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PUBH 3431 – Introduction to Global Health

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

<u>Instructor:</u>	Kristina Harbaugh, MHA
<u>Office:</u>	Solms Hall 109
<u>Phone:</u>	912.478.2674
<u>E-Mail Address:</u>	kharbaugh@georgiasouthern.edu
<u>Office Hours:</u>	M/W 1:00- 2:30 T/TH 2:30-3:30 pm
<u>Class Meets:</u>	3:30 - 4:45 Tuesdays and Thursdays, Solms Hall 107

Catalog Description

Course Description: This course introduces the broad and growing field of global health. The course will discuss how health and illness is defined and explore the biological, cultural, social, and political forces that influence health at the global level. This is a survey course that will explore such topics as: comparative health systems, social determinants of health, health services and quality, healthcare policy, key stakeholders, and major global health initiatives. Throughout the course, an emphasis is placed on global health ethics and issues of social justice. 3 credits (3-0-3)

Course Expectation

You are expected to be actively involved in this course. The simple maxim that you get out of something exactly what you put in is especially true in this course. Class assignments will encourage reading and measurement of knowledge throughout the semester. A major expectation is that you will assume leadership responsibilities within this course; the course format is tailored to encourage your participation in gathering information, sharing knowledge with fellow participants, and identifying applications from classroom experiences to potential work situations. Teaching and learning methods will include lecture, class discussion, group activities, simulation activities, guest speakers and student presentations.



Required Textbooks:

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

BSPH Core Student Learning Outcomes (CORE)

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
 2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
 3. Demonstrate proficiency in problem solving, critical thinking, and public health leadership.
 - a. Communicating a clearly defined purpose,
 - b. Gathering appropriate primary and secondary data to support a rationale for addressing public health problems,
 - c. Identifying, evaluating and selecting credible evidence or practice based public health programs and information,
 - d. Organizing ideas and information consistent with the purpose,
 - e. Demonstrate the ability to relay public health ideas to lay audiences and other key stakeholders, and
 - f. Adhering to acceptable and mechanical, structural, and format style guidelines appropriate to the public health discipline and purpose (i.e. APA style).
- BSPH Competencies:**
1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior.
 2. Design, implement and evaluate public health educational programs for identified health problems for at-risk populations and communities.
 3. Demonstrate argumentation, analysis, and synthesis skills writing through the development of comprehensive health promotion program plans and materials.
 4. Communicate and advocate for health and health education.

Course Learning Objectives and Activities:

1. The student will be able to identify major trends that have occurred in the global health delivery system. (SLO#1,3b).
2. The student will be able to identify some of the projected issues facing various segments of the global health (SLO1, 3c).
3. The student will be able to appreciate the political realities of establishing and maintaining health promotion and community health programs globally. (SLO 3b,3c,3e).
4. The student will be able to understand the administrative organization of private and public health agencies at the global level (SLO 2, 3c, 3e).
5. The student will be able to compare and contrast the United States global health delivery system with that of other select nations (SLO2, 3B, 3E).
6. The student will be able to identify key care providers with various global health system, e.g. maternal and child health, infectious disease, nutrition and global health, etc. (SLO 2).

The instructor will attempt to cover all of the assigned readings; however, failure to cover assigned readings does not alleviate the student's responsibility of knowing the material. Furthermore, students are responsible for all miscellaneous information discussed during the assigned class periods. If you miss a class, you are responsible to find a fellow classmate to get all notes and materials missed.

Instructional Methods

Information will be presented in the classroom, though the required readings, and through written & oral assignments. Class meetings will be a combination of lecture, class discussion, group activities, videos, guest speakers and student presentations. The instructor will not attempt to cover all of the assigned reading; however, students will be responsible for all assigned material. If you miss a class, you are responsible to contact a fellow student to get what you have missed.

Grading:

Mid-term exam	100
Final Exam	100
Quizzes(6 –drop lowest) 10pts@	50
Global Health Activities	70
In-class activities	30
TOTAL POINTS:	350

Grades:

315-350 pts.	90-100%	A
280-314 pts.	80-89%	B
245-279 pts.	70-79%	C
210-244 pts.	60-69%	D
0-209 pts.	0-59%	F

Assignments:

1. **Exams.** There will be two exams; a mid-term and a final examination. Each exam is worth 100 points. All exams are given online. All exams are to be completed independently.
 - a **Final Examination.** The final exam is noncumulative and worth 100 points. The final can not be taken early or later. If the date and time will not work for you, please consider dropping this class.
2. **Quizzes.** 5 quizzes will be given over the course of the semester. In order to successfully complete the quizzes, you must read the material prior to taking them. No make-up quizzes will be given. 50 points.
3. **Global Health Activities. Global e-learning 25 pts.**
 - A. Each student will earn a total of 5 individual Global Health certificates.
 - B. Goats and Soda 25pts.**

Each student will choose and report on a ‘Goats and Soda’ broadcast. You may not repeat a broadcast given by another student. One you choose a topic – post it on the discussion thread in Folio. First come, first serve. Check with the students sharing your presentation day. Your oral presentation should be 2-3 minutes. Please dress up on the day you present. The “Goats and Soda “ worksheet & the ppt is due by 10:00pm the night before you present. Your presentation is to consist of 3-4 ppt slides(not counting title and reference slides). The day that you present, upload your ppt on the computer desktop at the front of the class by 3:25pm.
 - C. In-class Activities 30 pts.**

Students will participate in a series of in-class assignments. You MUST be present to receive points.
 - D. Global Health Success Series 10 pts.**

Students will discuss the issues, interventions, global health implication, lessons learned, and future recommendations from an article posted.

E. Health Indicator Assignment 10 pts.

Students will gather information on the health, population, social and economic indicators for a country of their choice from the World Health Organization's document World Health Statistics 2012.

Course Policies:

1. There will be no make-up exams given. All exams are online and include multiple choice, true/false, fill-in-the-blank, matching, short answer, essay, and computations.
2. No make-up tests are given except for **university excused absences with full documentation**. You have **24 hours** after a test is taken by the class to contact me via email to schedule your make-up exam or a 0 will be assigned to the test. Tests must be taken within 3 days of the regularly scheduled exam.
3. The final exam is mandatory (non-cumulative) and will be given during finals week online. Early final exams will not be given. If this scheduled time is a problem, please consider dropping this course.
4. All assignments must be given to the professor directly or submitted online in Folio, unless otherwise directed. Assignments should not be given to the Office secretary, slipped under my office door, left in my mailbox, etc.
5. Late work assignments are not accepted, please submit all assignments via Folio or in-class, as instructed in the syllabus. I will ONLY accept assignments submitted **in .doc or .docx formats**. Any other type of submissions will not be opened and receive automatic "0" points. I do not accept assignments submitted via email or via email as attachments. Any assignment submitted via email will receive "0" points.
6. Please consult the STUDENT CONDUCT CODE 2017-18 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, be assigned a "0" for the assignment, and an "F" for the course.
7. Last day to withdraw from class without academic penalty is **October 14th, 2019**. Students who stop attending class without officially withdrawing from the class will receive a final grade of "F".
8. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor's teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.
9. 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.
10. This course follows a no eating/no drinking" policy in all its classrooms. Please follow this policy. If you need to eat in class, please bring enough to share! Please understand the eating policy – some food smells to you that are good – are not pleasant to others. The noise is disruptive – paper/packaging and chewing. For those who missed breakfast/lunch – the eating is distracting. If you need to eat – please do it outside the classroom before or after class. I don't care if you bring a beverage to class.

11. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class, but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.
12. If you are receiving services from the Student Disability Resource Center (SDRC) please come and see me, as soon as possible, to schedule an appointment to present me with an accommodation letter and let me know anyway that I can help in your success.
13. This course is on Folio. You are responsible for downloading notes BEFORE you come into class. Please regularly check Folio for any messages that I might have for you.
14. If you need to contact me, please use kharbaugh@georgiasouthern.edu . Please give me 48 hours to respond to emails, not including weekends. If I have not responded in 48 hours, please resend the email.
15. Cell phone policy: OFF and OFF. Cell phones are expected to be OFF (or on silent) and OFF your person (in your purse or bookbag) at all times during all classes. If you cell phone goes off during class, you are using the phone (i.e. texting) or cell phone is on your desk/ person at any time during any lecture you could be asked to leave the class and will lose 15 points from your total grade every time this happens. In case of an emergency, please notify me prior to class.
16. Open Door/ Closed Door Office Policy: **My door is always open, unless it is closed.** Most of the time, when I am in my office, my door is open. Please feel free to come in and visit any time when the door is open. When my office door is closed, it means that I am not there or I am working on something and can't be disturbed. Please respect this and don't knock unless it is a dire emergency.

My Commitment to You:

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. Please feel free to visit my office, call, or e-mail me at anytime.

: Important Notice

While the provisions of this syllabus are as accurate and complete as possible, Dr. Bland reserves the right to change any provision herein without actual notice if circumstances so warrant. Effort will be made to keep you advised of such changes and information about such changes will be available from Dr. Bland. It is your responsibility to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

Professional Dispositions:

BSPH are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are

expected to exhibit professionalism at all times. The following is a list of skills BSPH majors are expected to demonstrate:

- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
- Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
 - ☐ a salutation,
 - ☐ identify who you are,
 - ☐ what the contact is in reference to (i.e. PUBH3431), and
 - ☐ what you would like me to do.

At the bottom of the email, please type out your name.

- Oral and non-verbal communication skills:
 - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
 - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
- Collegiality: Student exhibits appropriate, positive, helpful interactions with others
- Collaboration: Student collaborates with others on tasks or projects accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc.
- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

If a student fails to comply with the list of professional skills, the faculty will provide the student a warning for the first offense. If failure to improve behavior or to make progress in the relevant skills, the faculty member will immediately report the student to the University Student Conduct Board for violating the Student Code of Conduct.

90% of life is just showing up.

Course Etiquette

E-mail and Folio

E- mail is an official means of communication from the University. It is your responsibility to check your Georgia Southern e-mail addresses regularly and to open and read e-mails your professors and the University send.

If you need to contact me, please use the kharbaugh@georgiasouthern.edu email address or you may use the email message services on Folio. University Policy on faculty and staff email response time is 48 hours – which does not include weekends. I will usually respond to you sooner than that! I usually do not read emails after 5:00pm. If you have a questions or an issue and I am not available – go to **Halltalk Discussion** in this course in Folio and post the question to another student, they can help you!

To write a **professional** email, follow the instructions under Professional Disposition section. Please be careful of nick names that you have associated with the person because they might show up that way!

Some assignments are posted to Folio. I expect you to seek help for any issues you may have with Folio through the Center for Academic Technology Support (912-478-2287). Except in cases where I can verify systematic problems with Folio, I will not accept technical problems as an excuse for late work. It is my recommendation is to use Firefox or Chrome for work in Folio, although most other updated browsers will work. Students struggle with my absolutely “no late” assignment policy and assignments not being accepted via email or attachments on emails. All assignments are open the first day of class and you always may turn them in early. I would suggest that you set a goal of not going to bed the night before an assignment is due until you have submitted something. You can always wake up the next morning and clean it up and resubmit by 7:59am or 10:59am depending on your class section. Something is better than nothing. Your goal should be no “goose eggs” this semester!

Weather and Internet Outages – Weather and Internet outages are not accepted as an excuse for late papers or unsubmitted papers. The dropbox and all assignments are posted by the second week of class. You have ALL SEMESTER to turn them in. If you wait until the last moment and weather strikes or you have an internet outage – this is not excused and you will receive “0” points on the assignment.

Creating a Positive Environment for Learning:

Civility Statement for PUBH 3431:

Your individual success is my priority. I feel my job is to shape you both intellectually and professionally. Because this class needs to be participatory and students need to fulfill their potential for learning, people who

disrupt this classroom environment by their words or actions disrupt this process. Talking out of turn, rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning. When a person disrupts the class in these ways, the course instructor will ask the disruptive person to

leave the class and meet with the student one-on-one prior to the next classroom meeting. (Adapted from Department of Communication Arts, Language and Literature, WSC, Gunnison, CO).

Georgia Southern Student Handbook (p.5.) defines “6) “Classroom Disruption” as “any classroom behavior that interferes with the instructor’s ability to conduct class or the ability of other students to learn”. Respect requires that when one person is talking, others remain quiet and listen. Cross-talking is disruptive. In this class, there will be times when I will need to talk while everyone listens or remains quiet, you will get opportunities to share and we will remain quiet and listening, and we will group share. Let’s see how we can help each other with this.



Coping with Disruptive Students

Do Not Fight a Battle

- Accept that dealing with disruptive students is no fun
- Assume student doesn’t know how much behavior impacts you/class
- Have a vision of success for the student

Then . . .

- Make an appointment with student
- Explain how his/her actions affects you/class
- Listen actively to his/her point-of-view
- Jointly look for ways to prevent problem from happening again
- Offer help—prearranged signal or referral
- **File a report** with the [Dean of Student](#)

Kerry Greenstein

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Academic Integrity

It is important for your future to understand that instructors at Georgia Southern treat cases of academic dishonesty seriously; these include plagiarism, self-plagiarism, and cheating on tests, quizzes and assignments. Violations of the Honor Code will be reported to the Dean of Students Office. Please know that these violations can be made by any person and can be made anonymously. Please understand that we will treat cases of academic dishonesty seriously. If you ever have questions about what is permissible, ask me in advance.

Be aware of the Georgia Southern Honor Code and Honor Pledge:

“I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others.” (The Georgia Southern University Honor Code was proposed and jointly adopted by the Student Government Association and the Faculty Senate in 1998 to enhance the University's academic integrity standards).

"On my honor, I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others. I also pledge to engage in ethical behavior on-campus and off-campus, to live an honorable lifestyle, and to create a campus environment that is characterized by individual responsibility, civility, and integrity."

(Georgia Southern University Campus Honor Pledge, an expansion of the Honor Code, approved by the Student Government Association in Spring 2014).

What is ACADEMIC DISHONESTY ? (As defined by the Georgia Southern Student Handbook):

Cheating-	collaborating with others on assignments without the faculty's consent
Cheating-	cooperating with and/or helping another student to cheat
Cheating-	demonstrating any other forms of dishonest behavior
Cheating-	fabricating information, research, and/or results
Cheating-	obtaining and/or using unauthorized materials
Cheating-	submitting material that is not yours as part of your course performance
Cheating-	using information or devices that are not allowed by the faculty
Cheating-	violating procedures prescribed to protect the integrity of an assignment, test, or other Classroom Copyright Infringement
Plagiarism-	directly quoting the words of others without using quotation marks or indented format
Plagiarism-	paraphrasing materials or ideas without identifying the source
Plagiarism-	purchase and/or use of unauthorized material
Plagiarism-	using sources of information (published or unpublished) without identifying them

New to the Student Conduct Code:

Student Code of Conduct specifically prohibits "**self-plagiarism**" defined as "resubmitting work previously submitted without explicit approval from the instructor."

Originality Checker

All assignments that I post to Folio are graded with "originality checker". This checker is a software device in Folio that tells me what percentile of your work is copied from others – it could be a paper you have turned in for a different class, verbatim that you copied off of internet sources without proper citation or words that you have copied (or "collaborated" with) from another student within the university system. Please make sure that everything you submit is your original thoughts, ideas and expressions. ANY paper that has 55% or more listed by the originality checker – gets an automatic "0" points and I will not grade it. Repeated instances will be reported to Georgia Southern University's Judicial Board.

Academic Misconduct

As members of the campus community, students are encouraged to actively support academic honesty and integrity in both the classroom and on-line.

Academic misconduct will be dealt with according to Georgia Southern University policy. Students are encouraged to read and be familiar with such policies. These policies can be found in the *GSU Student Code of Conduct Policies and Procedures, 2017-2018*.

Policies and Procedures:

- *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) 478-1566 or TDD: 478-0666*

PUBH 3431: Introduction to Global Health

Fall Semester 2019

Dates	Topic/Assignment	Readings
M1 8/20, 8/22	Tues Syllabus Overview, Introductions, Expectations	
	<u>Thurs Chapter 1 Principles and Goals of Global health</u>	Chapter 1
M2 8/27, 8/29	Part I Principles, Measurements, and Health Tues Chapter 2 Health Determinants, Measurements and Trends	Chapter 2
	Thurs In-class activity	
M3 9/3, 9/5	Tues Chapter 3 Health Education, Poverty and the Economy	Chapter 3
	Thurs in-class activity	Quiz 1: Skolnik (Chapter 3)
M4 9/10, 9/12	Tues Chapter 3: Ethical and Human Rights Concerns in Global Health	Chapter 4
	Thurs in-class activity	
M5 9/17, 9/19	Part II Cross-Cutting Global Health Themes Tues Chapter 6 Culture and Health	Chapter 6
	Thurs Goats and Soda Presentations (meet with partner in-class)	Quiz 2: Skolnik (Chapter 6)
M6 9/24, 9/26	Tues Chapter 8 Nutrition and Global Health	Chapter 8
	Thurs in-class activity	Online: Midterm availability begins
M7 10/1, 10/3	Part III The Burden of Disease Tues Chapter 9 Women's Health	Chapter 9
	Thurs in-class activity	Global Success Series Due on Folio by 10:00pm
M8 10/8, 10/10	Tues Chapter 10 The Health of Young Children	Chapter 10
	Thurs in-class activity	Nutrition Certificate due 11:59

Dates	Topic/Assignment	Readings
M9 10/15, 10/17	Tues Chapter 11 Adolescent Health Thurs in-class activity	Chapter 11 Quiz 3: Skolnik (Chapter 11) Early Childhood Certificate due 11:59
M10 10/22, 10/24	Tues Chapter 12 Communicable Diseases Thurs Goats and Soda Presentations	Chapter 12 Health Indicator Assignment due 11:59
M11 10/29, 10/31	Tues Chapter 15 Natural Disasters and Complex Humanitarian Emergencies Thurs in-class activity	Chapter 15 Quiz 4: Skolnik (Chapter 15) Maternal Survival Certificate due 11:59
M12 11/5, 11/7	Part IV Working Together to Improve Global Health Tues Chapter 16 Working Together to Improve Global Health Thurs in-class activity	Chapter 16 Global Success Series Due on Folio by 11:59
M13 11/12, 11/14	Tues Chapters 17 Science, Technology and Global Health Thurs in-class activity	Chapter 17 Quiz 5: Skolnik (Chapter 16) Tuberculosis Basis Certificate due 11:59
M14 11/19, 11/21	Tues Chapter 18 Working in Global Health Thurs in-class activity	Chapter 18 Governance and Health Certificate due 11:59
M15 11/26, 11/28	Thanksgiving Break	
12/3, 12/5	12/5 Final in-class activity 12/7 Course wrap-up and final exam review	
Finals Week	FINAL EXAM ONLINE Chapters 15-19 Thursday 12/12	

*This syllabus, including the calendar, is subject to modification if time constraints, student needs, or instructor needs warrant changes. It is your responsibility to remain apprised of any changes to the syllabus and to successfully complete the requirements of this course.

Name: _____

PUBH 3431: Introduction to Global Health
Grading Sheet

Assignment	Possible Points	Points Earned
Exams (180 pts)		
Exams #1	60	_____
Exam #2	60	_____
Final Exam	60	_____
Quizzes (50 pts – drop lowest)		
Quiz 1	10	_____ Quiz 2
	10	_____
Quiz 3	10	_____
Quiz 4	10	_____
Quiz 5	10	_____
Quiz 6		
Global Health Assignments (170 pts)		
GHA 1 RED Infant Cap Campaign (45 points)		
Chain Check	5	_____
Single Crochet Square	10	_____
Single Crochet Round	10	_____
Purple Hat	20	_____
GHA 2 Goats and Soda Reflections (25 pts)	25	_____
GHA 3 Global Health Film : Pick Two (40 points)		
Film #1	20	_____
Film #2	20	_____
GHA 4 Global Success Series: Pick Three (60 points)		
SS #1	20	_____
SS# 2	20	_____
SS# 3	20	_____
TOTAL POINTS:	400	_____

Grades:

360-400 pts.	90-100% A	
320-359 pts.	80-89% B	
280-319 pts.	70-79% C	

Bonus Points:

Day	Event	Points
_____	__Purple Infant Hat_____	__15__
_____	_____	_____

240-279 pts.	60-69%	D	_____	_____	_____
0-239 pts.	0-59%	F	_____	_____	_____