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### ***COURSE DESCRIPTION***

This course presents an overview of global health issues through examination of major determinants of health and key areas of disease burden. Students will be introduced to the complex tapestry of social, economic, political, and environmental factors that affect the health of populations globally. Students will examine global health interventions to understand features of successful programs.

### ***COURSE OBJECTIVES***

This course will enable you to:

1. Explore the political, socio-cultural, economic and environmental determinants of global health.
2. Discuss the health indicators that contribute most to the global burden of disease.
3. Analyze how delivery systems for preventive and curative health services may improve in settings with limited resources.

### ***REQUIRED TEXT***

*Introduction to Global Health (w/BindIn Access Code) Edition: 2nd*

**Author:** Jacobsen

**ISBN:** 9781449688349

**Copyright Year:** 2014

**Publisher:** Jones & Bartlett Learning

All other reading material will be provided online via Blackboard.

### ***STUDENT LEARNING OUTCOMES***

By the end of this course, you will be able to:

1. Identify and analyze the major causes and contributing factors of global mortality and morbidity.
2. Demonstrate knowledge of the impact of the major illnesses and diseases on diverse cultures and populations.
3. Define the Millennium Development Goals and their relation to global health.

4. Identify the impact of political, socio-cultural, economic, and environmental systems in both developed and developing nations in relation to health status.
5. Relate population growth and other demographic trends to measures of global health and disease.
6. Critically discuss, in written and oral forms, the influence of poverty, educational attainment, cultural traditions, and the status of women on the health of diverse populations.
7. Describe how international aid workers can respond in culturally relevant and effective ways to global health issues in resources poor settings.
8. Critically evaluate public health responses and health education strategies used in addressing selected global health problems.

### ***TOPICAL OUTLINE OF COURSE CONTENT***

- |   |   |
|---|---|
| <p>A. Introduction to Global Health</p> <ol style="list-style-type: none"> <li>a. Why study global health?</li> <li>b. health</li> <li>c. Critical global health concepts</li> <li>d. The Millennium Development Goals</li> </ol>   | <p>e. Access to resources</p>   |
| <p>B. Health Determinants, Measurements &amp; Trends</p> <ol style="list-style-type: none"> <li>a. Defining &amp; measuring the determinants of health</li> <li>b. Measuring health status</li> <li>c. The global burden of disease</li> <li>d. Measuring the global burden of disease</li> <li>e. The demographic &amp; epidemiological transitions</li> <li>f. The impact of migration on global health infrastructure</li> </ol> | <p>D. Gender, Geography, Culture &amp; Global Health</p> <ol style="list-style-type: none"> <li>a. Women's health issues &amp; reproductive health</li> <li>b. Child health</li> <li>c. Environmental health: clean water &amp; clean air</li> <li>d. Nutrition, malnutrition, hunger &amp; global health</li> <li>e. Culture and health</li> </ol> |
| <p>C. Education, Poverty, Economics &amp; Global Health</p> <ol style="list-style-type: none"> <li>a. Education &amp; health</li> <li>b. Poverty &amp; health equity</li> <li>c. Economics &amp; health expenditures</li> <li>d. Social Justice, human rights &amp; ethics</li> </ol>   | <p>E. Measures of Disease Burden &amp; Health Priorities</p> <ol style="list-style-type: none"> <li>a. Communicable diseases</li> <li>b. Non-communicable diseases</li> <li>c. Natural disasters and complex humanitarian emergencies</li> </ol>  |
|   | <p>F. Key Global Health Policy Issues</p> <ol style="list-style-type: none"> <li>a. Global health policy</li> <li>b. Aging &amp; global health</li> <li>c. Global health systems</li> <li>d. The role of non-governmental organizations</li> <li>e. Challenges for global health</li> </ol>   |

## TEACHING METHODS

This course is completely online. You will work independently on a series of online assignments, each centered on a specific topic related to global health. Detailed descriptions of each assignment will be posted on Blackboard under the ASSIGNMENTS tab. Due dates for each of the assignments are found in the course schedule in this syllabus. Due dates are final and no late work is accepted.

## COURSE ASSIGNMENTS & EVALUATION

<b>80%</b>	<i>10 Graded Homework Assignments</i>	<i>10 assignments</i>
<b>20%</b>	<i>Case study analysis</i>	Choose one case study to analyze

## GRADING SCALE

<b>A</b>	<b>93-100</b>	<b>B+</b>	<b>87-89</b>	<b>B-</b>	<b>80-82</b>	<b>C</b>	<b>70-76</b>	<b>D</b>	<b>60-66</b>
<b>A-</b>	<b>90-92</b>	<b>B</b>	<b>83-86</b>	<b>C+</b>	<b>77-79</b>	<b>D+</b>	<b>67-69</b>	<b>F</b>	<b>&lt;60</b>

## REQUIREMENTS FOR THE SUBMISSION OF WRITTEN WORK

Use this as a checklist before submitting all assignments. Your *assignments must*:

- 1.** Be submitted using the ASSIGNMENTS tab on Blackboard. If you are uncertain about how to submit assignments via Blackboard, please read the simple instructions on the final two pages of this syllabus.
- 2.** Be typed using MICROSOFT WORD and be saved and uploaded as a MICROSOFT WORD document.
  - There is an automatic 20-point grade reduction if this requirement is not met.
- 3.** Be properly named to avoid any confusion. You must save your MS Word document using the following simple format for the file name:
  - YOURLASTNAME# (i.e. GUNGIL1)
  - Note: the number you select should correspond to the assignment number, so when I submit Assignment 1, the file name is GUNGIL1; when I submit Assignment 8, the file name is GUNGIL8.
  - There is an automatic 5-point grade reduction if this requirement is not met.
- 4.** Be double-spaced with 1-inch margins (“normal” setting in MS Word).
  - There is an automatic 5-point grade reduction if this requirement is not met.

5. Use 12-point font. Acceptable choices include Times New Roman, Arial, Calibri, or Cambria.
  - There is an automatic 5-point grade reduction if this requirement is not met.
6. Include a title page with each assignment. An example will be available under class materials.
  - There is an automatic 5-point grade reduction if this requirement is not met.
7. Include page numbers at the bottom of the page.
  - There is an automatic 5-point grade reduction if this requirement is not met.
8. Be well written – punctuation, spelling, composition, syntax, and grammar will be graded. Up to 25% of the grade for the assignment may be deducted for these errors. Please proofread several times carefully.
9. Be submitted before the stated time on the due date.  
NO LATE ASSIGNMENTS WILL BE ACCEPTED IN THIS ONLINE COURSE.

### **ABOUT BLACKBOARD**

#### **ANNOUNCEMENTS**

- From time to time, important course announcements will be posted in this section.
- You should check these announcements daily.
- You are responsible for any information, course updates, changes, or updated deadlines posted here.

#### **SYLLABUS**

- The course syllabus is posted in this section.
- You are responsible for reading all of the information contained in the course syllabus.
- The course syllabus also includes a schedule with detailed information about due dates.
- You are responsible for keeping up with all of these due dates.
- No late assignments are accepted.

#### **ASSIGNMENTS**

- Detailed descriptions for each assignment are found here.

- Additional notes and readings that are needed to complete the assignments are posted in this section, if necessary.
- You will submit your completed assignment here.

### COURSE MATERIALS

- This is a database of everything that you need for this class.

### GRADES

- Grades will be posted here, generally within 2 – 3 days after submitting the assignment.
- You are responsible for monitoring your progress throughout the course and seeking additional assistance when necessary.**

### ONLINE HOMEWORK ASSIGNMENTS

**80% OF FINAL GRADE**

*GOAL: To complete 10 online assignments and explore various concepts and issues related to global health, poverty, development, and social justice.*

#### ONLINE ASSIGNMENT OVERVIEW:

- There are 10 graded online assignments.
- Instructions for all assignments are posted on Blackboard under the ASSIGNMENTS tab. You will have an assignment due almost every other day.
  - See the course schedule in this syllabus for due dates.
  - If you do not finish the assignment by the deadline, you will not have the opportunity to complete it! No late assignments are accepted.
- Each online assignment will require that you:
  - Read some written material, view a PowerPoint presentation, &/or view a film.
  - Engage in critical thinking about how the material you reviewed relates to global health.
  - Complete and submit the written assignment.



### SIMPLE ASSIGNMENT INSTRUCTIONS

*For each assignment, do the following:*



1

**READ...**

...the assignment instructions and corresponding chapter in the textbook.



2

**NAVIGATE...**

the internet to read online resources or view videos (if the assignment instructions indicated that you should do so). Links to all online resources will be posted on Blackboard under Course Materials.



3

**COMPLETE...**

The activity that was described in the assignment instructions.



4

**SUBMIT...**

...your completed assignment as an **MS Word document** via Blackboard before 11:55 pm on the due date (see course schedule in this syllabus for due dates).

- Make certain that all assignments comply with the Requirements for the Submission of Written Work listed on page 3 of this syllabus.

**CASE STUDY ANALYSIS****20% OF FINAL GRADE**

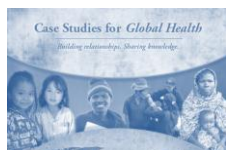
*GOAL: To analyze a model case study published in "Case Studies for Global Health: Building Relationships, Sharing Knowledge."*

**CASE STUDY ANALYSIS OVERVIEW:**

The Bill & Melinda Gates Foundation, the World Health Organization, Global Health Progress (GHP), International AIDS Vaccine Initiative (IAVI) and the Association of University Technology Managers (AUTM) have published a set of thirty-three (33) multi-sector case studies to identify ways in which key stakeholders are addressing global health concerns. These case studies briefly describe existing or planned collaborative relationships, projects and transactions with the aim of sharing lessons learned with the wider global health community. They cover the spectrum of global health work including research, development, delivery, and financing mechanisms.

**SIMPLE ASSIGNMENT INSTRUCTIONS**

*To complete this case study analysis, do the following:*



## ACCESS

**1** the “Case Studies for Global Health,” posted as a .PDF file under the Case Study Analysis Assignment on Blackboard.

## READ

**2** the table of contents, if available, on page 7 of the .PDF document.

## SELECT

**3** a Case Study from the booklet to analyze. You may choose a case study based on a health topic of interest to you, or based on an area of the world of interest to you. Read your chosen Case Study thoroughly.

## WRITE...

...a 3-4 page paper about your Case Study, providing a critical analysis of the Case Study based on what you have learned in class. You should make comparisons between information learned in class and issues discussed in the Case Study, drawing conclusions about the majors lessons learned from the Case Study. Your paper should:

**4**

- ...have a well-written introduction and conclusion.
- ...use specific examples, be thorough, be clear, and provide plenty of detail.
- ...NOT be a repetition of what is written in the case study. I have read them already; you do not need to tell me what they are about. You do need to tell me how they are related to what you learned in class, and to global health in general.
- The grading rubric in the syllabus will be used to evaluate this assignment.

## SUBMIT...

**5**

...your completed paper as an MS Word document via Blackboard before 11:55 pm on Sunday, January 11, 2015.

- Make certain that this assignment complies with the Requirements for the Submission of Written Work listed in this syllabus.

Qualities & Criteria	Poor (0-76)	Good (77-89)	Excellent (90-100)
<p><b>Organization of Assignment</b></p> <p>(15% of grade)</p> <ul style="list-style-type: none"> <li>• Presentation and structuring of the text as indicated in the assignment instructions</li> <li>• Organization and coherence of ideas, including introduction/concluding paragraphs, when indicated</li> <li>• Clarity of sentences and paragraphs</li> </ul>	<p>Follows poorly the requirements related to presentation of the text. The assignment is badly organized, lacks clarity and/or does not present ideas in a coherent way</p>	<p>Follows, for the most part, all the requirements related to presentation of the text. Some requirements are not followed. The assignment is mostly well organized, clear and presents ideas in a coherent way.</p>	<p>Closely follows all the requirements related to presentation of the text. The assignment is well organized, clear and presents ideas in a coherent way.</p>
<p><b>Content/Information in Assignment</b></p> <p>(60% of grade)</p> <ul style="list-style-type: none"> <li>• Coherence of thesis/opinion</li> <li>• All elements of the assignment instructions are addressed</li> <li>• Information based on careful research, reading, and/or analysis information presented in the course readings, films, and/or supplemental material</li> <li>• Inclusion of sufficient relevant, specific, and thorough examples to</li> </ul>	<p>The assignment addresses poorly the issues/questions referred in the assignment instructions. The provided information is not necessary or not sufficient to discuss these issues. Responses to questions do not include sufficient, &amp;/or relevant &amp;/or specific, &amp;/or thorough examples to support the thesis/opinion.</p>	<p>The assignment for the most part addresses with an in depth analysis most of the issues/questions referred in the assignment instructions. The provided information is, for the most part, necessary and sufficient to discuss these issues. Responses to questions for the most part include sufficient, &amp;/or relevant &amp;/or specific, &amp;/or thorough examples</p>	<p>The assignment addresses with an in depth analysis all the issues/questions referred in the assignment instructions. The provided information is necessary and sufficient to discuss these issues. Responses to questions include numerous relevant &amp;/or specific, &amp;/or thorough examples to support the thesis/opinion.</p>



support thesis/opinion		to support the thesis/opinion.	
<b>Quality of Writing</b> (25% of grade) <ul style="list-style-type: none"> <li>No errors and spelling, grammar and use of English</li> </ul>	The assignment is not well written, and contains many spelling errors, and/or grammatical errors and/or use of English errors.	The assignment is well written for the most part, without spelling, grammar or use of English errors.	The assignment is well written from start to finish, without spelling, grammar or use of English errors.
<b>Overriding criteria:</b> <ul style="list-style-type: none"> <li><b>Originality and authenticity.</b> If the assignment is identified as not being original, and/or not done by the student, the instructor has the right to grade the assignment as an F.</li> <li><b>Requirements for the Submission of Written Work:</b> Additional points will be deducted for not following the instructions listed on page three of the syllabus</li> </ul>			
This rubric will be used to evaluate all assignments, except those for which I will provide the evaluation criteria.			

### ***COURSE EXPECTATIONS***

#### **Graded Work:**

**You are responsible for keeping all returned, graded coursework until the course has ended and you have received your final grade. You are also responsible for monitoring your progress throughout the semester and seeking additional assistance when necessary. You may monitor your grades by using the Grade Book function on Blackboard.**

#### **Reading:**

You are responsible for the chapters in the text that correspond to the content being addressed during each class session. You are **also responsible for accessing & reading any additional material posted on Blackboard.**

#### **Attendance Policy:**

- **Class attendance is NOT graded. However, you are expected to attend class unless officially absent from school. There are no “excused absences.” COLLEGE POLICY REQUIRES THAT EXCESSIVE ABSENCES ARE REPORTED.**
- **Official absences from school include official school trips (with documentation), personal illness (with documentation), accidents (with documentation), and religious observances.**

**Student Support Services:** These services are free during the regular semester.

- **The University will be closed during the winter session.**

### **Plagiarism**

- **Plagiarism** will not be tolerated. It can result in automatic failure of this course, with further action possible. Ignorance of what constitutes plagiarism will not be accepted as a reason for its occurrence.
- **Plagiarism is:** “the copying from a book, article, notebook, video, or other source material whether published or unpublished, without proper credit through use of quotation marks, footnotes and other customary means of identifying sources or passing off as one’s own the ideas, words, writings, programs, and experiments of another, whether or not such actions are intentional or unintentional. Plagiarism will also include submitting, without the consent of the professor, an assignment already tendered for academic credit in another course” (William Paterson University, 2010.)
- **Plagiarism is: Cutting & pasting from websites without citing sources; Copying verbatim or paraphrasing without citing sources; Completing an assignment in a group that was not assigned as a group project & then handing in the results for individual credit; Submitting graded work from one class in another class for credit, without the permission of the professor; Copying homework from a fellow student, etc.**
- **Consequences:** Students who plagiarize are subject to grade reduction, course failure and reporting to the School Dean. Be assured that plagiarism is a very serious offense.

### **Appropriate Classroom Behavior:**

- In this class, students are to observe the same courtesies as in a face-to-face WPU course.
- Inappropriate and unacceptable behaviors in this class include any classroom behaviors that interfere with your instructor's ability to teach, or distract from the concentration of other students at any time.
- Using electronic devices for non-academic purposes, including a laptop, cell phone, PDA, etc. is strictly prohibited (unless this section is an online class).
- Inappropriate behaviors may also include (but aren’t necessarily limited to):

- Showing disrespect towards classmates or professor
- Using inappropriate language or non-verbal communication
- Violence of any kind (physical, emotional, verbal; electronic or face-to-face)
- Students whose actions detract from the learning of any other person in the class will be asked to stop the behaviors. Students who continue to be disruptive may be barred from the class. Disruptive behaviors may be reported to the Students of Concern Committee.

*COURSE SCHEDULE: PBHL 3110 – GLOBAL HEALTH ISSUES*

DATE	TOPIC	DUE BY 11:55 PM ON
Mon Dec 22 – Tue Dec 23	<b>Assignment 1:</b> Introduction to Global Health & Health Transitions	Tuesday December 23 <sup>rd</sup>
Wed Dec 24 – Thurs Dec 25	<b>Assignment 2:</b> Measuring the Global Burden of Disease	Thursday December 25 <sup>th</sup>
Fri Dec 26 – Sat Dec 27	<b>Assignment 3:</b> Research and Global Health	Saturday December 27 <sup>th</sup>
Sun Dec 28 – Mon Dec 29	<b>Assignment 4:</b> Socioeconomic Determinants of Health	Monday December 29 <sup>th</sup>
Tues Dec 30 – Wed Dec 31	<b>Assignment 5:</b> Child Health & : Health of Young Adults	Wednesday December 31 <sup>st</sup> , 2014
Thurs Jan 1 – Fri Jan 2	<b>Assignment 6:</b> Non-Communicable Diseases & Aging	Friday January 2 <sup>nd</sup> , 2015
Sat Jan 3 – Sun Jan 4	<b>Assignment 7:</b> Environmental Health	Sunday January 4 <sup>th</sup>
Mon Jan 5 – Tues Jan 6	<b>Assignment 8:</b> Control of Infectious Diseases & Infectious Diseases Initiatives	Tuesday January 6 <sup>th</sup>

<b>Wed Jan 7 – Thu Jan 8</b>	<b>Assignment 9: Global Nutrition</b>	Thursday January 8 <sup>th</sup>
<b>Fri Jan 9 – Sat Jan 10</b>	<b>Assignment 10: Global Health Payers &amp; Players</b>	Saturday January 10 <sup>th</sup>
<b>Sun Jan 11</b>	<b>CASE STUDY ANALYSIS DUE</b>	Sunday January 11 <sup>th</sup>

Please note that the course schedule is tentative and may be altered at the discretion of the instructor to accommodate student learning needs, the incorporation of additional materials, or other unforeseen circumstances.

### *ONLINE COURSE EXPECTATIONS*

#### **As an online learner, you will be:**

##### **1. SELF-DIRECTED:**

- In this online course, it will be up to you to manage your time so that you keep on pace with the course calendar (found above).
- In addition, this course does not include any group projects with other students. All of the course requirements are individual, and you will upload your completed assignments to the course website and they will go directly to the instructor.
- This is a fast-paced learning environment. The instructor will NOT provide Blackboard training. Review the requirements, assess your online learning capability, and determine whether this online course is right for you.

##### **2. ON TIME:**

- I expect you to spend the same amount of time you would spend in a regular classroom.
- In addition, I expect you to prepare for class offline by reading and writing on your own.

##### **3. COMPUTER KNOWLEDGEABLE:**

- As a basic course requirement, you must be able to log on and use Blackboard.
- If you are unfamiliar with Blackboard, or consider yourself a slow learner when it comes to new technology, an online course is probably not the right decision for you.
- In addition to using Blackboard, you must also know how to:
  - Open and view .PDF files using Adobe Acrobat Reader

- Navigate the internet by copying and pasting URL's into your web browser.

#### 4. COMPUTER SOFTWARE, CONNECTION AND SPEED:

- Understand that by registering for an online class, you are acknowledging that you have regular, daily access to a computer with sufficient internet access and speed.
- You also must have access to Adobe Acrobat Reader (free online software) and Microsoft Word 2003 or a newer version.

#### FREQUENTLY ASKED QUESTIONS

**Q: How far in advance are the instructions for the online assignments available on BB?**

**A:** Most assignments will be available prior to the first day of class.

**Q: How will each of the assignments be graded?**

**A:** Assignments are graded using the grading rubric in the syllabus. For those assignments that do not use that grading rubric, a percentage breakdown of how each assignment will be graded is included with the instructions for that assignment.

**Q: Do I ever need to be online at a specific time? NO!**

**A:** However, you are expected to be online EVERY day. This is an intense class, so you will have to stay connected in order to get the most out of the class.

**Q: Do I ever need to travel to WPUNJ for this course? NO!**

**A:** No. However, if you have computer problems at home, you may find it helpful to use other computers elsewhere. Remember WPU is closed over the winter!

**Q: Can I send my assignments in after 11:55 pm on the due date? NO!**

**A:** 11:55 pm on evenings that assignments are due is the absolute latest time that you may send your work in to receive any credit. No late assignments are accepted in this online course. In fact, the assignment ceases to be available on Blackboard after 11:55 pm on the due date. PLAN AHEAD!

**Q: How long should each of my assignments be? What is the page or word count requirement?**

**A:** My answer to this question is simple – as many words or pages as it takes you to clearly and thoroughly answer all of the questions in the assignment instructions. I am interested in your complete thoughts about the questions and issues we are examining. When in doubt, always provide clear and thorough responses that illustrate that you have done the reading and understand the concepts that we are exploring in each assignment, and use many specific examples.

**Q: Should I take this class if I do not have regular access to a computer or if I am generally unfamiliar with technology?**

**A:** Think carefully about your choice to complete an online course. Many students believe that an online course is less demanding than a face-to-face course. This is definitely not the case! It is important to know that in an online course, you must do a lot of reading on your own and keep up with the assignments since no one will be reviewing the material with you in person.

**Q: I am having trouble with my schoolwork. Are there are services available to help me?**

**A: During the Winter Session the University is closed. Please keep this in mind if you plan to remain in this class.**