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Fall 2021

### PUBH 3431: Introduction to Global Health

Jill Johns

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**Georgia Southern University**  
Jiann-Ping Hsu College of Public Health  
**PUBH 3431: Introduction to Global Health**  
**Fall 2021**

<b>Instructor:</b>	<b>Jill Johns</b>
<b>Office:</b>	<b>3010 Hendricks Hall</b>
<b>Phone:</b>	(912) 349-9405
<b>E-Mail Address:</b>	jj09837@georgiasouthern.edu
<b>Office Hours:</b>	M W 12:15-1:15; T 2-3; Flexible by appointment
<b>Class Meets:</b>	TR 3:30-4:45; Interdisciplinary Building 2028

Course Catalog available at: <http://em.georgiasouthern.edu/registrar/resources/catalogs/>  
under Jiann-Ping Hsu College of Public Health Programs

The University Calendar is located with the semester schedule, and can be found at:  
<http://em.georgiasouthern.edu/registrar/>

**Prerequisites:**

Sophomore standing

**FOLIO Access:** <https://my.georgiasouthern.edu/portal/portal.php>;

*Access to course materials are available for up to one year after graduation.*

**Catalog Description:**

This course introduces a broad and growing field of global health. The course will discuss how health and illness are 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.

**Required Textbook:** Skolnik, Richard. (2019) Global Health 101 (Essentials of Global Health): Fourth Edition. Boston, Jones & Bartlett Publishers. ISBN: 9781284145380.

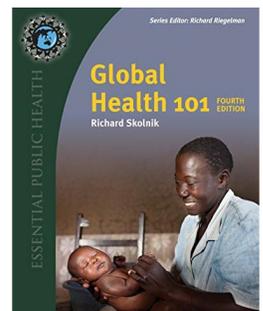
**Required Resource:**

**FOLIO Access:** <https://my.georgiasouthern.edu/portal/portal.php>;

FOLIO Modules contain overview pages and additional readings assigned.

**Additional Readings:**

Additional readings will be assigned throughout the course. The readings and online links will be provided on Folio. You may also be required to use the university's library resources to obtain research articles.



**BSPH Core Student Learning Outcomes**

1. Students will demonstrate the ability to assess population needs, assets, and capacities that affect communities' health.
2. Students will apply public health evidence-based strategies to the development of health programs.
3. Students will demonstrate the ability to apply cultural competence strategies in public health practice and communication.
4. Students will create strategies for promoting health improvement and disease prevention.

## **CEPH Concentration Competencies**

*At the completion of the B.S.P.H. degree program all students will be able to:*

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. Analyze evidence-based and innovative best practices of healthy behaviors to appropriate audiences
4. Demonstrate effective communication and advocacy skills for populations.
5. Apply the basic methodology and research design, data collection and data analysis for identification of health trends and public health problems.

## **CEPH BSPH Learning Objectives**

### **Public Health Communication**

The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.

### **Information Literacy**

The ability to locate, use, evaluate and synthesize public health information.

## **Knowledge-Based Objectives Linked to Course Activities (Note: Activities Described below)**

1. Students will demonstrate basic knowledge on key public health concepts and terminology related to global health in the context of globalization, economic development, and health challenges, which cross national boundaries and affect people differently according to gender, geography, socioeconomic status, and race. **(Activity 1)**
2. Students will discuss the burdens of diseases in various regions of the world: how it varies by sex, age, and location; key risk factors for these burdens; and how these disease burdens can be addressed in cost-effective ways. **(Activity 1)**
3. Students will assess key health disparities, especially as they relate to the health of low-income and marginalized people in low- and middle-income countries. **(Activity 2)**
4. The students will be able to compare and contrast the United States global health delivery system with that of other selected nations. **(Activity 2)**
5. Students will outline the key actors and organizations in global health and the manner in which they cooperate to address critical global health issues (i.e., who create global health policies and understand the relative impact of science, advocacy, politics, and moral persuasion in global health policy decision-making). **(Activity 1)**
6. Students will demonstrate the ability to communicate global health concepts through discussions of current global health issues. **(Activity 3)**
7. Students will demonstrate the ability to orally communicate global health concepts through a comprehensive review on a selected global health topic and critiques on global health related films and they will review key challenges that are likely to arise in the coming decades in addressing the health of the poor in low- and middle-income countries. **(Activity 4)**
8. Students will demonstrate technical knowledge of various global health topics. **(Activity 5)**

## **Skill-Based Student Learning Objectives Linked to Course Activities (Note: Activities Described in the Next Section)**

1. Students will develop critical thinking abilities and apply them to an effective global health intervention program, and they will use key analytical tools and concepts to determine how critical health issues might be addressed in cost-effective, efficient, and sustainable ways. **(Activity 2)**

2. Students will demonstrate culturally appropriate, creative, and innovative solutions to address specific global health problems in resource-limited settings. (**Activity 1**)
3. Students will develop team-building skills with online group discussions. (**Activity 3**)

### **Assessment of Student Learning**

1. **Activity 1:** Use course lecture PowerPoint handouts, videos, and online discussion threads to explain the basic concepts and terminology of global health, including, but not limited to, the global burden of disease and risk factors, nutrition and global health, women's health, noncommunicable diseases, working together to improve global health, etc. Competence in basic concepts and terminology will be evaluated through five quizzes, a midterm and the final exam.
2. **Activity 2:** Use the Global Health Indicator assignment, which involves the synopsis and evaluation of health indicators for a developing country, with a comparison to any two developed countries. This is a vivid way of demonstrating the presence of health inequities across the globe, particularly in health outcomes.
3. **Activity 3:** Written critique of a “Goats and Soda” podcast and a “Film Critique Worksheet” reviewing a global health-related film.
4. **Activity 4:** Evaluate competence in oral communication to the professional audience and reviewing key future global health challenges through a comprehensive review of an important global health related issue.
5. **Activity 5:** Evaluate competence in technical knowledge on global health through successful completion of five USAID Global Health e-learning modules focusing HIV/AIDS, Infectious Diseases, Maternal Health, Nutrition, Private Sector Approaches, and Global Reproductive Health Issues.

**Assignments:** Each assignment has an accompanying dropbox under the Assessment TAB on Folio. Be sure to check the submission dates for each assignment. Late work: Late work can be submitted, but will not receive full-credit.

1. **Global Health Indicator-** Activity 2
2. **Goats and Soda-** Activity 3
3. **Global Health Film-** Activity 3
4. **Group Project-** Activity 4
5. **Global Health e-Learning-** Activity 5

Assignment descriptions will be posted in the appropriate assignment dropbox on Folio and will be explained in greater detail in class.

All your work needs to be produced in a professional manner. The typos, grammar errors should be kept at minimum if any. The format and readability of your submissions will be taken into consideration when the instructor grades. (See requirements for written work below).

### **Global Health Indicator Group Assignment (Activity 2) (Submit via dropbox in Folio) (10%):**

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. You must follow the specific instructions provided in folio.

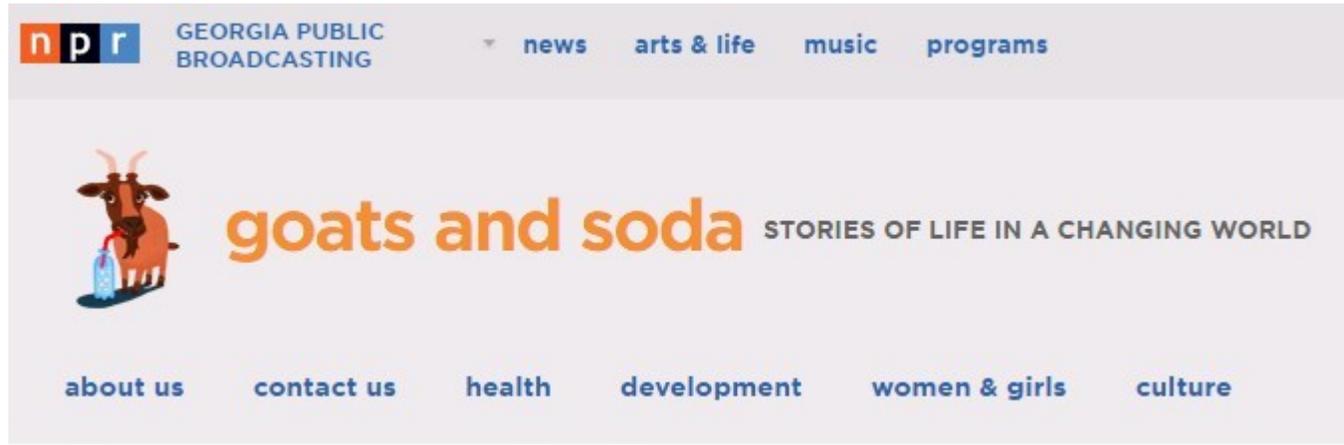
### **Goats and Soda (Activity 3) (Submit via dropbox in Folio) (10%):**

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 discussion thread in Folio 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 PowerPoint 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 at the latest by 3:25 pm.

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



**Global Health Film (Activity 3) (Submit via dropbox in Folio) (10%):**

You will watch two global health related films in class. “[Delivering the Goods: Rx for Survival](#)” and a second film which students will vote on based on a short list provided by the Instructor. Complete the “Film Critique Worksheet” and submit the completed worksheet via Dropbox in Folio.

**Global Health Group Project Presentation (Activity 4) (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, Prezi, or other media is encouraged. Apply the SEM perspective to your topic. Rubrics provided in Folio.

**Global Health E-Learning (Activity 5) (Certificate courses in Global Health) (10%):**

USAID’s Bureau of Global Health has developed the Global Health eLearning (GHeL) Center to provide its worldwide mission-based health staff with access to state-of-the-art technical global health information. The Global Health eLearning Center courses are organized into Certificate Programs to help you focus your learning with a more comprehensive study of key topics on global health. You can earn a certificate in a variety of global health areas by successfully completing all courses within a program area. You have to complete **five courses** (select any one course from the courses offered for the following four topics PLUS student’s choice: Nutrition, Maternal Health, Child Survival, Infectious Diseases, and Student’s Choice; available in this link: <https://www.globalhealthlearning.org/certificate-programs>). First you have to create an account on Global Health E-learning center and register: <https://www.globalhealthlearning.org/user/register>. Each course module has a knowledge check and knowledge recap sections. The knowledge recap is the Quiz. After successful completion of the quizzes you will earn certificates and you have to **upload five certificates** in the folio dropbox for e-learning certificates before the due dates. The purpose of this task is to help students focus on learning and to reinforce important concepts covered in the class.

**Quizzes (Activity 1) (In Folio) (25%):**

You have to take five quizzes in this course that will be from the lectures, PowerPoint slides, book chapters, and study guides. You will be successful if you have read the related chapters in the textbook and other module materials prior to taking the quiz. Each quiz is worth 5 points and you will have 2 opportunities to take the quiz and the highest grade will count. All the quizzes will open at 12:01 am on the day before the due date and will close at 10:00 pm on the due date throughout the course (check the Course Schedule below). Please do not wait until the last minute to complete the quizzes. Quizzes will have a 2-hour time limit. No make-up quizzes are given! Once

you open a quiz, you must complete the entire quiz. You will not be allowed to go back on questions or re-open quizzes.

### **Final Exam (Activity 1) (25%):**

The final exam will be administered on Thursday, December 2, 2021, from 3:00PM to 5:00PM. This exam will be a cumulative multiple choice exam. 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. Exam conflicts are to be brought to the professor's attention in a timely manner.

**Attendance/Participation grade:** See Class Attendance and Participation Policy below for how attendance will be addressed in this class.

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

### **Requirements for Written Work**

1. Papers must be typed. Please use a 12-point font (Arial or Times New Roman), set all margins to one inch and double space.
2. Written work is expected to be free from errors that would be detected in a careful proofreading, i.e., a word omitted, a word inserted twice, or out of place, a typographical error, omission of the "s" from plural word, etc. Do not rely on the spell-checking utility of your word processing program to detect all spelling errors. The program cannot detect the inappropriate use of correctly spelled words. If you have the paper in final form and you detect any omission errors, you do not have to reprint the page. Simply make the correction neatly in ink.
3. Grammar, spelling, and punctuation are expected to meet the same standard as are required in English classes. There is never any excuse for spelling errors. Use a dictionary. If you have the slightest doubt about the use of grammar, punctuation, or capital letters consult a good reference book.
4. Written work is expected to be organized to read smoothly and fluently without skipping from point to point and back. The use of appropriate introductory and concluding statements or paragraphs is a necessary part of this organization.
5. You are expected to be able to use terms encountered in class or in your readings in appropriate contexts, thus demonstrating that you understand them. If you are using other highly specific terms, explain or define them the first time you use them, and after that, use them in the proper way.
6. Use non-sexist language in all papers. Consult the APA Publication Manual (6<sup>th</sup> edition) for guidance in the use of non-sexist language.
7. Use quotation marks when quoting directly from written works of others, use reference notes when you discuss information or ideas that have been expressed by others. Plagiarism is unethical and illegal. Any form of plagiarism will result in a grade of "0" for the assignment for the entire group if it is a group project and may result in a failure for the course. Refer to Georgia Southern's Student Handbook for information about Academic Dishonesty.
8. Attach a separate reference list including all works cited in the paper. Refer to the APA Publication Manual (6<sup>th</sup> edition) if you have any questions regarding citations or preparation of a reference list.

### **Portfolio Inclusion**

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.

### **Instructional Methods**

Class meetings will be a combination of lecture, class discussion, and active participation. Computer-generated presentations will be used to illustrate important points of this course. Prior to each class, the student is encouraged to complete any and all assigned readings in order to actively participate in class discussions. In this way, it is hoped that the learner will be better prepared to successfully accomplish the learning objective of each lecture experience.

### **Grading**

The course grade will be determined through a combination of quizzes, assignments, e-learning certificates, review report, and examinations. Each student will be evaluated on his/her performance based on the following:

Quizzes (5 quizzes worth 5 pts each)	25 points
Global Health Indicator Assignment (Group)	10 points
Goats and Soda Assignment	10 points
Film Critique Worksheets (2 films worth 5 pts each)	10 points
Group Project Presentation	10 points
E-Learning Certificates (5 certificates worth 2 pts each)	10 points
Final exam	<u>25 points</u>
	<b>100 points possible</b>
Attendance and Bonus points	5 points+Bonus (added to final points)

Attendance points will be based on a reward system for active engagement. There are 30 class meetings over the semester. Students who attend 80% of all classes (24 class meetings) will earn 3 points. Students who attend 90% of all classes (27 class meetings) will earn 4 points and students who attend 100% of classes will earn 5 points (approximately 10% of the total points possible for the course).

**Grading Scale-**A final grade of C or better is required to make progress in the major.

<u>Point Scale</u>	<u>Percent</u>	<u>Grade</u>
90-100 pts	90 - 100%	A
80-89 pts	80 - 89%	B
70-79 pts	70 - 79%	C
60-69 pts	60 - 69%	D
Below 60 pts	0 - 59%	F

*Grading policies:* In this course, students do not compete against each other for grades. Each student's grade will be based on the number of points earned during the semester. A grade of "I" (incomplete) will not be given unless very unusual circumstances are present, such as hospitalization of the student. University regulations do not permit the use of a grade of "I" to avoid a low or failing grade. The policies of the university will govern any dispute.

**One-Week Rule:** Grades are always the ultimate responsibility of the student. After any grade has been posted to the Folio grade book, there is a one-week (7 days) time limit to make any grade appeals in person and via Folio to the instructor. After the one-week period, the grade becomes permanent and indisputable.

### **Inclusive Excellence at Georgia Southern University**

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs,

socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you believe that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

### **General Expectations**

#### **Professional Dispositions**

BSPH students 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: Students use appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
  - Email and other media communication: Students use 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. PUBH 3431), 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, students use or maintain appropriate tone, language, attitude, interpersonal space, etc.
  - In public speaking, students use or display appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Students keep track of assignments and materials, are prepared for presentations, etc.
- Initiative: Students can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Students are punctual, complete assignments, meet deadlines, and are prepared for class etc.
- Collegiality: Student exhibits appropriate exhibits appropriate, positive, helpful interactions with others
- Collaboration: Students collaborate with others on tasks or projects, accept others' suggestions and criticisms, participate in and provide constructive inputs to discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Students respect confidentiality, treat others with respect, etc.
- Self-Presentation: Students are 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.

### **Response Times**

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. Please feel free to visit my office, call, or email me at any time. Monday - Friday you can expect to hear back from me within 24 hours. It may take up to 48 hours over the weekend.

### **Course Expectations**

- **Exam Policy.** Examinations are expected to be taken on the scheduled day. Exams are the property of the professor; any exam removed from the classroom by a student(s) will result in the score of a “0” assigned for that exam, and an “F” for the entire course. A student who arrives more than 15 minutes late, or after the first exam is handed in, will receive a ZERO (0) recorded for the grade.

**Makeup exams** will only be given in the event of a family emergency (immediate family), due to quarantine for active COVID-19 infection, testing positive (with or without symptoms), or being identified as a close contact and therefore needing to quarantine. Other absences that fall under the umbrella of being made up include: in the case of a sanctioned university excused absence. Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. In the case of a family emergency, evidence of proof to be provided will be determined by the specific emergency. Any student not showing up for an exam without prior notification automatically receives a grade of “F”.

- Please pay attention and adhere to the due dates for assignments. (See policy regarding unusual circumstances).
- The **Final Exam** for the course will be **Thursday, December 2, 2021, 3:00 pm-5:00 pm.**
- Please consult the **STUDENT CONDUCT CODE 2021-22** for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to Georgia Southern University's Judicial Board, and be assigned an “F” for the course.
- If you are receiving services from the Student Accessibility Resource Center (SARC), please notify me as soon as possible, to schedule an appointment to present me with our accommodation letter.
- **The last day to withdraw from class without academic penalty is October 7, 2021.**

### **Texting and Use of Cell Phones (and Other Technologies)**

The instructor respectfully requests that you do NOT text or use your cell phone during class! My preference is that you put cell phones away (and off or silent) so they are not a source of temptation. Offenders will be asked to leave.

### **Class Attendance and Participation Policy**

Federal regulations require attendance to be verified prior to distribution of financial aid allotments. Regular attendance is expected.

- Attendance verification will be completed via Folio. 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. Attendance is highly recommended; You are responsible for any missed content, announcements, due dates, homework assignments, date changes, etc. when you miss a class. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, considerations will be made regarding any assignments or exams that occur in the timeframe of the emergency (usually one week). In the case of athletic participation or a different university sponsored event, please inform the instructor at least two weeks PRIOR to the event. *Please note* that the extensions are not guaranteed and will be granted solely at the discretion of the Instructor.

**\*\*COVID-19\*\* Caveat-**Students who submit documentation indicating they have received accommodations to join class remotely, OR students who complete a CARES form based on the criteria for not attending class (quarantine for active COVID-19 infection, testing positive (with or without symptoms), or being identified as a close contact and therefore needing to quarantine) will be provided with a LINK to the class.

**ATTENDANCE WILL BE TAKEN DURING CLASS MEETINGS via a QR Code.** This is to assist the instructor in learning names as well as for the attendance/participation requirement. It is expected that when you attend class you agree to be an active learner. Throughout the semester the instructor will assess your level of participation. Imagine that each class session is worth approximately 1 point. If you attend class and participate in ‘active’ learning, you will receive your participation points for the day. The instructor will also incorporate class activities to help assess participation and most will have an accompanying exit ticket. Activities might include reflection of readings/other class material, critiques, in-class group work, quizzes, webcast summations, etc. The exit ticket serves as a real-time assessment of the activity.

Poor classroom engagement behavior includes sleeping with eyes open or closed, texting, earphones in, chatting, checking Fb or Instagram, and other social media sites, emailing, etc. These behaviors are not considered “participating.” Everyone begins with 5 points; points will be deducted at the end of the semester for any and all of the following: lack of participation/cooperation during class activities or excessive absences (>5).

- Class will begin promptly at 3:30 pm. Out of courtesy to both the instructor and fellow students, **please do not enter after the door is closed.** You are responsible for all notes, classroom discussion, announcements, etc. of what was covered on the day of your absence. If you miss dates or other assignments because of a missed class, then you will receive a “0”.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegates to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Undergraduate & Graduate Catalog*)

### **Academic Misconduct**

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University’s policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

### **Plagiarism:**

According to the Academic Dishonesty Policy of Georgia Southern University, 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 faculty member, 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 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.

##### **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 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 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.

### **CONFIDENTIALITY**

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

### **Disability-related Accommodations**

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

### **Basic Needs Statement**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students Office for support. The Dean of Students Office web address is <https://students.georgiasouthern.edu/dean>. You may also reach the Dean of Students Office for the Statesboro campus at (912) 478-3326 or [deanofstudents@georgiasouthern.edu](mailto:deanofstudents@georgiasouthern.edu). For the Armstrong and Liberty campuses, you can also reach the Dean of Students Office at (912) 344-2514 or [rmdeanofstudents@georgiasouthern.edu](mailto:rmdeanofstudents@georgiasouthern.edu). Furthermore, please notify the professor if you are comfortable in contacting the Dean of Students Office for support. This will enable the professor to provide any other resources that they may possess.

### **University Calendar for the Semester**

The University Calendar is located with the semester schedule, and can be found at: <http://em.georgiasouthern.edu/registrar/resources/calendars/>

### **One Final Note**

**Syllabus Disclaimer:** This syllabus serves as a contract between the instructor and student. The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only 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.

## **STUDENT CONDUCT CODE**

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

## **ACADEMIC DISHONESTY**

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

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Student Name (print)

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Student Signature

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Date

## Important Dates to Remember

August 12	First Day of Class
August 27 @ 11:59 pm	Film Critique Worksheet 1 - 5 pts
September 3 @ 11:30 pm	Quiz 1 - 5 pts
September 8 or 13 @ 11:59 pm	"Goats and Soda" PowerPoint
September 17 @ 11:59 pm	"Goats and Soda" worksheet and revised PowerPoint - 10 pts
October 1 @ 11:59 pm	e-Learning Certificate 1 (Nutrition) - 2 pts
October 1 @ 11:59 pm	Film Critique Worksheet 2 - 5 pts
October 8 @ 11:30 pm	Quiz 2 "Midterm" - 5 pts
October 15 @ 11:59 pm	e-Learning Certificate 2 (Maternal Health) - 2 pts
October 22 @ 11:59 pm	e-Learning Certificate 3 (Child Survival) - 2 pts
October 22 @ 11:59 pm	Global Health Indicator Assignment - 10 pts
October 29 @ 11:30 pm	Quiz 3 - 5 pts
November 5 @ 11:59 pm	e-Learning Certificate 4 (Infectious Diseases) - 2 pts
November 5 @ 11:30 pm	Quiz 4 - 5 pts
November 12 @ 11:30 pm	Quiz 5 - 5 pts
November 16 or 18	Group Presentations - 10 pts
November 19 @ 11:59 pm	e-Learning Certificate 5 (Student's choice) - 2 pts
December 1 @ 11:59 pm	Group Presentation PowerPoints
December 2	Final Exam 3:00 pm -5:00 pm - 25 pts

Date	Topic Assignment	Reading Assignments	Assessment
<b>Part 1: Principles, Measurements, and Health – Development Link</b>			
<b>Week 1+</b> 8/11-8/20	<p>R - Course Overview, Student Introductions, Groups and Global Health E-Learning</p> <p>T - The Global Health Context and Who Plays</p> <p>R - The Principles and Goals of Global Health</p>	<p><b>Module 1</b></p> <p><b>Supplemental Materials in Folio</b></p> <p><b>Read Chapter 1</b></p>	<p>Complete Attendance Verification on Folio</p> <p>Syllabus in Folio (<b>Print and bring to class</b>)</p>
<b>Week 2</b> 8/23-8/27	<p>T - Global Health Films: “<a href="#">Delivering the Goods: Rx for Survival</a>” (Film Review 1)</p> <p>R - Health Determinants, Measurements, and The Status of Health Globally</p>	<p><b>Read Chapter 2</b></p>	<p>Film Critique Worksheet 1 <b>due 8/27</b></p>
<b>Week 3</b> 8/30-9/3	<p>T - The Global Burden of Disease and Risk Factors</p> <p>R - Health, Education, Poverty, and the Economy</p>	<p><b>Module 2</b></p> <p><b>Read Chapter 3</b></p> <p><b>Read Chapter 4</b></p>	<p>Quiz 1 <b>due 9/3</b></p>
<b>Week 4</b> 9/6-9/10	<p>T - Out of class lab to work on “Goats and Soda” presentation with partner</p> <p>R - “Goats and Soda” (Paired presentations)</p>		<p>PowerPoints <b>due by 10 pm the night before you present</b></p>
<b>Part 2: Cross-Cutting Global Health Themes</b>			
<b>Week 5</b> 9/13-9/17	<p>T - “Goats and Soda” (Paired presentations)</p> <p>R - Ethical and Human Rights Concerns in Global Health</p>	<p><b>Module 3</b></p> <p><b>Read Chapter 5</b></p>	<p>PowerPoints <b>due by 10 pm the night before you present</b></p> <p>Worksheet and revised PowerPoint <b>due 9/17</b></p>
<b>Week 6</b> 9/20-9/24	<p>T - Culture and Health</p> <p>R - The Environment and Health</p>	<p><b>Read Chapter 7</b></p> <p><b>Module 4</b></p> <p><b>Read Chapter 8</b></p>	
<b>Part 3: The Burden of Disease</b>			
<b>Week 7</b> 9/27-10/1	<p>T - Out of class: watch Global Health Films (Film Review 2)</p> <p>R - Nutrition and Global Health</p>	<p><b>Read Chapter 9</b></p>	<p>Film Critique Worksheet 2 <b>due 10/1</b></p> <p>e-Learning Certificate 1 (Nutrition) <b>due 10/1</b></p>

<b>Week 8</b> 10/4-10/8 Last day to withdraw 10/7	T - Midterm Review  R - Out of class lab to work on Global Health Indicator with group		Quiz 2 "Midterm" due 10/8
<b>Week 9</b> 10/11-10/15	T - Women's Health  R - The Social Ecological Model (SEM)	<b>Module 5</b> <b>Read Chapter 10</b>	e-Learning Certificate 2 (Maternal Health) due 10/15
<b>Week 10</b> 10/18-10/22	T - The Health of Young Children  R - Out of class lab to work on Global Health Indicator with group	<b>Read Chapter 11</b>	e-Learning Certificate 3 (Child Survival) due 10/22 Global Health Indicator Assignment due 10/22
<b>Week 11</b> 10/25-10/29	T - Adolescent Health  R - Out of class lab to work on Group Presentation	<b>Module 6</b> <b>Read Chapter 12</b>	Quiz 3 due 10/29
<b>Week 12</b> 11/1-11/5	T - Communicable Diseases  R - Noncommunicable Diseases	<b>Module 7</b> <b>Read Chapter 13</b> <b>Module 8</b> <b>Read Chapter 14</b>	e-Learning Certificate 4 (Infectious Diseases) due 11/5 Quiz 4 due 11/5
<b>Part 4: Working Together to Improve Global Health</b>			
<b>Week 13</b> 11/8-11/12	T - Natural Disasters and Complex Humanitarian Emergencies  R - Out of class lab to work on Group Presentation	<b>Read Chapter 16</b>	Quiz 5 due 11/12 e-Learning Certificate 5 (Student's choice) due 11/12
<b>Week 14</b> 11/15-11/19	T - Global Health Group Presentations  R - Global Health Group Presentations		Group Presentations
<b>11/22-11/26</b>	<b>THANKSGIVING BREAK</b>		<b>THANKSGIVING BREAK</b>
<b>Week 16</b> 11/29-12/1	T - Final Exam Review Nov 30 - last day of class		PowerPoints due December 1st for all groups
<b>Week 17</b> 12/2-12/8	<b>FINAL EXAM: Thursday, December 2, 2021 3:00 pm-5:00 pm</b>		