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Fall 2017

### CHBE 9335 - Global Health and Preparedness

Andrew Hansen

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**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**  
CHBE 9335 A – Global Health and Preparedness  
Fall 2017

<b><u>Instructor:</u></b>	Andrew Hansen, Dr.PH, M.S., B.S.Ed. 2033 Hendricks Hall (912) 478-0261 <a href="mailto:ahansen@georgiasouthern.edu">ahansen@georgiasouthern.edu</a>
<b><u>Office Hours:</u></b>	Tues and Thurs: 9:00 – 10:30 and 2:00 - 3:00 pm or by appointment
<b><u>Class Meets:</u></b>	Tuesday and Thursday 3:30 – 4:45 pm Hendricks Hall Room 1003

-- Course schedules can be found at: <http://www.collegesource.org/displayinfo/catalink.asp> --

**Prerequisites:**

None.

**Catalog Description:**

This course will focus on global public health and preparedness for domestic and global emergencies. Students will explore patterns of health and disease around the world, and compare them to public health issues in the United States. An ecological framework will be employed to illustrate the complex political, social, economic, and environmental determinants of global health inequity. Concepts from the social sciences, epidemiology, health systems, and policymaking will be incorporated. The course will emphasize issues related to humanitarian emergencies and natural disasters both globally and domestically, and the need to build public health infrastructure and preparedness to mitigate them.

**Suggested (Not Required) Textbook:**

Merson, Michael H., Black, Robert E., & Mills Anne J., *Global Health: Diseases, Programs, Systems and Policies* (3<sup>rd</sup> ed) 2012. Burlington, Mass: Jones and Bartlett. ISBN 978-0-7637-8559-8

*Additional readings will be available on Folio or obtained by students.*

## **Community Health Behavior and Education Student Learning Outcomes**

### ***Cross-cutting***

1. Demonstrate their readiness to work with communities to address public health problems.
2. Select and apply theoretically based interventions to address public health problems.
3. Apply appropriate research methods to address community health problems, particularly among rural and underserved populations.

### ***Community Health Behavior and Education Concentration***

1. Collaborate with communities using a variety of research methods including community-based participatory research to address community health problems.
2. Identify and address social and behavioral determinants of health at multiple ecological levels.
3. Use and evaluate a variety of logically designed, culturally competent evidence-based interventions (e.g., health communication strategies, legislative advocacy) to address public health problems.
4. Identify and address ethical issues (i.e., issues of power and privilege) in public health practice and research.
5. Assess current and future public health needs and mobilize the five core areas of public health to address those needs.
6. Assess global health issues and be prepared to work with communities to address emergent public health issues.
7. Communicate social and behavioral science principles and concepts to lay and professional audiences through both oral and written communication.

## **Community Health Behavior and Education Competencies**

At the completion of the Dr.P.H. degree program all Community Health students will be able to:

### ***Cross-cutting Competencies***

1. Apply evidence-based practice, generation of practice-based evidence, and leadership positions that apply and synthesize translational and implementation science findings in governmental, non-profit, and private-sector settings as well as teaching, research, and service in academic roles at the undergraduate or graduate level.
2. Demonstrate the ability to generate products that discover, apply, and synthesize evidence from a broad range of disciplines and health-related data sources, in order to advance programs, policies, or systems addressing population health. Learning products may be created in a range of formats.
3. Demonstrate leadership in increasingly interdisciplinary, interprofessional, and cross-sectoral roles and settings.
4. Develop innovative, current, and proactive approaches to adapt to the ever-changing public health systems and health care landscape.
5. Explain a core, interdisciplinary orientation toward evidence-based public health practice, leadership, policy analysis and development, evaluation methods, and translational and implementation research to generate practice-based evidence.
6. Demonstrate an ability to work in a global context, recognizing the relationships among domestic and global issues.

### ***Community Health Behavior and Education Concentration***

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
2. Communicate and interact with people across diverse disciplines, communities and cultures for development of programs, policies, and research.
3. Develop collaborative partnerships with communities, policy makers, and other relevant groups.
4. Engage communities in creating evidence-based, culturally competent programs.
5. Understand community-based participatory intervention and research projects.
6. Design action plans for enhancing community and population-based health.
7. Assess cultural, environmental, and social justice influences on the health of communities.

8. Implement culturally and linguistically appropriate programs, services, and research.

**Course Objectives:**

At the completion of this course the student will be able to: (Corresponding Program Objectives follow in parentheses.)

1. Analyze social and behavioral determinants of health equity at all ecological levels in global rural and urban settings. (7)
2. Analyze the concept of Public Health Preparedness, especially as it relates to the intersection of global and domestic health issues, as in bioterrorism. (cc6)
3. Compare U.S. Public Health and Global Public Health priorities and concerns. (cc6)
4. Demonstrate planning, implementation, and evaluation of evidence-based community public health interventions. (1 – 8)
5. Analyze the impact of power and privilege on health inequity at the global level. (7)
6. Analyze current and future community-level needs for keeping the public healthy across the globe. (3,4)
7. Analyze the collaborative and trans-disciplinary relationships to respond to public health problems globally. (2)
8. Utilize current evidence-based global models of program development and evaluation plans that include logic models, missions, goals, and objectives. Promote the public health and health education professions individually and collectively. (cc1)
9. Describe evidence-based social and behavioral interventions to address global community health issues. (cc1)
10. Assess evidence-based social and behavioral interventions to address global community health issues. (cc1)

**Instructional Methods:**

Once completing your DrPH you will be seen as a leader and expert in your field of study and turned to by others for guidance. In an effort to best prepare you to bear this responsibility; this course will be managed like a flip classroom. Class time will be utilized for activities, discussion, debate, and for you to practice the skills necessary to be a leader in community health. You will have the opportunity to become an expert by learning content knowledge provided, integrating new content, and teaching your peers. I will provide additional information and guidance to ensure all necessary content knowledge is covered and skills are being refined. I will provide feedback on your written work and your skills at conveying information and facilitating discussion. These are essential skills needed by community health leaders. The skills you utilize leading classes will also help you achieve the Social and Behavioral Sciences Concentration Competencies.

**Grading:**

<b>Assignment:</b>	<b>Point Value</b>	<b>Grading scale</b>
Presentations and discussions as WHO Regional Representative	60	
Assessing Health issues with ecological perspective	40	405 to 450 points = A
C&A analysis and discussion facilitation	80	360 to 404 points = B
Health indicator assignment	100	315 to 359 points = C
Seminar presentation	100	270 to 314 points = D
Participation and engagement (responses to peers)	30	Below 270 points = F
Total	410	

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

**Description of assignments:** *(Course learning objectives addressed are noted following each assignment.)*

**Presentations and discussions as a WHO Regional Representative** *(1, 2, 3, 4, 5, 6)*

Each student will be linked with a group of countries designated a World Health Organization Region, and take responsibility for introducing the class to that Region of the world. Students also will share the global health priorities and concerns of this Region with the class, and compare and contrast the situation in their Region to that of other Regions and of the United States. Emphasis will be placed on Regional social and behavioral determinants of health, and health equity within and amongst Regions. Preparedness for public health emergencies will be assessed.

**Article critique, ecological model, MDGs** *(1, 2, 5, 6, 7, 8)*

The purpose of this assignment is to critique the merits of articles, analyze a global health issue from an ecological (multiple levels of influence) perspective and relate the issue to the WHO Millennium Development Goals.

**Theory explanation; implications; recommendations** *(1, 2, 5, 6, 7, 8)*

The purpose of this assignment is to explain an issue with theory, identify the implications of the health issue and provide evidence-based recommendations that have a theoretical basis.

**Facilitating article discussion** *(1, 2, 5, 6, 7, 8)*

Students will lead class discussion of articles related to global health and preparedness, with emphasis on evaluation of global health interventions at all ecological levels. Guidelines for effectively facilitating discussion will be provided in class.

**Health Indicator Assignment** *(1,3,6,8,9,10)*

This assignment will involve synopsis and evaluation of health indicators for a developing country, with comparison to developed countries and the United States. This is a vivid way of demonstrating the presence of health inequities across the globe, and the association of social and economic factors with health outcomes.

**Final / Seminar Presentation** *(all)*

Students will prepare a seminar presentation and paper that involves integration of course content and information researched for the seminar presentation and other assignment. The focus will be on a specific global health or preparedness issue of their choice. It must approach the topic from an ecological perspective, describing the problem from multiple levels and presenting multi-level evidence based interventions to address it. Guidelines for preparing these presentations will be provided in class.

**Expectations:**

This course will involve the completion of a number of written assignments. Writing as a means of effective communication, argumentation, and presentation of ideas is extremely important as a public health professional, or a professional of any sort. It is expected that students will turn in assignments that express their ideas thoughtfully, with attention to organization, spelling, grammar, and supporting evidence. Content, readability, and presentation matter for publication and report writing. Work that fulfills beyond minimum requirements and displays evidence of enhanced investigative writing; proper APA formatting and style will result in a higher grade even if required content is missed. Conversely, should work display the characteristics of a rush job, the opposing grade will be earned.

Proper citation and quotation of references in writing is absolutely critical, and failure to do so can have serious repercussions both in the academic and professional realms. Failure to give credit as required by APA standards will result in a failing grade on assignments. If you have questions about citation, please seek help from Dr.

Hansen or another source (i.e. Chapter 6 page 170 of APA sixth edition). If you would like assistance in developing your writing skills, the University Writing Center (871-1413) is an excellent resource.

The quality of the experience students have in this class will depend heavily upon completion of assigned readings and participation in class discussion. If you feel uncomfortable speaking up for any reason, please let me know. We want to create an environment in which all students can feel safe to express their ideas.

1. **Attendance and Participation:** Federal regulations require attendance be verified prior to distribution of financial aid allotments and University policy requires all students to attend the first class meeting of all classes for which they are registered. Excused absences follow the criteria of the Graduate Catalogue (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor a minimum of one week in advance, particularly planned events (e.g. conferences, work, or university functions). In the case of unanticipated emergencies warranting a medical (family) excuse and resulting in missing a homework or project deadline, documentation will be necessary retrospectively in a reasonable time frame. Students who miss or are late for class discussions will lose five points off their participation grade for every absence. Out of courtesy to peers, students must attend student presentations. Absences or tardies during peer facilitated discussions and presentations are an immediate five point deduction unless prior notification and documentation is provided. Regardless of attendance, students are responsible for all material presented in class and meeting the scheduled due dates for class assignments.
2. **Assignments:** Each student is responsible for obtaining all material and assignments on the syllabus, in Folio, or distributed in class.
  - SUBMITTING:** Assignments for this class are to be submitted on Folio in the manner indicated in assignment descriptions. Assignments meant to be submitted via Folio will only be accepted for grading on Folio. Anything submitted via email is immediately deleted and a zero is recorded.
  - LATE OR POSTING PROBLEMS:** Folio will accept late assignments. To be graded, submit on time and as requested. If you have issues posting, keep trying or use another computer (on campus). Post early in case of issues so you have time to compensate for problems. Points will be deducted for each day an assignment is late.
  - FORMATTING:** All assignments must include the requirements requested to receive full credit. Each assignment has specific requirements. Students are responsible for presenting all assignments in a professional manner. This includes proper APA formatting good use of headings, titles, Times New Roman, either 10 or 11 pt. font, and margins of .5 to 1.0. Points will be deducted for each format deficiency along with obvious grammatical, spelling, and writing errors.
  - MISSED IN-CLASS ACTIVITY ASSIGNMENT:** Any time a student misses an in-class activity (including but not limited to, discussions, case studies, presentation-peer or self), no work will be accepted and a zero (0) will be assigned for the activity/assignment and five points deducted from participation.
3. **Make-up assignments:** Allowing for make-ups and giving exceptions to one student is unfair to other students. If an extraordinary circumstance exists, both prior notification (1 week minimum) followed by appropriate documentation provided within one week is expected. In the case of unanticipated emergencies warranting a medical (family) excuse and resulting in missing a homework or project deadline, documentation will be necessary retrospectively. These criteria are particularly important for activities done in class.
4. **Grievances and Appeals:** I request you submit disputes in written form. For issues related to grades, cite page numbers from your notes and other sources validating your argument. All submissions will be extensively reviewed and decided by the next class. If you need immediate clarification, simply ask. As an aspiring public health leader, professional decorum is expected. Spontaneously disputing or criticizing questions/answers, assignments, etc. in class is inappropriate. We will conduct discussions in a safe environment and advocate for issues with consideration of others and avoid unintentional alienation of others. After submitting a written grievance a mandatory meeting will be held, at a mutually agreed upon time, to ensure an understanding of each person's thoughts is reached. Failure to meet with the instructor when invited will be interpreted as non-responsive and the grade will remain as is and no further discussion permitted. Should a complaint arise over a grade in which an accommodation has been granted for reasons

other than those sanctioned by the university and listed in this syllabus, the syllabus will be immediately upheld and the accommodation revoked.

5. **Distractions:** Please turn your cell phone to silent, or to “vibrate” in case of emergency or if you have an urgent personal or professional reason for expecting a call. Texting can also wait until after class. “Side” conversations among students are not acceptable unless your conversation is a course-related one. This is to protect your peers. If disruptions affect others in the class, disrupters will be asked to leave and deducted participation points.
6. **Privacy:** If you take pictures of other students in class, peers, community members, etc. get permission, to use, share, keep, or post on venues like Facebook.
7. **Decorum:** As a matter of courtesy this instructor will not reserve the right to make arbitrary changes to the syllabus. Any changes will be done in class with class consensus. Assignments or quizzes will not be added and dates not moved up only pushed back (unless consensus requests otherwise). Changes to the evaluation criteria /course outline will not occur unless they are mutually beneficial. As a return in courtesy students should not demand extensions, bonuses, or other arbitrary changes as these create disparities and inequities between students.

In class everyone should display professional decorum and consideration for others in the class. If at any time the instructor determines students are uncomfortable with the comments or action of another student or the instructor, appropriate action will be taken in the best interest of the group. Email is not the appropriate forum to resolve disputes.

### **Georgia Southern University and JPHCOPH Expectations:**

#### **Academic Integrity:**

The instructor believes that the conduct of a student registered or taking courses in the JPHCOPH should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the JPHCOPH.

Please adhere to the strictest academic standards of conduct noted in the *GSU Student Conduct Code* and the *Undergraduate & Graduate Catalog*. Familiarize yourself with University’s policies. Enrollment in this course is an implied contract between you and the instructor. Academic integrity relates to the appropriate use of intellectual property. The syllabus and all materials presented and/or distributed during this course are protected by copyright law. You are authorized to take notes, but that authorization extends only to making one set of notes for personal (and no other) use. Students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without written permission of the instructor.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student’s own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct.

#### **Intellectual Property:**

In accordance with the Georgia Board of Regents, Georgia Southern University has adopted a specific set of policies regarding intellectual property created by students and faculty during their time at Georgia Southern University. This document can be found at: <http://welcome.georgiasouthern.edu/president/intpropol.htm>

#### **Plagiarism:**

According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

### ***PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES***

*The following protocol has been established to provide students with due process.*

#### **A. First Offense - In Violation Plea**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:
  - a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
  - b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
  - c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request For Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

#### **B. First Offense - Not In Violation Plea (student does not admit the violation)**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:
  - a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
  - b. The student will be subject to any academic sanctions imposed by the professor.

#### **C. Second Violation of Academic Dishonesty**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.
2. If the student is found responsible, the following penalty will normally be imposed:
  - a. Suspension for a minimum of one semester or expulsion.
  - b. The student will be subject to any academic sanctions imposed by the professor.

***NOT RESPONSIBLE FINDING***



When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty. In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

**Academic Handbook:**

Students are expected to abide by the Academic Handbook, located at:  
<http://students.georgiasouthern.edu/sta/guide/>.

Failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

**University Calendar for the Semester:**

The University Calendar is located with the semester schedule, and can be found at:  
<http://www.collegesource.org/displayinfo/catalink.asp>.

**Attendance Policy:**

Attendance the first day of class is **mandatory** per University policy. Federal regulations require attendance be verified prior to distribution of financial aid allotments. Excused absences follow the criteria of the Graduate Catalogue (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor in advance. Students must attend the session of student presentations and in-class exam. Regardless of attendance, students are responsible for all material presented in class and meeting the scheduled due dates for class assignments. Students are not allowed to make up work unless illness or other unanticipated circumstance occurs, warranting a medical (family) excuse and resulting in the student missing a homework or project deadline.

**Accommodations:**

Georgia Southern University is an Equal Opportunity and Affirmative Action institution committed to providing reasonable accommodations for any person with a disability who meets the definition of disabled as described in the Americans with Disabilities Act. Students requiring academic accommodation should contact the Director of the Student Disability Resource Center for assistance at 912.871.1566 or TDD: 912.478.0666. Students requiring academic accommodation should also *notify the instructor no later than the third class meeting* in the semester.

**One Final Note:**

The contents of this syllabus are as complete and accurate as possible. As a matter of courtesy, this instructor will not reserve the right to make arbitrary changes to the syllabus. Any changes will be done in class with class consensus. As a return courtesy students should not demand extensions, bonuses or other arbitrary changes. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.