 Ch 1. What is development? B3 Ch 12. Global health collaboration B4 Ch 8. Foreign aid projects, large and small B4 Ch 11. Poverty alleviation and debt relief B4 Ch 15. Planning and preparing for safe, effective development work B4 Ch 16. Managing a sustainable aid partnership B5 Ch 12. Global health payers and players	GLOBAL AID
5	B5 Ch 13. Global health priorities	
2	B2 Ch 13. Global health communications, social marketing	

**APPENDIX TABLE 2**  
**SUBJECT CATEGORIES FOR EVALUATION OF EACH TEXT**  
 Book code: 1 Skolnik; 2 Markle; 3 Lindstrand; 4 Seear; 5 Jacobsen

<b>BOOK NO.</b>	<b>CHAPTER TITLE</b>	<b>CATEGORY FOR EVALUATION</b>
1	B1 Ch 16. Science, technology, and global health	
1 2 4	B1 Ch 4. Ethical and human rights concerns in global health B1 Ch 6. Culture and health B2 Ch 16. Global health ethics B4 Ch 12. Human rights interventions	ETHICS
2 5	B2 Ch 17. Education and careers in global health B5 Ch 14. Learning more about global public health	NOT RATED

**APPENDIX TABLE 3  
PARAMETERS FOR EVALUATION OF EACH CHAPTER**

<b>PARAMETERS</b>	<b>DESCRIPTION</b>
Information	Is the chapter accurate and authoritative? Is the material current? Is the topic adequately covered or are there significant gaps?
Presentation	Is the text well written? Does it follow a logical order? Is the prose clear and concise? Is the balance of topics appropriate?
Illustrations	Is the text well illustrated? Are the tables, graphs, diagrams, sidebars well designed? Relevant to the topic? Readily understood?
Supporting materials	If discussion questions are present, do they engage interest and provoke thought? If there is a “quiz” does it provide a good test for the student? If there are references or further readings, is there a good selection?
Student audience	Is the material pitched at the right level for undergraduate students
Student audience	Is the material pitched at the right level for health professional students or graduate students?
<b>GRADING SCALE FOR EACH PARAMETER</b>	
5	Outstanding
4	Excellent
3	Good
2	Fair
1	Poor

<b>APPENDIX TABLE 4</b> <b>TOPIC COVERAGE RATING</b> Rating calculated as the average of two fractions (subject categories and competencies) X 5					
<b>BOOKS</b>	<b>SUBJECT CATEGORIES COVERED FRACTION A</b>	<b>SUBJECT CATEGORIES PERCENT B</b>	<b>COMPETENCIES COVERED FRACTION C</b>	<b>COMPETENCIES COVERED PERCENT D</b>	<b>TOPIC COVERAGE (A+B)2/5</b>
<b>SKOLNIK</b>	<b>12/12</b>	<b>1.00</b>	<b>14/18</b>	<b>0.78</b>	<b>4.44</b>
<b>MARKLE</b>	<b>11/12</b>	<b>0.92</b>	<b>14/18</b>	<b>0.78</b>	<b>4.24</b>
<b>LINDSTRAND</b>	<b>8/12</b>	<b>0.67</b>	<b>9/18</b>	<b>0.61</b>	<b>3.19</b>
<b>SEEAR</b>	<b>8/12</b>	<b>0.67</b>	<b>11/18</b>	<b>0.50</b>	<b>2.92</b>
<b>JACOBSON</b>	<b>8/12</b>	<b>0.67</b>	<b>9/18</b>	<b>0.50</b>	<b>2.92</b>
<b>The 18 competencies</b>					
<b>History of global health</b>	<b>Careers in global health</b>	<b>Players in global health</b>	<b>Determinants of health</b>	<b>Health indicators</b>	<b>Health economics</b>
<b>Health systems</b>	<b>Demography</b>	<b>Vulnerable populations</b>	<b>Human rights</b>	<b>Ethics</b>	<b>Culture and health</b>
<b>Occupational health</b>	<b>Maternal and child health</b>	<b>Environmental health</b>	<b>Communicable diseases</b>	<b>Humanitarian disasters</b>	<b>Noncommunicable diseases</b>