

Georgia Southern University

## Digital Commons@Georgia Southern

---

Public Health Syllabi

Public Health, Jiann-Ping Hsu College of

---

Fall 2019

### PUBH 3431- Introduction to Global Health

Atin Adhikari

Georgia Southern University, Jiann-Ping Hsu College of Public Health, aadhikari@georgiasouthern.edu

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/coph-syllabi>



Part of the [Public Health Commons](#)

---

#### Recommended Citation

Adhikari, Atin, "PUBH 3431- Introduction to Global Health" (2019). *Public Health Syllabi*. 426.  
<https://digitalcommons.georgiasouthern.edu/coph-syllabi/426>

This other is brought to you for free and open access by the Public Health, Jiann-Ping Hsu College of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Public Health Syllabi by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).

**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**  
**PUBH 3431- Introduction to Global Health**  
**Fall 2019**

<b>Instructor:</b>	Atin Adhikari, Ph.D.
<b>Teaching Assistant:</b>	Tolulope Awolusi, MPH
<b>Emails:</b>	aadhikari@georgiasouthern.edu; ta01829@georgiasouthern.edu
<b>Class location:</b>	Education Building, Room: <b>1128</b>
<b>Class meeting time:</b>	Tuesday and Thursday 3:30-4:45 p.m.
<b>Office hours:</b>	Tuesday/Thursday: 9:30 am - 12:30 pm and/or by appointment

### Catalog Description

---

Course Description: This course introduces you to a comprehensive and growing field of global health. The course will introduce students to the essentials of global health in well-structured, clear and easy to understand ways. This is a survey course that will focus broadly on five questions: What do people get sick, disabled and die from; why do they suffer from these conditions? Which people are most affected? Why should we care about such concerns? What can be done to address key health issues, hopefully at least cost, as fast as possible, and in sustainable ways? The course will be global in coverage but with a focus on low- and middle-income countries, the health of the poor, and health disparities. Throughout the course, an emphasis is placed on health systems issues, the linkages between health and development, and health matters related to global interdependence. The course will cover key concepts and frameworks but be practical in orientation.

### Course Readings and other materials

---

For almost every session of Introduction to Global Health course, there will be required readings, recommended readings, and recommended videos.

#### **The Readings and other materials for Introduction to Global Health**

##### **Required Textbooks:**

- ✚ Skolnik, Richard. (2016). Global health 101 (Essentials of Global Health): Third Edition. Boston, Jones & Bartlett Publishers. ISBN: 978-1-284-05054-7.

##### **Other Materials:**

- ✚ For each required reading, the materials are posted on Folio and students MUST read these materials/articles prior to class meetings for in-class quiz and discussion purposes.

- ✚ The second set of “recommended readings” are additional readings that have been carefully selected to help students understand the content of each topic discussed in class. These are mostly from journal articles and reports.
- ✚ There are also one or two videos that relate to the topic of the session. These are meant to help the students get a better feel for the topic which is being covered. The videos are brief, easy and enjoyable to watch, and very enlightening.

## Teaching Strategies

---

This is a discussion-based course that requires critical thinking about global health issues and the role of public health has in addressing them. The teaching technique for this class is an active participatory approach (a combination of lecture, discussion, student presentations, class exercises (e.g. case studies and role play). Emphasis is on shared learning in the classroom with heavy reliance on students' participation in meaningful dialogue during class time. Students are expected to come to class prepared by reading all of the required reading ahead of time and during class, based on discussion/reflection questions posted in advance on the Folio.

## Student Learning Objectives

---

At the completion of this course, the student will be able to:

### Knowledge-Based:

1. The student will be able to articulate the importance of key public health concepts related to global health; in the context of globalization, economic development, and health challenges that cross national boundaries and affect people differentially according to gender, geography, social and economic status, and race;
2. The student be able to identify and critically examine key issues in global health from a number of perspectives; such as the bio-psycho-socio-politico, historical and cultural dimensions that influence global health;
3. The student will be able to confidently discuss the burden of disease in various regions of the world; how it varies by sex, age, and location; key risk factors for this burden; and how the disease burden can be addressed in cost-effective ways;
4. The student will be able to assess key health disparities, especially as they relate to the health of low-income and marginalized people in low- and middle-income countries;
5. The student will be able to identify the key actors and organizations in global health and the manner in which they cooperate to address critical global health concerns;
6. The students will be able to compare and contrast the United States global health delivery system with that of other select nations.

7. Identify the commonalities of programs, policies, and practices of public health that influence global health nationally and internationally (i.e. who make health policy and understand the relative impact of science, advocacy, politics and moral persuasion in health policy decision-making).

#### **Skill-Based:**

1. Adapt the social-ecological framework to develop critical thinking abilities and apply them to an effective global health intervention program.
2. Demonstrate culturally appropriate, creative, and innovative solutions to address specific global health problems in resource-limited settings.
3. Develop Team building skills with the group presentation and via other group task conducted in-class.

### **COURSE POLICIES, PROCEDURES, AND REQUIREMENTS**

---

Since teaching and learning are dynamic processes, we may modify the course syllabus, course content, students' performance, performance, and course policy, as required by either good judgment or circumstances. As much as possible, changes will be made with student input. Any changes will be announced via Folio.

#### **The Course Community**

Social psychology has taught us that we are social beings, and thus, learn socially. Accordingly, this course is designed with three levels of dialogue: student with resources, a student with a student, and student with faculty. Thoughtful and timely use of all three creates our course community, which will support our success in learning this term.

**Students-with-resources:** Students are asked to use a variety of online resources for this class. Faculty will provide lectures, slides, videos, articles, and other viewable and/or downloadable resources. Students are expected to equip themselves appropriately in order to use these resources, including having capabilities to listen to and watch videos and participate in online video discussions. Failure to access materials due to technological complications, regardless of student location or situation, does not constitute an excuse for late, insufficient, or missing work. Students are expected to utilize course resources fully, and in a timely manner, in accordance with the syllabus.

**Student-with-student:** The discussion forums through Folio are a faculty viewed space for student discussion. Students are encouraged to interact regularly in this space. Faculty and students are asked to introduce themselves in this space within the first week in order to learn more about each other. If you tweet or keep a blog about a public health issue, or have read something you feel is relevant to the class, you are encouraged to share links and discuss them in class. Students are expected to be thoughtful and generous in your bringing these experiences to the online and in-class community through the discussion forum.

**Student-with-faculty:** Students are encouraged to contact the course instructor/teaching assistant with questions. The instructor/teaching assistant will make every effort to answer questions within 24-48 hours.

### **Attendance Policy:**

---

Attendance on the first day of class is **mandatory** per University policy. You will be dropped from the class if you do not attend. Federal regulations require attendance be verified prior to distribution of financial aid allotments. Since this is a discussion-based class with assignments based on class discussion, it is imperative that you attend all classes. Please inform the instructor via e-mail if you will be absent for **two or more consecutive classes**. In the event of an emergency that prohibits you from attending multiple classes, please e-mail the instructor and contact the Dean of Students for assistance. The Dean of Students Office advocates for students and serves as a liaison between students, faculty, and staff. **Last day to withdraw from a class without academic penalty is October 14**; See the Policy for Limiting Individual Course Withdrawals for additional information.

<http://em.georgiasouthern.edu/registrar/students/withdrawal/> By enrolling in this course, it is understood that students have read the syllabus, understand the rules and policies as stated, and will abide by them.

### **Warning!!!**

---

Cell phone use for **any purpose** during class is absolutely unacceptable unless I allow it as part of your in-class work. You will be asked to leave the class and receive an unexcused absence if you disregard this rule.

Also, computers may be used for note-taking but if you use them for anything else, the above rules apply. Moreover, research has shown that note-taking on computers as opposed to by hand indicates that notes taken on the computer are not retained as well

### **Course Expectations:**

---

You are expected to be actively involved in this course. This course will involve the completion of multiple oral, written, and technology-based assignments. Writing as a means of effective communication, argumentation, and presentation of ideas are extremely important for 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 are appropriate for undergraduate level work.

In addition, proper citation and quotation of references in writing are critical, and failure to do so can have serious repercussions both in the academic and professional realms. Failure to give credit as required by the American Psychological Association (APA) citation standards will result in a failing grade on assignments.

If you have questions about APA citation, please seek assistance from a reference librarian, the internet, or another source. If you would like assistance in developing your writing skills, the University Writing Center (912-871-1413) is an excellent resource.

### 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 instructor, 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

#### 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 the 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 the first violation, the professor should talk to 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.

#### First Offense - Not in Violation Plea (student does not admit the violation)

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.

### **Second Violation of Academic Dishonesty**

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.

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 OF ACADEMIC DISHONESTY:**

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 a faculty member other than the individual who brought the charge evaluates the work 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 Dean's level will ensure that the student's work is evaluated in an appropriate manner.

### **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. Students toward faculty members, guest lecturers, administrative support staff, and fellow students should show courtesy, honesty, and respect. 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 the 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. Copyright law protects the syllabus and all materials presented and/or distributed during this course. 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 the 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. Indicate reference sources 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.

### **Academic Handbook:**

---

Please abide by the Academic Handbook <http://students.georgiasouthern.edu/sta/guide/07GuideWeb.pdf>.

Failure to comply with any part of the Handbook may be a violation and result in an "F" in the course and/or referral for disciplinary action.

### **University Calendar:**

---

The University Calendar is at <http://em.georgiasouthern.edu/registrar/resources/calendars/>.

### **Student Performance Indicators**

---

**A. Quiz [25%]:** 5 quizzes will be given over the course of the semester. You will have 2 opportunities to take the quiz and the highest grade will count. The quizzes will be 5 points each. These quizzes will be on our reader for this semester: **Global health textbook**. In order to successfully complete these exams, you must have read the material prior to taking them. Quizzes will be taken on Folio. No make-up quizzes will be given, barring death or major hospitalization.

**B. Global Health E-Learning (Certificate courses in Global Health) (10%)**

Create an account on Global Health E-learning center. Each student will take a total of **5** modules from a variety of global health courses. Each module has a knowledge check and knowledge recap. The knowledge recap is the Quiz. The Global Health eLearning Center courses cover key topics in global health and the learning are organized into certificate programs. The purpose of this task is to help students focus on learning and to reinforce important concepts covered in the class. Students will earn a certificate upon the successful

completion of each of the **FIVE** courses. The certificate should be downloaded in PDF format and uploaded on Folio for grading before the due date. <https://www.globalhealthlearning.org/user/register>

**C. Global Health Indicator Assignment (5%) (Submit via dropbox in Folio):**

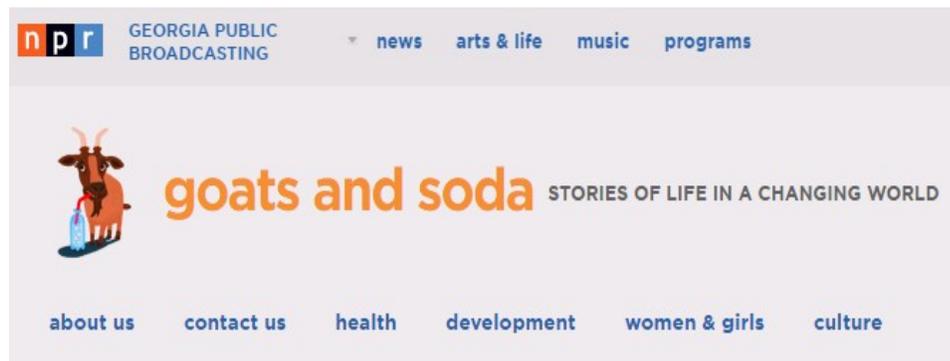
The Global Health Indicator assignment involves the synopsis and evaluation of health indicators for a developing country, with a comparison to developed countries. This is a vivid way of demonstrating the presence of health inequities across the globe, particularly in health outcomes.

**D. Goats and Soda (5%) (Submit via dropbox in Folio):**

**Choose a partner (Paired Learning Task)**

Students will choose and report on a ‘Goats and Soda’ broadcast. You may not repeat a broadcast given by another student. Choose your broadcast and list it on the thread to avoid duplication of the broadcast. Your oral presentation should not last more than 2-3 minutes. Please dress up on the day that you present. The “Goats and Soda” worksheet is due with a copy of the ppt the by 11:59 pm the night before you present. Your presentation should consist of 3-4 ppt slides. The day that you present, you should upload your ppt on the desktop computer in the classroom latest by 3:25 pm.

You will get questions on the exams from these presentations – you might want to take some notes.



- E. Global Health Films (Submit via dropbox in Folio) (5%):** I have uploaded in folio a list of acceptable Global Health films to watch. I have provided a list of acceptable global health films to watch. The resources – Seattle Globalist and USC Global Health have links to many of these films. This is a paired learning activity and the film will be watched in Class. You are to turn in a “Film Critique Worksheet” on the due date.

**USC Global Health**  
Institute for Global Health

## Global Health Films Database

[www.seattleglobalist.com](http://www.seattleglobalist.com)

Top 30 global health films to get you inspired - The Seattle Globalist

- F. Out of Class Global Health Discussion in Folio (5%):** There will be an out-of-class discussion posted in Folio. This could be either an article critique or the analysis of a global health film. Students will be given an outline in Folio. The expectation from students is to discuss the global health issue, current interventions, global health implication, lessons learned, and future recommendations. Each student is expected to reply at least two of their colleague’s discussion post with critical responses (students are NOT allowed to post “agree or disagree” i.e. As a global health student, you are expected to think critically and respond to the points made by your colleague or oppose and explain your viewpoint).

**G. Mid-Term Paper (15%)**

There will be a midterm exam (30 questions) for this class. The midterm exam will be given online via Folio. Midterm exam material will cover chapters, articles, handouts from course lectures, discussions, and activities. The format may include multiple choice, fill-in-the-blank, matching, and /or short answer items.

**H. Public Health Group Project Presentation (10%)**

Create a presentation based on a specific Global Health issue. Choose a topic within these areas that are current global issues. Explain the background/history, global incidence & prevalence, symptoms prevention/treatment, strategy for control. Powerpoint, globster, or other media is encouraged. Apply the SEM perspective to your topic. **Rubrics provided in Folio.**

**I. Final Exam (20%)**

The final exam will be a cumulative multiple choice exam administered online via Folio. Final exam material will cover chapters, articles, handouts from course lectures, discussions, and activities. The format may include

multiple choice, fill-in-the-blank, matching, and /or short answer items. If this date and time will not work for you, please consider dropping this class.

**J. Bonus Points.** Bonus points will be available throughout the semester. Be on the watch for them!

**K. Attendance (-%)**

Due to the nature and structure of this course, class attendance is of utmost importance. You are responsible for any material covered or distributed in class, including any announcements, whether or not you are present. Attendance will be taken regularly. **There will be a 2% deduction for each absence from your total grade.**

*Georgia Southern believes that significant student learning occurs in the classroom and recognizes the importance of in-class experiences, and if missed by a student even for legitimate reasons, cannot be fully recovered.*

**Course Evaluation:**

<b>Assignment</b>	<b>Points</b>
Quizzes x 5 @ 5 pts	25
Global Health E-Learning Certificates x 5 @ 2 pts	10
Global Health Indicator Assignment	5
Goat and Soda Broadcast	5
Global Health Film	5
Out of Class Discussion on Folio	5
Midterm	15
Final	20
Group Presentation	10
<i>Attendance</i>	-%
<b>Total</b>	<b>100</b>
<i>Attendance</i>	-?

**Course Grading Scale:****A** 90-100%**B** 80-89.99%**C** 70-79.99%**D** 60-69.99%**F** 59.99% and below

---

### Overview of Content and Assignments to be Covered During the Semester

Week	Date	Content of Session	Readings and Special Instructions
<b>Part 1: Principles, Measurements, and Health – Development Link</b>			
1	August 20 & 22 Week 1	<ul style="list-style-type: none"> <li>x <b>Tue:</b> Course overview and Student Introductions</li> <li>x <b>Thur:</b> Groups and Global health E-Learning.</li> </ul>	Syllabus on Folio ( <b>Print and bring to class</b> ) Readings on Folio
2	August 27 & 29 Week 2	<ul style="list-style-type: none"> <li>x Key Perspectives on Global Health</li> <li>x The Global Health Context and Who Plays</li> </ul>	<b>Chapter 1</b> Readings on Folio Videos on Folio
3	September 3 & 5 Week 3	<ul style="list-style-type: none"> <li>x Health Determinants, Measurements, and Trends</li> <li>x Global Health Films ( Film Review 1: The best Stats you've ever seen)</li> </ul>	<b>Chapter 2</b> <ul style="list-style-type: none"> <li>• <b>Global Health Indicator Assignment</b></li> <li>• <b>Film Review 1</b></li> <li>• <b>( Both Due on 8<sup>th</sup> September, 2019)</b></li> </ul>
4	September 10 & 12 Week 4	<ul style="list-style-type: none"> <li>x Health Education, Poverty and the Economy</li> <li>x Article Review and in-class discussion</li> </ul>	<b>Chapter 3</b> <ul style="list-style-type: none"> <li>• <b>Quiz 1</b></li> <li>• <b>Goats and Soda PPT &amp; Form</b></li> <li>• <b>( Both Due on 15<sup>th</sup> September, 2019)</b></li> </ul>
<b>Part 2: Cross-Cutting Global Health Themes</b>			

5	September 17 & 19 Week 5	<ul style="list-style-type: none"> <li>x Goats and Soda (Paired presentation 1)</li> <li>x Goats and Soda (Paired presentation 2)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>In-Class presentations on 17<sup>th</sup> and 19<sup>th</sup> September, 2019</b></li> </ul>
6	September 24 & 26 Week 6	<ul style="list-style-type: none"> <li>x Ethical and Human Right Concerns in Global Health</li> <li>x Culture and Health</li> </ul>	<p><b>Chapter 4</b></p> <p><b>Chapter 6</b></p>
<b>Part 3: The Burden of Disease</b>			
7	October 1 & 3 Week 7	<ul style="list-style-type: none"> <li>x Nutrition and Global Health</li> <li>x Global Health Films (Film Review 2)</li> </ul>	<p><b>Chapter 8</b></p> <ul style="list-style-type: none"> <li>• <b>Film Review 2</b></li> <li>• <b>Nutrition: an introduction Certificate 1 due on 6<sup>th</sup> October, 2019 )</b></li> </ul>
8	October 8 & 10 Week 8	<ul style="list-style-type: none"> <li>x Women's Health</li> <li>x <b>Discussion Case: Group 1</b></li> </ul>	<p><b>Chapter 9</b></p> <ul style="list-style-type: none"> <li>• <b>Maternal Survival: A Holistic Approach Certificate 2 Due (03/10/2019)</b></li> </ul> <p><b>Mid-Term ( Due on 12<sup>th</sup> October, 2019 )</b></p>
9	October 15 & 17 Week 9	<ul style="list-style-type: none"> <li>x The Health of Young Children</li> <li>x <b>Discussion Case: Group 2</b></li> </ul>	<p><b>Chapter 10</b></p> <ul style="list-style-type: none"> <li>• <b>Integrated Early Childhood Development Programming for Young Vulnerable Children Certificate 3 (Due on 20<sup>th</sup> October, 2019 )</b></li> </ul>

10	October 22 & 24 Week 10	x Adolescent Health x <b>Discussion Case: Group 3</b>	<b>Chapter 11</b> Readings on Folio Videos on Folio
11	October 29 & 31 Week 11	x Communicable Diseases x <b>Discussion Case: Group 4</b>	<b>Chapter 12</b>  • <b>Tuberculosis Basic Certificate 4</b> <b>(Due on 3<sup>rd</sup> November, 2019)</b>
<b>Part 4: Working Together to Improve Global Health</b>			
12	November 5 & 7 Week 12	x Natural Disasters and Complex Humanitarian Emergencies x <b>Discussion Case: Group 5</b>	<b>Chapter 15</b>
13	November 12 & 14 Week 13	x <b>Discussion Case: Group 6</b> x Folio Discussion	Readings on Folio Videos on Folio
14	November 19 & 21 Week 14	x Working in Global Health & Working together to improve global health.  x Global Health Group Presentations	<b>Chapter 16 &amp; 18</b>  • <b>Governance and Health Certificate</b> <b>5 due on the (Due on 20<sup>th</sup></b> <b>November, 2019)</b> • <b>Group Presentations (In-Class)</b>
15	November 26 & 28 Week 15	<b>Thanksgiving Week; No class; Have fun and be SAFE!</b> <b>(Catch up on reading).</b>	
16	December 3 & 5 Week 16	x Global Health Group Presentations x <b>Final Exam</b>	• <b>Group Presentations (In-Class)</b> • <b>Final exam via Folio</b> <b>(Due on 5<sup>th</sup> December, 2019)</b>